A Comparative Study of Private and Public Schools Serving Low-income Parents in Kuwait

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Abstract

The aim of this study is to examine the phenomenon of low-income Kuwaiti parents changing their orientation from government schools to private Pakistani low-cost schools. In order to arrive at a logical explanation for the phenomenon, the motivational factors affecting parents and their level of satisfaction, as well as the quality of the schools, were investigated through a comparative case study conducted in the Kindergarten and primary levels of schools in each sector. The quality of the schools was measured with regard to their policies, teacher absenteeism and attendance, curriculum, and school buildings and facilities.

A mixed methods approach using qualitative and quantitative instruments was adopted to elicit data from 18 government schools (from the six local authorities) and 13 private Pakistani schools in Kuwait. The quantitative instrument was structured questionnaires administered to parents (384 from the government schools and 489 from the private Pakistani schools), while the qualitative data were obtained from *semi-structured* interviews with the school managers (*13 private Pakistani schools and 18 government schools)* and the manager of the inspectorate of private schools; the schools' observation (checklist), and archive records and documents (obtained from the Ministry of Education and the schools).

The findings of the case study revealed that the low-cost private Pakistani schools were out–performing the government schools in various aspects related to these schools' educational services, which were making them a more satisfactory option for some low-income Kuwaiti parents and motivating them to travel longer distances daily to reach the private Pakistani schools, even though government schools were available within the zones where they lived. The study found that the Kuwaiti parents were motivated to turn to the private Pakistani schools mainly because they provided English as the schools' medium of instruction, in addition to having Islam as the schools' main religion. At the same time, all these facilities were being provided for low-cost affordable tuition fees.

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List of Abbreviations

UK: United Kingdom

LA: Local Authority

MOE: Ministry of Education

IGCSE: International General Certificate of Secondary Education

FBISE: Federal Board of Intermediate and Secondary Education

GCC: Gulf Cooperation Council

MENA: Middle East and North Africa

GPD: Gross Domestic Product

TIMMS: Trends in International Mathematics and Science Study

PIRLS: Progress in International Reading Literacy Study

KNA: Kuwait National Assembly

NBK: National Bank of Kuwait

KG: Kindergarten

PAHW: Public Authority for Housing Welfare

KUNA: Kuwait News Agency

MDG: Millennium Development Goal

LEAPS: Learning and Educational Achievements in Punjab Schools

UAE: United Arab Emirates

IFC: International Finance Cooperation

AED: Arab Emirates Dirham

BOT: Build-Operate-Transfer

KD: Kuwait Dinar

OUP: Oxford University Press

NAEYC: National Association for the Education of Yung Children

VAT: Value Added Tax

GST: General Sales Tax

MOF: Ministry of Finance

MOP: Ministry of Planning

Chapter 1: Introduction

The main interest of this study was in the phenomenon of low-income parents in Kuwait changing their orientation from the government free schools to the private Pakistani low-cost schools. Given the complex range of possible factors that could influence those parents to make such a change, the research was conducted through a comparative study of the Kindergarten (KG) and primary levels at the government schools (from all districts) on the one hand and all the private Pakistani schools that exist in Kuwait on the other, adopting a mixed qualitative and quantitative approach.

Since Kuwait is the area where this study was conducted, it is logical first to provide some brief general information about the country. Kuwait is an Arab state quite small in area (17,820 sq. km) in comparison to most other countries in the world (for instance, Kuwait has an area of roughly double the size of Cyprus, (9,251 sq. km), located in the north-east of the Arabian Peninsula in Western Asia. It lies on the north-western shore of the Persian Gulf (UNDP, 2012). The estimated population in 2012 was 3,268,431 persons – 1,128,381 of Kuwaiti nationality, while the majority is non-Kuwaiti (Kuwait government online, 2013). Economically, Kuwait is considered as a rich high-income country, the per capita income in 2011 being estimated at $44,940 (World Bank, 2014). Despite the high rate of growth and development in the Kuwaiti economy and society, Kuwait is classified as a developing country that has still failed to achieve all the 2015 Millennium Development Goals (MDGs), including the primary education goal (General Secretary of the Supreme Council for Planning and Development in Kuwait, 2010).

This chapter presents some of the relevant definitions for this study. Some information about the educational system and policies in Kuwait, both historical and current, is also provided. The research problem is described, and the reasons for choosing particular features for this research (for instance, the Kuwaiti samples and the Kindergarten and primary levels) are given. The chapter also discusses the importance of the study in terms of its purpose and originality, and the key research question and sub-questions. Finally, the layout of this thesis is outlined, with a brief description of the content of each chapter.

1.1 Definitions of terms

Before beginning the discussion in this chapter, it is important to provide a clarification of some of the important terms that have been frequently utilised throughout the study. These definitions are provided in the following paragraphs:

Kuwaiti low-income families: This term is used to refer to some Kuwaiti people who are classified in a *relative sense* as low-income families. In other words, they are considered to be on low incomes compared to the average income of other Kuwaiti families (see chapter 4, section 4.4.3). However, it should be emphasised that these low-income Kuwaiti families do not suffer from poverty to the extent that many people in developing countries do, and do not fall into the category of poor people set by the World Bank, which classifies poverty as consisting of a daily per capita income of $1.25 at purchasing power parity, 2005 prices (see chapter 2, section 2.5).

Private schools: This term is used to refer to schools that run as for-profit or non-profit, managed by private sector organisations, usually funded entirely by school fees paid by parents, but under government regulation.

Private Pakistani schools: This term refers to the *Pakistani schools that exist in Kuwait* that belong to a private owner and are run as for-profit private schools which aim to make a small profit from the educational services they offer (see chapter 2, section 2.6). These schools adopt the Pakistani system and syllabus (textbooks) obtained from Oxford University in the UK (see chapter 4, section 4.4.1). All the private Pakistani schools in Kuwait fall into the category of special community schools (as named by the MOE) and are rated as having dramatically low tuition fees compared to most other foreign schools (see chapter 4, section 4.3).

Low-cost schools in Kuwait: This refers to the private schools in Kuwait that offer low-rate and affordable tuition fees much lower than other private foreign schools in the country (see chapter 4, section 4.3).

Government schools: This term refers to the *state schools in Kuwait* that are regulated and administered by the government of Kuwait through the Ministry of Education (MOE) and their related Local Authorities (LA).

1.2 The history of education in Kuwait

In 1887 private education first appeared in Kuwait. In those days, although most Kuwaiti people earned very little, they were still asked to pay a small proportion of the tuition fees to have their children educated. The educational charges were very low and parents used to pay weekly (although very poor people were exempt from paying); however, these small payments represented a profit for some teachers, although pearl-diving was the main profession for most Kuwaiti people (Ministry of Education, 2012).

In the olden days schools in Kuwait were called 'Alkatateeb', where people used to send their boys to be educated by only the most knowledgeable and scholarly religious teachers (called Al mullah), who taught them the Holy Qur'an, the principles of reading and writing and some simple mathematics (Ministry of Education, 2012).

In 1911 the first official private boys' school (Al Mubarakiah school) was established, supported by the tuition fees and donations by some Kuwaiti businessmen. This was followed by the first American school, which opened in 1917. The American schools experienced a high rate of enrolment by Kuwaiti students, by parents who were interested in having their children learn the English language. By then people's concerns about their children's education had increased and registration at the 'Al Mubarakiah' schools developed. The schools remained private and payable until the beginning of the era of the artificial pearl (the artificial pearl was created and exported from Japan to replace the genuine pearls, which had been the main source of income in Kuwait at that time before the discovery of oil), that affected the main source of income for most Kuwaiti people and coincided with an economic crisis. These events had an impact on people's donations to the 'Al Mubarakiah' schools, which were then confronted with a budget deficiency. To alleviate these problems, in 1936 the Amir of Kuwait (Sheik Ahmad Al jabber Al Subah) increased the percentage of customs duties to 5% and allocated a sum of 0.5 % from the country's income to support education and make it free of charge for all parents. After that, the council of education was formally

established (Al Atiqi and Alharbi, 2009, p. 5), and the Ministry of Education was also set up to provide free education at government-run schools. Around the time of the discovery of oil in Kuwait in 1937–1938, the first girls' school opened, to educate for the first time Kuwaiti girls, who previously stayed at home helping their mothers with the housework. This was followed by the second boys' school that was established with a more structured educational system and a formal curriculum, modified by adding the subject of English to the syllabus for the first time. This was in order to satisfy the desires of Kuwaiti parents, who were opposed to their children going to the American school to learn the English language within a foreign and non-Islamic culture.

Around the time the first export shipment of oil was announced in 1946, radical changes were announced in various national strategies, including in education, and the first Kindergarten school was established (Al Muthana KG, established in 1955). As a result of the discovery of oil, many Pakistani families had been immigrating to Kuwait to work for Kuwait oil companies and in other manual jobs, which led to the first private Pakistani school being established in Kuwait in 1960 (stated in the Pakistan School Golden Jubilee, 2010), to cater for those Pakistani families. By then, however, Kuwait had witnessed the mushrooming of many boys' and girls' schools as well as several private schools. In 1962, the Education Act was issued, introducing officially free and compulsory education in government schools in Kuwait. According to Article 40 of the Act:

> "Education is a right to each Kuwaiti citizen guaranteed by the state according to the law within the limits of the public system and morals, and compulsory education is free-of-charge in the first stages according to the law" (Kuwait parliament, 1962, p. 18).

Accordingly, compulsory education was offered from primary level up to the end of middle school for girls and boys, while for Kindergarten and from year 9 and upwards education was optional (there have been no changes to this regulation up to the present). Law No. 1 of the 1965 act states that the government is responsible for the provision of the government schools' "premises, books, teachers and all that is necessary in terms of human and material means to guarantee the success of compulsory education" (UNESCO, 2007, p. 3). This policy remains the approach to education in Kuwaiti government schools today (Watfa, 2012; Alramzy, 2009; Ministry of Education, 2012).

Since then, the MOE in Kuwait has had the monopoly of power over the education funding at government institutions of all K–12 students, but it does not provide any financial support for or have any clear policies regarding the private schools (Al-Shehab, 2010). Private schools in Kuwait are normally funded by the entrepreneur and the school tuition fees, and in some cases by people's donations (Watfa and Almotawaa, 2008). However, the number of private schools has increased dramatically in the country, and each has its own specific system and educational path. In 1967, the MOE announced Education Act No. 10664, which stated that the "private education establishments are subject to supervision by the Ministry of Education". This includes the financial rules governing the private schools, the "staff and personnel of private schools, and justifications and procedures for the closure and liquidation of a private educational institution" (UNESCO, 2007, p. 3).

1.3 The current schooling system in Kuwait

Currently, the MOE regulates the government schools in Kuwait through the six local authorities that are distributed across the country, each having the same name as the district in which they are located (Al Asema, Hawalli, Al Farwaniyah, Al Ahmadi, Mubark Al Kabeer and Al Jahra) (see the map in figure 6.3). The MOE also regulates private schools through the Administration of Private Education (Watfa, 2012). The MOE's role appears in its centralised policies, which include "responsibility for planning, supervising and controlling the development of education" (UNESCO, 2007, p. 4). The function of the LAs, on the other hand, is to implement the "executive directives in their schools, supervise and assess performance, and finance the schools". The LAs are supposed to perform their role with some flexibility in making some minor, internal decisions. However, in actuality, according to educationalists in Kuwait, the LAs follow central government practices and adopt a top-down approach, which affects the schools' management policies and limits the amount of authority school managers have (Al-Muhailbi, 2009).

The educational structure and levels in government schools, according to Ministerial decision no. 76 (these levels were modified in 2003), consisted of four stages: they started with kindergarten schooling at two optional levels (KG1 and KG2), followed by

the two compulsory stages; primary and middle school. The primary stage consisted of five levels (years 1, 2, 3, 4 and 5), while the middle school stage consisted of four levels (years 6, 7, 8 and 9). This was followed by another three (years 10, 11 and 12) optional levels in high school (secondary school) (UNESCO, 2007).

With regard to the private schools in Kuwait, these are financed mainly by the school fees that are paid by the parents. The private schools operate under a decentralised form of management, but with minor monitoring and instructions from the MOE (see chapter 4). The private schools in Kuwait have to abide by labour and insurance laws, and "the school owner should be a legal entity that is able to fulfil all school financial liabilities according to conditions enforced by ministry decree" (Al-Duwaila, 2012, p. 33). With regard to the levels of education at private schools in Kuwait, some followed the MOE's classifications, while others followed the classifications of the country where the syllabus of the school came from (Al-Duwaila, 2012, p. 33). The educational levels used in our research, including for the private Pakistani schools, are all compulsory levels, and consist of two years of Kindergarten, five years of primary level, four years of middle school, and two years of secondary school (the IGCSE for non-Pakistani students and the FBISE Pakistan Federal Board for Pakistani students).

1.4 The study problem

The growth over recent years in Kuwaiti student enrolment in the private foreign (non-Arabic school) schools in particular encouraged the researcher to find out to which school system their parents are attracted and why. As shown in figure 1.1, the data obtained from the Ministry of Education - Administration of Private Education (2013) show that Kuwaiti student enrolment in the private American and British systems was high. In light of the country's high economic level and high per capita income, it was unsurprising to find such high figures of enrolment in the high-cost private schools, which are expected to serve students from high-income families. However, it was a surprise for the researcher to find another, comparably high enrolment figure of Kuwaiti students in the private low-cost Pakistani schools specifically. Figure 1.1 shows that the enrolment of Kuwaiti students at the private Pakistani schools was high and not far behind the enrolment at the British and American system schools. This was a surprise,

especially when considering the fact that these schools were established principally to provide affordable services to Pakistani families who are working in Kuwait. It was expected that those families who were oriented towards the private Pakistani schools would probably be low-income Kuwaiti families who could not afford to pay for the British or American high-cost systems. Consequently, the study problem that arose concerned the existence of Kuwaiti families who are assumed to be low-income families and who appear to prefer to have their children educated at the private low-cost Pakistani schools, rather than at the free schools provided by the state.

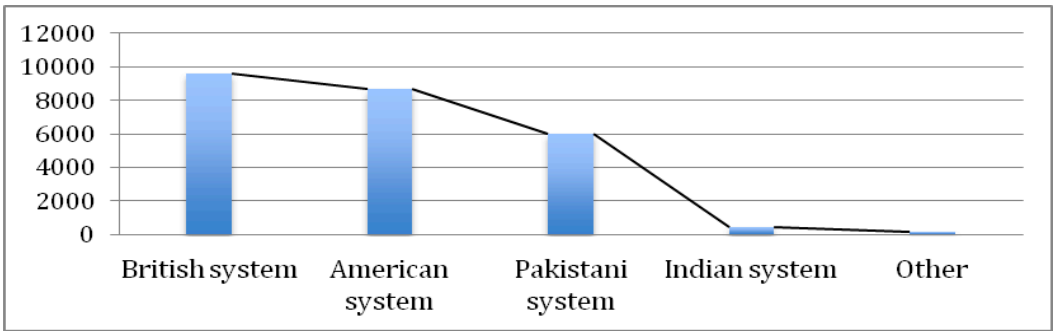


Figure 1. 1:Kuwaiti student enrolment in foreign private schools.
Source: Ministry of Education, Department of Planning and Information (2012/2013).

1.4.1 Why only Kuwaiti families?

Although students of various nationalities are enrolled in the private Pakistani schools, this study focused only on Kuwaiti families. This is because it is Kuwaiti families who, according to the law of the MOE, are given priority and who have the right to educate their children at the free government schools, while people of most other nationalities do not have this right, with a few exceptions. This law (number 21a) states that:

> "Attendance at state schools is restricted to Kuwaiti children, the children of teachers working for the MOE [Ministry of Education] and the children of expatriates who obtained residence prior to 1960. All other expatriate children must be educated privately" (UKBA, Kuwait Country report, 2012, p. 103).

However, as will be shown in this thesis, the findings of this study were that a number of low-income Kuwaiti parents who have this full right to educate their children at the free government schools are selecting the private low-cost Pakistani schools instead.

1.4.2 Why KG and primary levels?

This comparative study concentrated only on KG and primary levels in both sectors. This is because the statistical data that were obtained from the Ministry of Education - Administration of Private Education (2013) showed that there was a high rate of enrolment of Kuwaiti students at these two levels and a lower rate at middle schools and secondary levels (it should be noted that not all private Pakistani schools offer secondary level - see chapter 4, table 4.2). Figure 1.2 illustrates the comparable data for Kuwaiti children enrolment at each educational level in each private Pakistani school. This figure led the researcher to realise that the Kuwaiti parents were concentrated mainly at the KG and primary levels—for children aged between 4 and 9—and therefore selecting these two educational levels was considered to be the most effective way of obtaining a reasonable number of samples.

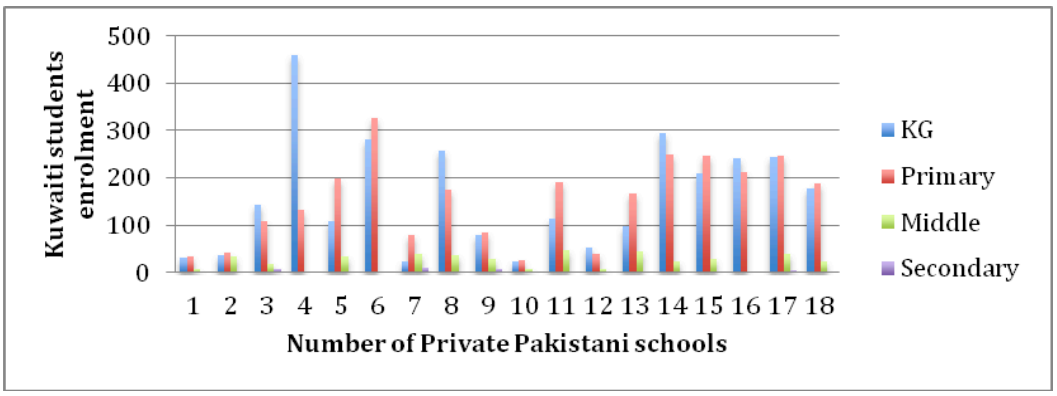


Figure 1. 2: Kuwaiti student enrolment at the private Pakistani schools at different school levels.
Source: Ministry of Education, Department of Planning and Information (2012/2013).

1.5 The research question

In light of the above, the research questions were formulated as follows:

<u>Key question</u>

Why are some low-income Kuwaiti families choosing to send their children to low-cost private Pakistani schools?

Sub-questions are:

1- What are the key differences between the Pakistani private schools and the government schools in Kuwait in terms of the cost of education delivery, the quality of the school curriculum, the quality of the school buildings and teachers' commitment in terms of their attendance?

2- What are the key motivating factors for parents to select either the Pakistani schools or the government schools?

3- To what extent are parents, using both Pakistani and government schools, satisfied with their child's school?

1.6 The importance of the research

1.6.1 Purpose of the study

The aim of this research was to clarify any differences between the government schools and the private Pakistani schools in respect of the quality of particular features. The selected features were curriculum content, the quality and safety of school buildings, teachers' absenteeism and commitment, and educational expenditure. The study also investigated the level of satisfaction of the school managers and the low-income parents, in light of the factors motivating the parents to turn to the private low-cost schools. The aim was to produce a statement of parents' needs and preferences for their children's schooling and of the main reasons for their abandoning of the government free schools. This would make it possible to offer some important recommendations to the MOE in Kuwait, and encourage them to review some of their important policies regarding finance and regulations. It was also hoped that it would enable the researcher to offer some other recommendations to both sectors that would result in a higher educational level for the coming generations in Kuwait.

1.6.2 Research originality

Extensive research has been carried out on private education in poor or low-income areas in several developing countries in Asia and Africa (for instance, India, Pakistan, China, Nigeria, Ghana and Kenya). The findings of these studies (e.g., the Probe team, 1999, Aggarwal, 2000; Tooley and Dixon, 2003; Tooley, 2004; 2009; Andrabi et al., 2007; Liu, 2007; Alderman et al., 2001) revealed that the private low-cost schools were outperforming the government schools in several aspects, which had led poor people to select the private sector for their children's education. However, no similar research had been conducted in a rich Middle Eastern country like Kuwait. Thus, the aim of the current research was to fill this gap, by investigating the phenomenon of low-income families turning to low-cost private schools such as the Pakistani schools and abandoning the government schools.

In addition, comparative studies in Kuwait are rare. Only three studies have attempted to compare the government and the private schools, and these all concentrated on general aspects; no research had been carried out on the subject of low-income families or the private low-cost schools in Kuwait. These three studies are those of Al-Duwaila (2012), who compared the differences between pupils at private schools and government schools in Kuwait, in terms of teaching environment and performance in mathematics; Al-Shehab (2010), who carried out a comparative study in Kuwait at K–12 level to compare the impact of the private and government schools on each other, and the competition between them, in terms of several factors (for instance, academic attainment and evaluation, and school expenditure), and that of Al-Shatti (2009), who carried out a small-scale comparative study, to examine in general the reasons why parents in Kuwait prefer the private sector over the government sector at the Kindergarten level.

1.7 Layout of the thesis

Chapter 1 has provided a general background on Kuwait. The overall focus, aim and dimensions of the study have been described.

In chapter 2, the literature review, discusses the current government education system in Kuwait. The experience of Pakistan with regard to the low-cost private schools is also described, followed by the experience of countries in the MENA region with both private and government education

In chapter 3 the research plan, research area, research questions, and the methods of collecting and analysing the data are presented, in addition to the use of both qualitative and quantitative instruments. The qualitative data were obtained from interviews with the school managers and the manager of the inspectorate of private schools at the MOE, in addition to MOE documents. The quantitative data were acquired from questionnaires administered to parents, observations of schools themselves, the documented statistical data and the schools' archive data. A variety of techniques were used to analyse the data: the qualitative data were analysed manually through identifying similarities and differences, while the primary quantitative data were analysed using the SPSS program.

Chapter 4 presents the census data obtained for the research. All the quantitative data gathered from the parents' questionnaires, the documented statistical data and the archive data are displayed in this chapter, in order to give an overall picture of the census data for the schools, children and parents, and also to set them against the official documented statistical data collected from government sources and the Ministry of Education so that a clear comparative analysis could be made.

In chapters 5 and 6 an attempt is made to combine all the information derived from the qualitative and quantitative data into clear answers to the research sub-questions. Chapter 5 presents answers to sub-questions one and two; the cost of education compared to the quality is assessed, and a comparison is made between teachers' salaries and their commitment in respect of their attendance and their discipline in teaching. The adequacy or inadequacies of the school budget, school managers' accountability and their satisfaction with their ability to control teachers' performance and with their involvement in designing the school curriculum are discussed. In chapter 6 sub-questions three and four are answered; the parents' level of satisfaction with the schools is discussed, and the reasons for parents' orientation towards the private Pakistani schools are analysed utilising regression analysis via SPSS. The analysis also reveals factors that could be leading to dissatisfaction on the part of parents. The

importance of curriculum provisions in affecting parents' orientation is also highlighted in this chapter.

In chapter 7 all the qualitative and quantitative findings of this comparative case study are discussed, bringing together the results of all the analyses presented in chapters 4, 5 and 6, in order to present a comprehensive answer to the key research questions. The findings are linked to the research background and literature so that a final conclusion to this research can be drawn.

Chapter 2. Literature review

2.1 Introduction

The intention of this research was to investigate the quality of education and services provided for low-income people in Kuwait by both the government and the private sectors, taking into account government regulations and practices. For this research domain, the discussion covers the educational quality in schools in Kuwait and Pakistan, and also in government and private education in some countries in the Middle East and North Africa (MENA) region. Pakistan was selected specifically, as the private Pakistani schools in Kuwait were utilised for the comparative aspect of this research; it was thus considered to be of importance and relevance to explain the quality of services and education provided at these schools in Pakistan. It was also thought that looking at the quality of education and the educational provision in private and government schools in various MENA countries would enrich the discussion, as Kuwait is classified as a MENA region country. It would be interesting to discover the educational situation in the region as a whole, in order to understand the educational distance between Kuwait and other MENA countries.

This chapter examines educational provision and efficiency in Kuwait. The quality of education services and government regulations and finance for both the government and the private schools in Kuwait are also discussed in this section. The section concludes with a description of the reality of poor people's existence in Kuwait and discusses whether or not private education is satisfying their needs.

The chapter then moves to the case of Pakistan and the educational quality in both private and government schools there, indicating which sector is providing a better service for low-income families in Pakistan.

Education in the MENA region is then examined, the focus in this section being on educational quality in government and private schools in the region, and also on parents' choices and preferences for their children's education and their willingness to pay the private school fees. Finally, the chapter shows whether low-cost private schools

that can serve low-income families really do exist in the MENA region and examines the quality of these schools.

2.2 The current situation in education in Kuwait

Currently, the government offers free-of-charge education for Kuwaiti students only, with the exception of those of other nationalities who were born in Kuwait, students from the Gulf Cooperation Council (GCC) area (the GCC area consists of Kuwait, Saudi Arabia, the United Arab Emirates, Qatar, Oman and Bahrain), or those whose parents are working at the Ministry of Education (MOE) (Al-Duwaila, 2012). According to the 1965 education law, education is compulsory in Kuwait for all students at the primary (for 5 years) and middle school stages (of 4 years' duration), but not for the Kindergarten (2 years) and the high school (3 years) stages (MOE, 2004). The Ministry's development plan aims to provide "Education for All" and to achieve this goal by 2015 (MOE, 2014). However, the Millennium Development Goals' (MDGs, 2010, p. 9) report indicates that "it will be difficult for Kuwait to achieve the 100 percent net enrolment ratio in primary education by 2015".

With regard to the MOE's principles and goals, the Ministry describes its objectives as being to provide

> "… a suitable opportunity to help individuals to progress in a comprehensive and integrated way, spiritually, morally, intellectually, socially and physically, to the maximum extent of their ability and their potential, taking into account the nature of Kuwaiti society, philosophy and hopes, and also the principles of Islam and Arab heritage in contemporary culture, in order to ensure a balance between enabling individuals to achieve their own goals and preparing them to participate in constructing and moving forward Kuwaiti society, the Arab community and the world in general." (Ministry of Education, 2008, p. 5).

To enable the MOE to implement its educational objectives and promises, a large budget has been made available by the government of Kuwait. According to the World Bank (2014) and the UNESCO Institute for Statistics (2014), financial support for education represents 3.8 % of the Gross Domestic Product (GDP). Burney et al. (2011)

indicate that Kuwait spends lavishly on education: for instance, in 2008 the Ministry's per pupil budget consisted of 10.9% of per capita GDP at primary level and 14% at middle school level. According to Alramzi (2009), this cost is approximately double the average cost in the private sector; the cost per student in level 12 in the government sector is estimated at KD1,681 (£3,362[1]), as opposed to KD865 (£1,730) in the private schools for a similar level. A study on Kuwait's future vision for 2030 conducted by a global consulting firm supervised by Tony Blair (the former British Prime Minister) concluded that the cost of education in Kuwait is very high, but that despite this, most international placement tests have revealed very low levels of achievement on the part of government school students (cited in Al Maarefa, 2009; Academic Freedom Watch in the Arab World, 2009).

Kuwait actually spends a similar amount or even more on education than countries considered to have very high educational outcomes, but achieves lower educational results. For instance, Singapore spends 3.2% of its GDP on education, Hong Kong spends 3.8% and Japan spends 3.8% of its GDP. The latest international tests results in mathematics (Trends in International Mathematics and Science Study, TIMMS) and reading (Progress in International Reading Literacy Study, PIRLS) for year groups 4 and 8 indicate that these countries are top of the rankings in respect of their international achievements (TIMMS and PIRlS, 2011).

Kuwaiti schools, on the other hand, have produced dramatically poor results in most tests (UNESCO, 2014; Araa, 2014). The TIMSS and PIRLS figures (TIMSS and PIRLS tests in Kuwait were conducted only with students from the government schools; private school students were excluded) reveal that there has been no improvement in the performance of students at government schools in Kuwait over the last 21 years (see section 3.6). In 2009 the Kuwaiti National Assembly (KNA) authorised Alramzi to conduct a study, and he found that there are several challenges and deficiencies being encountered by the government schools in Kuwait.

[1] The exchange rate is KD1 = £2 (NBK, 7 July, 2014)

The Assembly summarised these as follows:

1. Weakness and stagnation in the curricula

2. Low student achievements

3. Low teachers' performance

4- Development of the phenomenon of private tuition at home

5- Poor educational management at the schools.

The Minister of Education himself admitted in an interview published in the 13th November 2013 issue of the *Al Rai* newspaper that government school outcomes are currently poor. One researcher has suggested that the "future of education in Kuwait is in danger" (Al Maarefa, 2009, p. 1), while another (Al turkey, 2014, p. 1) stated that education in Kuwait "lacks any association with the requirements of the labour market". These facts should be ringing alarm bells with regard to educational outcomes in Kuwait and leading us to reconsider the educational budget allocation. One question that therefore arises here is, how is the huge educational budget actually spent and distributed?

The General Secretariat of the Supreme Council for planning and development in Kuwait (2010, p. 30) provides a justification for the education budget, generally explained by teachers' salaries; they state that, "the indicators of expenditure on government education show an allocation of more than 80% of the financial resources for salaries". Although a huge amount of the MOE budget was already being channelled into teachers' salaries, further increases in salaries were made during 2011, after a national bargaining process between the government and the National Assembly (KNA). An increment of between KD170 and KD400 (£340–£800) was added to teachers' salaries, the promotion of teachers including those newly qualified (MOE, 2011).

In the view of some researchers, "the average teacher's salary is assumed to reflect the quality of staff and should, therefore, have a positive effect on efficiency" (Burney et al., 2011, p. 12). Some studies, have found positive results for teachers' high salaries, concluding that they do improve both teacher quality (Figlio, 1997; Leigh, 2012) and student achievements (Kingdon et al., 2007 and Akiba et al., 2012). However, Hanushek and Rivkin (2007) suggested that increasing teachers' salaries would improve neither student achievements nor teachers' teaching ability and quality. Their study revealed that increasing teachers' salaries would be ineffective and expensive, as the quality and standard of teaching depends on other factors related to school personnel policies. The researchers believe that there is "little evidence to suggest that more highly paid teachers are systematically more effective" (Hanushek and Rivkin, 2007, p. 10), while Ladd (2007, p. 201) found that, "students in countries with high teacher salaries do not in general perform better on international tests than those in countries with lower salaries". Therefore the rewarding of teachers must take into account their performance in school and be linked to the achievements of their students (Kingdon, 1994; Harbison and Hanushek, 1992, cited in Dixon, 2003).

In the context of Kuwait, although high salaries are given, several studies emphasise the need to improve the quality of teachers and efficiency at government schools (Burney et al., 2011; Al-Kandary, 1995; Al-Turkey, 2014; Al-Ahmad, 2000; Al-Musawi and Karam, 2011; Al-Shatti, 2009 and *Al Anbaa* newspaper, 2013), while Ladd (2007) suggests that in order to develop the quality of teachers and student achievements, it would be more productive to look beyond the policy of increasing teachers' salaries. In the private sector, teachers' salaries are considered very low compared to those of government teachers, at some low-cost private schools being as low as KD220 (£440[1]) per month (Al-Dahes, 2012).

However, when comparing the salaries of teachers with their attendance figures, studies show more commitment in the private than in the government sector. Research carried out by Watfa and Al-Motawa (2008) found that teachers in Kuwaiti government schools showed less commitment in terms of their attendance compared to the private school teachers. The findings of a study conducted by Nofel and Alhendy (2000), and supported by the Department of Educational Research and Curriculum in the MOE, to examine the education output for the labour market needs in Kuwait, are therefore

unsurprising. The study indicated that teachers in Kuwaiti government sectors "tend to send in false sick reports [in order to have a holiday], which increases their absenteeism" (p. 168), but that this is not the case in the private sector, as better commitment in terms of both attendance and classroom discipline were found. The study explained that this practice arises from the structure of the private labour system that depends on profit. While government labour regulations prohibit any dismissal or decrease in employees' salaries on account of absence, and some employees working in government schools to take the advantage of this law. Further discussion of the quality of teachers in both sectors is presented in the following section.

2.3 The efficiency of schools in Kuwait: what can be learned by comparing schools in the private and government sectors?

Parents' satisfaction and school quality are considered as significant interrelated factors in several comparative studies which have examined private and government schools. However, in the context of Kuwait, few comparative studies have been carried out, and these factors remain unexamined. In the following section, therefore, we examine several studies, surveys and reports from various data sources that have discussed the efficiency of the private and government schools in Kuwait and parents' satisfaction with these schools, in order to compare the education efficiency of the two sectors.

2.3.1 Students' achievements and teachers' efficiency

It has been suggested that Kuwaiti government schools are characterised by a lower student-teacher ratio in comparison to the private schools (report of the Kuwait Supreme Council for Planning, cited in Al-Turkey, 2014; World Bank, 2014). According to the above sources, the student-teacher ratio at the government schools in the 2007/2008 academic year was 7:1 at primary and higher level schools and 9:1 in middle schools. In the same year the private schools, by comparison, had higher student-teacher ratios: 18:1 at primary level, and 17:1 in middle and higher level schools (report of the Kuwait Supreme Council for Planning, cited in Al-Turkey, 2014; World Bank, 2014).

However, the better student-teacher ratio that exists at the government schools compared to the private schools does not appear to be reflected in a similar superiority of student achievement. The *Al qabas* newspaper (2013) reported that private school students in Kuwait usually outperform the government school students in their final year 12 (high school) degree exams. Other researchers have found that the private school ratios of merit students are extremely high. Watfa and Al Motawaa (2008, p. 84) found that 70% of students who obtained merit degrees had been educated at private schools, and that "private school students monopolise the first places within the top fifty students every year" (ibid., p. 85).

According to the results of the international TIMSS[2] test, as mentioned above, in 1995 Kuwait was ranked 39th out of 41 participating countries, and in 2007 Kuwait was ranked 33rd out of 36 participating countries. More recently, in the 2011 TIMSS test, Kuwait was ranked 48th out of 50 countries; the Kuwaiti students only scored 342 points in the maths test, and 400 is considered the low benchmark in TIMSS tests (TIMSS and PIRLS, 2011). In this respect, Bouhlila (2011) argues that the TIMSS results showed that Kuwaiti government school students are producing very low outcomes in mathematics and science, and are considered to be below the international average, as they are not reaching the benchmark level in basic cognitive skills. Nor have Kuwaiti students achieved any better results in the PIRLS test, as in 2001 Kuwait was ranked 33rd out of 35 participating countries (TIMSS and PIRLS, 2011; UNESCO, 2014; Araa, 2014).

Other studies have suggested that the poor performance of teachers in the government schools is the cause of students' low achievements. In this regard, Burney et al. (2011)

[2] The TIMSS and PIRLS tests are officially recognised by the government schools in Kuwait as a standard measurement mechanism for the achievements in reading and mathematics of students at government schools only; private sector students are excluded. This is because school samples are selected by TIMSS and PIRLS and are subject to the educational plan of each individual country. They are usually approved by the country's National Research Coordinator and TIMSS and PIRLS experts who take into consideration several criteria that are structured to meet national and international requirements (Joncas and Foy, 2011).

emphasise “the need for more qualified and experienced teachers in public schools to increase efficiency” (Burney et al., 2011, p. 17).

Other researchers have emphasised the fact that teachers’ efficiency and preparation in Kuwaiti public schools are among the difficulties facing education (Al Ahmad, 2000; Burney et al., 2011; Musawi and Karam, 2011; Al-Shatti, 2009). Al Kandary (1995) found that the causes of the poor performance of some teachers in government schools were related to government policies and regulations, while teachers were also encountering problems related to their teaching process and preparation. Surprisingly, these problems still remain unresolved, as in 2014 the Kuwaiti Supreme Council for Planning stated that, “teachers in Kuwait government schools lack the professionalism [necessary] for the teaching process, and this calls for a review of the efficiency and quality of teacher-training programmes” (Al- Turkey, 2014, p. 5).

Al-Duwaila (2012) examined 20 teachers and 80 fifth-grade pupils at one private school and two government schools in Kuwait to compare the differences between the two sectors in terms of teaching environment and performance in mathematics. The results showed no statistical differences between the government and private schools in respect of the teachers’ perceptions of students’ achievements and the teachers’ skills. The study did, however, show that there were statistical differences between the two sectors in the qualities and characteristics of teaching methods and curriculum in mathematics and educational environment, which affect student achievement.

2.3.2 Parents’ satisfaction and school efficiency

A survey was recently carried out which aimed to discover how satisfied parents were with the private school services. The survey involved 100 parents who have children in the private foreign schools in Kuwait and the results were published in the *Al qabas* newspaper (2013). The findings revealed that 76% of the participating parents were completely satisfied with the private school education and stated that the private schools offer their children a variety of educational services in attractive environments.

Similarly, Watfa and Al Motawaa (2008) surveyed 674 parents who had children in the primary level of foreign private schools in Kuwait, in order to discover their views regarding the schools and which aspects were encouraging them to go to the private schools in Kuwait. The study revealed that parents in Kuwait were more satisfied with the private schools than with the government schools, as the modern teaching theory and methods and the contemporary curriculum at the private schools encouraged the children to learn; they also said that the private schools used the latest technologies and had a more advanced educational system. The study concluded that parents from the private schools had higher aspirations for their children, believing that a private sector education would give their children a better chance of being admitted to higher standard universities, and thus subsequently of being able to obtain a better occupational position (ibid.).

Al-Shatti (2009) similarly examined the factors motivating parents to switch from the government to the private schools at the kindergarten stage, using a small-scale sample. The results showed that the main motivational factor for the parents was the quality of the schools. The quality factor was defined by parents as consisting of a high standard of English language, high quality teachers and more advanced school facilities.

In this context, Al-Shehab (2010, p. 191) carried out a comparative study of the private and public schools in Kuwait in which he examined the impact of 434 private and government schools at K–12 level on each other, and the competition between them, in terms of several factors: for instance, academic attainment and evaluation, school expenditure. The study demonstrated that school quality and parents' preferences for the schools determined the level of impact each sector had on the other. He argued that,

> "Kuwaiti citizens prefer to enrol their children in foreign and international private schools rather than in private Arabic schools or in public schools… An interpretation of this phenomenon is that a wide range of options or choices is available [at these schools] so that a family can select the optimal educational programme for their child" (Al-Shehab, 2010, p. 185).

The above comparative study also demonstrated that Kuwaiti parents would be more likely to send their children to private schools than to government schools, since the former offered a more rigorous curriculum and produced higher academic attainments. However, the study revealed that the competition between the private and public

schools depends mainly on parents' preferences and choice, both of which are correlated with school quality. In other words, if parents decided not to send their children to the private schools, then government school enrolment would increase, and vice versa.

In 2012, a government educational development management team from the MOE carried out a large survey of government schools, to measure parents' level of satisfaction with government school services. The survey included 18,941 parents, 17,781 students, 15,936 teachers and 5,694 managerial staff. The results showed that 84% of those surveyed were dissatisfied with the government educational services. 84% stated that the government schools lacked strategic plans, while the majority (90%) of participants indicated their dissatisfaction with the school curriculum specifically, stating that they found it weak and claiming that it does not reflect the Kuwaiti educational philosophy. The school buildings were also criticised by the survey participants, with 85% expressing their dissatisfaction with the school buildings, seeing them as being below the expected standard and lacking the necessary health and safety criteria (cited in Shaaban, 2012).

In an older study conducted by Al-Enezi (2002) in 56 schools in Kuwait, he found that most of the school buildings were old and built between the 1970s and 1980s. 50% of the sample described serious problems with roof leaks owing to water damage at the schools, while 46% reported similar minor problems. The school managers expressed concerns about school maintenance and the inadequacy of the service. The researcher recommended that, "Fast and effective decisions regarding regular and urgent maintenance would help protect the buildings from further deterioration" (ibid., p. 132). He also identified a significant positive relationship between the structural and cosmetic condition of the school buildings and student achievement in both science and arts subjects.

By contrast, the director of Educational Affairs in Private Administration confirmed that each private school does have a plan for emergencies, and for the effective operation of fire, health and safety systems. He stated that unless the school obtains a certificate from the Fire Service Director confirming the effective operation of the fire system at

the school, the Administration of Private Education will not give the school the permit it needs in order to obtain the license to open (*Al-Anba* newspaper, 2013).

2.3.3 The efficiency of the curriculum

In one study (Alramzi, 2009), 77% of 100 surveyed teachers at government schools acknowledged that their level of quality is associated with the preparation of the curriculum. They criticised the curriculum, claiming that it was so 'stuffed' with information that teachers were unable to complete it by the end of the academic year; 62% thought that the curriculum content needed revision and adjustment (Alramzi, 2009).

The Teachers Assembly similarly stated clearly in a report published in the *Al Anbaa* newspaper (2013) that 76% of teachers and 58.7% of inspectors at government schools are not convinced about the quality of the government primary school curriculum. The Teachers Assembly stated that since the curriculum had been established it had "faced great difficulties, and students in the primary stage have become weak in reading and writing… it is a danger that threatens the future generations of Kuwait" (*Al Anba* newspaper, 2013, p. 23). The curriculum is one of the three cores of the educational process, along with the teachers and the students (Ayoob, 2012). The Kuwait Supreme Council for Planning argues that there is a deficiency within the existing curriculum of Kuwaiti government schools, suggesting that there is

> "General weakness among students at all stages in maths and English, which represents a dangerous situation, as these subjects are considered the cornerstones of the development of the basic education curriculum in developed countries" (cited in Al-Turkey, 2014, p. 1).

Over the past five years the MOE in Kuwait has tried to tackle these problems by making several changes, as the curriculum was changed four times from the primary level to the higher levels (Al-taleeah, 2014). These rapid changes were brought about by a number of educationalists in Kuwait, and criticised as misleading actions by the MOE. It has been argued that, "the changes that have affected most of the curriculum in the

last few years mean only one thing, failure" (Al utheymeen interview in *Al-taleeah* newspaper, 2014, p. 2).

In a study involving 305 teachers and 46 supervisors, the Educational Research and Curriculum Department at the MOE (2007) appraised the new primary school curriculum adopted in Kuwait in 2005/2006[3]. The study revealed that there are several deficiencies associated with the implementation of the new primary school curriculum, mainly with regard to the adoption of the main curriculum principles, and in pupil assessment. The researchers concluded that "there is a lack and deficiencies in applying the portfolio[3] ", accompanied by poor preparation on the part of the Ministry in how schools should implement the curriculum. In this regard, Alramzi (2009) suggests that the difficulties the primary curriculum is facing are owing specifically to the lack of adequate research and development planning before the new curriculum was implemented.

In 2012 Dr. Ayoob, a well known educationalist at Lebanon university, carried out an extensive scientific study of the Kuwaiti educational crisis. In his study Ayoob (2012) found that the MOE's efforts to repair the curriculum did not reach the required level, as there has been no noticeable improvement in the academic achievement of students. The study suggested that the curriculum was only partially repaired and was restricted by a great deal of criticism and pressure, and this was demonstrated by a decline in the levels of education.

The Educational Research and Curriculum Department at the Kuwaiti Ministry of Education conducted a study to evaluate the teaching of Arabic in the fourth grade at primary and secondary level. The study concluded that there is a fault with the volume of content in the Arabic language syllabus in government schools. The study revealed that two-thirds of Kuwaiti students were weak in Arabic language and that they

[3] The new primary curriculum was called the 'accomplishment file' or 'portfolio curriculum'. In the new curriculum, assessment is based on a selection of the student's work, which is set against a list of goals and criteria, rather than on tests (MOE, Department of Research and Educational Curriculum, 2007).

obtained a percentage of less than 50% in the group test. It was suggested that it was the big amount of information contained in the syllabus that was causing a situation in which students were failing to acquire a good foundation in their mother tongue (cited in Al kandery, 2012, p. 8).

The vision of the Kuwait parliament was examined by Al Ramzi (2009), who works for the parliament as a social researcher, under the supervision of the economics advisor, Professor Salamah Ramzy. Al Ramzi claimed that the Kuwait national curriculum is weak in all stages and requires several adjustments, since it does not correspond with students' abilities; he added that the curriculum is mainly theoretical and not practical.

Al-Duwailha (2012) found that the private schools in Kuwait are different from the government schools in both quantity (i.e., the number of lessons given to students) and quality in mathematics, and in the way the topics are distributed and presented. He argued that, "In public schools, the information presented to children is dense" (p. 53), while in the private schools, the emphasis is on quality rather than on quantity. In a number of comparative studies conducted in Kuwait, the results emphasise the fact that the private schools' curriculum is much more efficient and more attractive to students than that of the government schools (Watfa and Al Motawaa, 2008; Al-shehab, 2010; Al-Duwailha, 2012).

2.4 Changing attitude toward private schools

The private schools in Kuwait (Arabic schools, foreign schools, bilingual schools and Islamic schools) (Al-Dahes, 2012) were originally established to cater for foreign employees who were working in the country accompanied by their families (Serageldin, 1983; World Data on Education, 2007; Garcia, 2009). Each school has a special curriculum that follows the education system of the country to which it belongs. Recently, the private schools market in Kuwait has expanded significantly, and there are now 91 schools following 10 different educational systems. These schools and the number of children enrolled in them (Kuwaiti and non-Kuwaiti) are presented in table 2.1.

School system	Number of schools	Number of students	Kuwaiti students	Non-Kuwaiti students	% Kuwaiti students
Arabic system	59	97,176	19,546	77,630	20.11%
Bilingual system	20	18,277	16,596	1,681	90.80%
British system	18	21,087	9,578	11,509	45.42%
American system	9	11,315	8,660	2,655	76.53%
Pakistani system	18	30,138	5,982	24,156	19.84%
Indian system	20	42,086	449	41,637	01.06%
French system	1	1,130	132	998	11.68%
Philippine system	2	1,522	46	1,476	03.02%
Iranian system	2	2,364	0	2,364	00.00%
Armenian system	1	337	0	337	00.00%
Total	91	128,256	41,443	86,813	32.31%

Table 2. 1: Information about the private schools in Kuwait.
Source: Ministry of Education, Administration of Planning and Information (2011/2012).

The rise in the number of private schools has been explained by researchers as being a consequence of the decline in the capability and effectiveness of the government schools (Watfa and Almutawaa, 2008). Most researchers also believe that these are the most significant factors causing parents to change their attitudes toward the private schools (Watfa and Almutawaa, 2008; Ayoob, 2012; Al-Shehab, 2010; Al-Shatti, 2009). According to Bosetti et al. (2008, p. 106), in theory, "parents will not keep their children in schools with low standards of student achievement". Al Shehab (2010) claims that Kuwaiti parents are constantly seeking a better education for their children that at the same time more exactly suits their preferences. If parents realise that educational quality and provision in one sector is lacking, they will move their child to another sector that can satisfy their requirements.

As a result, considerable growth has occurred in Kuwaiti student enrolment in the private education sector. Figure 2.1 shows the figures for this growth since 2007. Further detailed information about Kuwaiti students' enrolment and growth in

enrolment in the private sector according to student age group and year of enrolment, from 2007 to 2012, from KG to secondary level, is also presented in table 2.2.

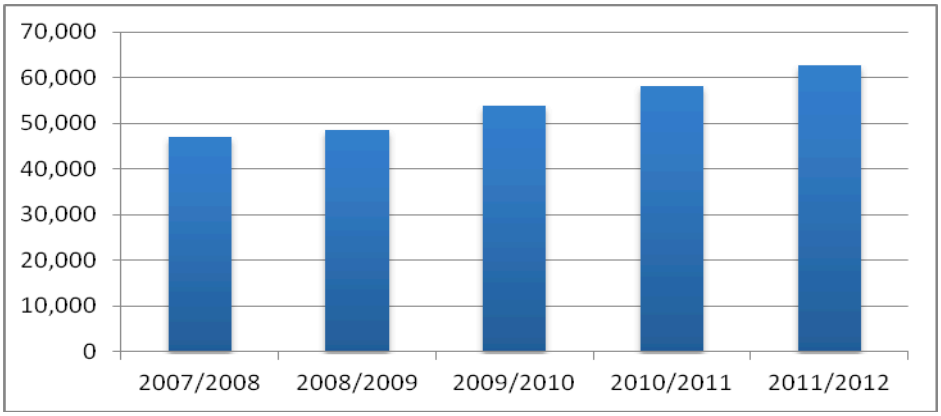


Figure 2. 1 The growth in Kuwaiti student enrolment in the private sector.
Source: Ministry of Education, Department of Planning and Information (2007/2008 to 2011/2012).

Age group	2007/2008	2008/2009	2009/2010	2010/2011	2011/2012
KG	24.9%	23.6%	22.1%	21.3%	20.3%
Primary	38.1%	37.1%	38.6%	38.8%	37.9%
Middle school	20.6%	19.9%	20.5%	20.6%	21%
Secondary	12.7%	14.5%	16%	15.9%	16.9%
Percentage of Kuwaiti students out of total students	25.5%	25.7%	26.9%	27.5%	27.3%

Table 2. 2: Percentage of Kuwaiti student enrolment in the private sector between 2007-2012 according to age group.
Source: Ministry of Education, Department of Planning and Information (2007/2008 to 2011/2012).

2.5 Who are the low-income families in Kuwait? And do the private schools serve them?

Before embarking on a discussion of who is served by the private low-cost schools, it is important to clarify who the low-income families in Kuwait are. People classified as being on a low income in Kuwait are unlikely to be as poor as understood elsewhere; it should therefore be understood that low-income families only exist in Kuwait in a relative sense. In the household income and expenditure survey of 2007/2008, the General Secretary of the Supreme Council for Planning and Development in Kuwait

(2010) reported that the average expenditure of the poorest Kuwaitis was US$303 (£179[4]) per person per month, or about US$ 10 (£6.52) per person per day (in 2005 PPP). The report claimed that, "the average consumption expenditure of a poor Kuwaiti family is about eight times higher than the international poverty line" (ibid, p. 6). Also, in Kuwait the "proportion of employed people living on below one dollar a day is zero" (ibid., p. 7), unlike the situation in other poor countries. Kuwait is considered as an oil-rich country, which "enjoys a high level of per-capita income because of rents from the export of hydrocarbons" (Salehi-Isfahani, 2013, p. 343). With oil prices constant, the Kuwait Gross Domestic Product (GDP) in 2012 was indicated as being $183.2 billion. Accordingly, the per capita GNI is recorded by the World Bank as being $44,940 (£29,296) (World Bank, 2014). This figure suggests that low-income families possibly do not exist in Kuwait, while several reports have suggested that the perception of poverty in Kuwait does not correspond with the high economic level of the country. In addition to the annual increase in inflation in the prices of consumer goods in Kuwait (recently, in 2014, this reached 0.3%) there has also been growth in the prices of amenities, home fixtures and other essential purchases (National Bank of Kuwait NBK, cited in the Kuwait News Agency, KUNA, 2014).

A study was carried out by the Central Statistical Bureau in Kuwait (2003) to measure the expected income for low-income Kuwaiti households, compared with the current official income that government employees receive, including child and spouse benefits and any other income, such as that derived from renting out property. The study concluded that lower-income families are reimbursed from several funds set up by the government, which are added to their salaries and raise their earnings above the poverty line. It may thus be said that poor families on the poverty line do not exist in Kuwait. The Millennium Development Report (2003) issued by the Ministry of Planning in Kuwait indicated that the average expenditure of low-income Kuwaiti families is much higher than that of families in other developing countries. The report therefore concluded that, "as far as income poverty is concerned, Kuwait has already eliminated extreme poverty for its citizens" (Ministry of Planning, State of Kuwait, 2003, p. 5).

[4] The exchange rate is $1 = £0.65 (NBK, 18 Jan , 2015)

The above millennium development report (2003) measured the level of poverty on the basis of World Bank estimates. According to the World Bank assessment (2010, p. 4), a household is classed as poor when its per capita income is between $1.08 to $1.25 per day (at purchasing power parity, 2005 prices).

The determinants of poverty such as a lack of basic human needs, e.g., food and other essentials for life caused by the household income being lower than the international poverty line, may not be relevant to the measurement of the low-income people in Kuwait. Salem, *Al Watan* newspaper (2013) emphasises the fact that the concept of poverty that applies to some low-income Kuwaiti people is unlike that which applies in other developed countries, and is mainly related to household self-assessments of income and welfare abilities. Wagle (2002) defined existence on the poverty line as being when "one's income, consumption, and welfare needs depend on those of others in society and that the measurement of how well-off one is depends on the well-being of the rest in society" (p. 156). Sen (1999), on the other hand, examined poverty in contemporary societies among unemployed groups of people and found that the consequences of this were social exclusion, psychological pressure and a loss of self-confidence. The latest report by the Kuwait Central Statistical Bureau (2012) bears some similarities to the above explanation of poverty. It shows that in 2011 there were 10,425 unemployed Kuwaitis seeking work for the first time, and 1,474 unemployed Kuwaitis who had worked before but were now looking for a job.

The director of the department of social work at the main charity source in Kuwait, Al Zakat House (an independent government agency, working as a charity to support all disadvantaged people in Kuwait according to certain Islamic criteria. It is funded by the government and by public donations), argues that no society is expected to be completely free of poor people, and Al Zakat House spends 70% of its budget on supporting the poor in Kuwait (Salem, *Alwatan Newspaper*, 2013). Furthermore, Al Zakat House (2013) data show that during 2010–2012, the number of low-income Kuwaiti families increased, as 1,469 Kuwaiti students asked for finance from Al Zakat House for their final year at university (see figure 2.2). The number of Kuwaiti families that asked for loans (for instance, for house repairs, health treatment abroad) during 2012 was 1,439, this number having increased during 2010–2012 (see figure 2.3). Al

Zakat House also stated that from the donations they collect they supply funds to 23,459 low-income Kuwaiti and non-Kuwaiti families.

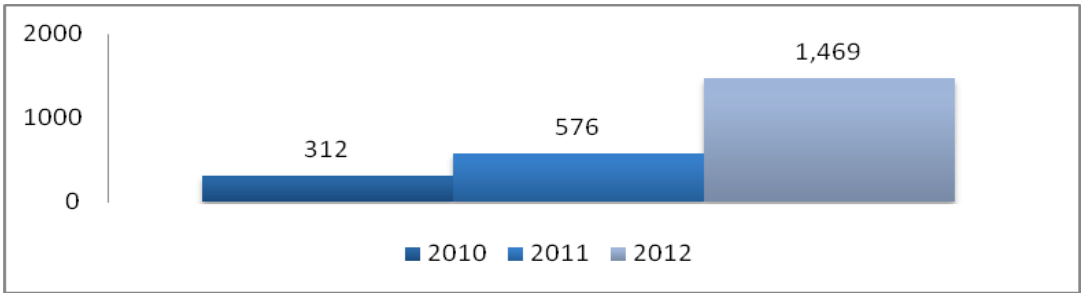


Figure 2. 2: Number of Kuwaiti students asking for financial support for their graduation year.
Source: Al Zakat statistics, 2013.

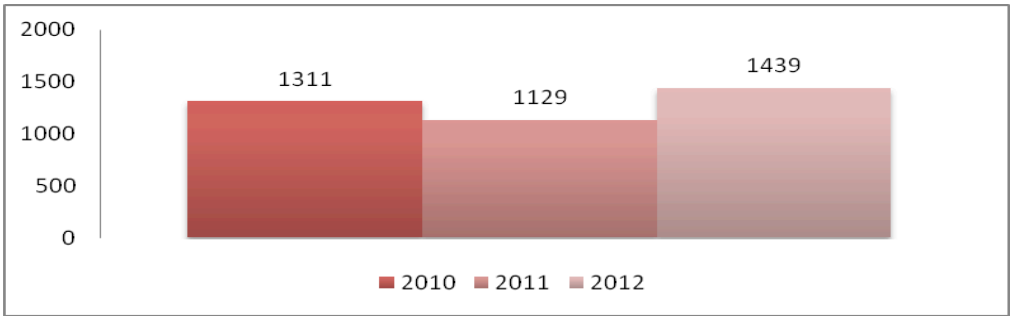


Figure 2. 3: Number of low-income Kuwaiti families that asked for support loans during 2010/2012.
Source: Al Zakat statistics, 2013.

Additionally, the Central Statistical Bureau of Kuwait (2012) shows that there are 8,498 Kuwaiti families who are renting apartments while waiting to receive a house[5] or land

[5] The government housing options are: a built house on a minimum 400 m^2 plot, a minimum 400 m2 apartment, or a minimum 400m^2 plot of land provided free of charge by the PAHW and a long-term, interest-free loan of KD70,000 (140,000) from the Savings and Credit Bank to construct a house. Neither of these accommodation options is offered free of charge; they are, however, financially supported by the government, and with either option the household has to pay back to the government a total of KD70,000 (£140,000) under a convenient scheme (PAHW, 2012). During the waiting period a monthly supplement of KD150 (£300) is given to the household for rent expenses.

and a loan from the government. Recently, in a report published in the *Arab Times*, Al-Rasheedi (2014) stated that a large number of Kuwaiti citizens are living in rented houses, and over 106,000 people have applied for a government-provided house and are still waiting. Under Kuwaiti law, in order to obtain government assistance to buy a house,

> "The head of family must not own or co-own any real estate which provides appropriate housing for his family. In application of this provision, the real estate shall be considered as owned by the head of family if it passes through him in any way either directly or indirectly to his wife or to any one of his dependent children" (PAHW, 2011a, Code 16. p. 19).

According to PAHW law (code 16), those people who are waiting for houses are logically considered as being either middle or low-income families, as they either do not own private property or they have not yet managed to buy their own house and are still waiting for help from the government. The price of real estate is now growing so much in both the sales and rental markets, however, that the housing loans and rent allowances provided by the government are much lower than what is required in the land market in Kuwait (Al Shalfan, 2013). Therefore, families who can actually afford to buy a house are unlikely to want to wait for the government subsidy, and those who are waiting for government houses are not expected to be wealthy families.

Many scholars and educationalists believe that most Kuwaiti children from low-income families are educated at government schools, and they claim that private education is only for rich people, having found that parents with a higher economic and educational level tend to choose the private schools (Al-Shehab, 2010; Bouhlila, 2011; Watfa and Almutawaa, 2008). Al-Shehab (2010) also investigated the relationship between parents' education and income and their children's schooling. He states that only parents with a higher education and more prestigious occupations tend to select the private schools for their children because they can afford to pay the fees, while the public sector provides education for people from different backgrounds all over the country. Others have found that the parents' higher level of education and knowledge helps them to select the best type of school for their children and causes them to take

great care to increase their children's knowledge and educational attainments (Bouhlila, 2011; Alrumaidhi, 2000; Al-Hajji and Riding, 2010).

However, it has been argued that most parents care about their children's education and that they do select the school that is in the best interests of their child. For instance, Tooley (2009, p. 265) states that,

> "The evidence from around the world shows us, first, that most people, poor as well as rich, care deeply about their children's education; there is no middle-class monopoly on this. And second, because of the universality of parental concern, there's nothing intrinsically socially divisive about private education either."

In this regard, the general director of the Department of Private Education in Kuwait has emphasised the fact that the private low-cost schools do serve Kuwaiti people who cannot afford to pay high school fees but who prefer the private sector education:

> "Many people with low and middle incomes are eager to send their children to private schools, but, because of the high fees at the US and British schools, they enrol their children in the Indian and Pakistani schools, because the fees are reasonable, there are discounted rates and they provide an excellent education and strong output" (Kuwait News Agency (KUNA), 2007, p. 1).

Al-Dahes (2012) indicated that many Kuwaiti students are enrolled in the private Pakistani schools because these schools are similar to the British schools in terms of the graduation certificate they give (students at the Pakistani schools follow the IGCSE exams that are sent to the United Kingdom to be marked and then returned). Statistical data from the Kuwaiti Ministry of Education's Department of Private Education (2009/2011) indicate that between the academic years 2009/2010 and 2010/2011 there was an increase in the number of Kuwaiti children at low-cost Pakistani schools in particular. The numerical data show an increase from 5,855 to 6,485, and an annual increase of enrolment in these schools of 11.3 %.

2.6 Why do parents prefer to pay for private education?

It appears that the principles of giving parents the free choice of school, equality, accountability and school competition are highly effective in improving the standard of education and student achievement. Salisbury and Tooley (2005) argue that it is the payment of fees that is the key difference between the private and public schools, in that this makes the schools accountable to parents and raises the standard of the schools. The fact that the schools charge tuition fees also works to the parents' advantage as a form of 'market accountability', in that it gives parents the right to make demands on the schools and to complain about any aspect they are unhappy with. A school will obviously endeavour to satisfy parent's demands as far as possible in order to encourage them to keep their children at the school and continue to pay the fees (Astle et al., 2011).

Obviously, in economic terms, a consumer will not pay for goods that do not meet his satisfaction. A consumer in any market will normally only pay after finding the product that best satisfies his requirements. On the other hand, the retailer will try as far possible to meet the consumer's demands and please him. In this regard, Tooley (2009) argues that parents would rather pay the fees for private schools because they can then demand more of the schools, and the schools themselves will be accountable to the parents, while the concept of free schooling makes this more difficult and less likely to happen.

Tooley (2012), , although he does not focus on Arab education systems, emphasises the fact that education is comparable to any other business that needs to operate in the free market and make a profit in order to improve quality. According to the 'market theory', parents' freedom of choice can result in creating competition among several schools and improvements in the standard of education they provide (Bosetti, 2004). Several researchers have found a positive relationship between parents' freedom of choice and an increase in their level of satisfaction (Goldring et al., 2008; Bosetti, 2004; Buckley and Schneider, 2006). In Kuwait the advantage of parents' free choice is restricted to the private education sector, as a result of the zoning system regulations that are applied by the MOE for government schools. According to MOE (2012) regulations, parents who choose the government sector are only allowed to register their child at a school and under the local authority in the zone in which they live. In this respect, the Academic Freedom watch in the Arab world (2009, p. 6) recommended that the

government of Kuwait should be called upon to "provide parents with the opportunity to choose any public school for their children regardless of the region in which they live". If this is not done, the current situation will continue to deprive children of the equality of opportunities to which they are entitled, and will also prevent the government schools from competing with each other in such a way as to raise the standard of schools in Kuwait (Almaarefa, 2009, p. 6).

2.7 Pakistan: Private low-cost and government schools

As this research focused on the private Pakistani schools located in Kuwait, it is pertinent to discuss the private education which exists in Pakistan itself in terms of both quality and provision.

In Pakistan there are numerous examples of successful low-cost private schools and the rapid development of these schools. For example, in Karachi, around 600,000 pupils are attending government schools, while the majority (1.5 million) are reportedly enrolled mainly in low-cost private schools (Barber, 2010). Pakistan has now been benefiting from low-cost private education for a long time, and has used it as a way of improving educational performance. For instance, the Punjab Education Foundation has organised various reforms through the private sector in order to be able to offer an integrated educational system that serves the poor (World Bank, 2007).

This may be an indication of the fact that governments of poorer countries manage the best 'education for all'. According to Barrera-Osorio and Raju (2011, p. 2), however, the Pakistani government education system "is likely to fall significantly short of the United Nations' Millennium Development Goal of universal primary education by 2015". In this respect, the Chair of the Pakistan Education Task Force, Barber (2010), added, "Pakistan is without a good education system... we must admit that the current education system is very poor indeed" (pp. 1–2). He argues that the private schools, on the other hand, present a good example of successful learning and outcomes at a cost affordable by the low-income household, that is equal to half that charged by state schools.

Similarly, Andrabi et al. (2002) stated that not only are private schools "prevalent in rural areas but the fees charged in private schools make them affordable to middle class and even to low-income groups" (p. 32). This gives rise to the question; what is the quality of and what benefits are the private low-cost schools offering compared to the government schools?

Several studies have discussed the quality of the private low-cost schools in terms of how they are serving the poor in Pakistan compared to the government schools. A survey was conducted by Andrabi et al. (2007) as part of a the Learning and Educational Achievements in Punjab Schools (LEAPS) team in 112 villages of the Punjab, in which the learning outcomes of 12,000 pupils in major subjects in the Pakistan curriculum, such as English, mathematics and Urdu, were examined. The findings of Andrabi et al.'s study (2007, p. vii) indicated that the problem with public education in Pakistan obviously lies not in the quantity but in the quality. At the same time, the mere fact that a large number of children are enrolled at a particular school does not mean they are actually learning properly (ibid., p. vi). The report also argues that, "The bulk of poorest-performing schools are government schools... these schools are not meeting any minimum quality standard" (ibid., p. 109).

The LEAPS survey found that children in private schools are outperforming those at public schools in common subjects, as public schoolchildren are not able to accomplish an ordinary mathematics operation, or write simple words in Urdu or in English. Furthermore, the report emphasised the fact that the government's mechanisms for ensuring the quality of teachers in respect of both attendance and performance are very weak. Although the government employs graduate and experienced teachers and offers high salaries compared to the private sector, however, there is still the issue of the quality of the teaching related to the amount of effort teachers put into their work and their higher rate of absenteeism compared to teachers at the private schools.

In an earlier piece of research, in which they used the census of private schools and compared it with the population census, Andrabi et al. (2002) found that although many teachers at low-cost private schools are untrained, they are well educated, and at the same time private schools offer a better teacher-student ratio and better facilities than government schools.

Andrabi et al. (2007) suggest that this is why parents from various socio-economic strata in Pakistan are now inclined to invest in private education for their children: "… even though government schooling is a free option, poor parents are spending substantially on their child's education" (ibid., p. x). Figure 2.4 shows that even in the poorest areas parents are still willing to invest in a better education for their child.

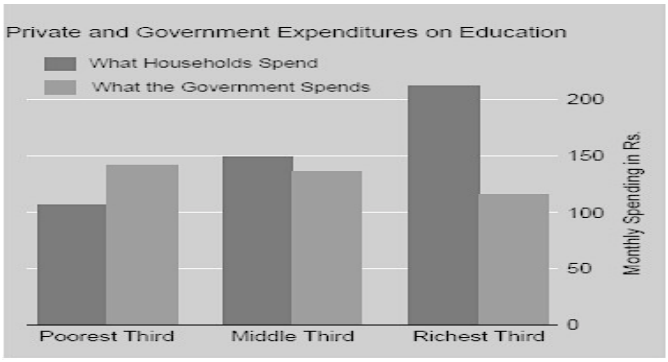


Figure 2. 4:Poor households' investment in their children's education.
Source: Andrabi et al., 2007, p. x.

As a result, the report found that the number of private schools in Pakistan had mushroomed in urban and in rural areas, increasing from 32,000 to 47,000 between 2001 and 2005; thus, an estimated overview found that, "one in every 3 enrolled children at primary level was studying in a private school" (ibid., p.vi). The private schools are also more often in clusters in the villages than the government schools; nearly 50% of private schools are within five minutes' walking distance of other schools, whereas this is the case with only 36% of state schools (see figure 2.5). This means that all the private schools are competing with each other and so keeps the costs down, which is an advantage to the poor.

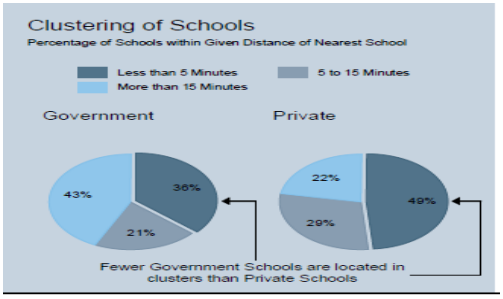


Figure 2. 5: Private schools are more often in clusters in the villages than public schools.
Source: Andrabi et al., 2007, p. 37.

Similarly, Aslam (2009) gathered empirical survey data from 1887 students at 65 schools from both systems (government and private) and relied on numeracy and literacy test information. The aim of the study was to investigate several issues within the context of government and private education in Pakistan. The results showed that private education is providing superior learning in basic subjects, with the annual results of pupils at private schools in mathematics and in literacy being better than those of pupils at state schools.

Alderman et al. (2001) investigated low-income parents' preferences and choice of schools. The research data were collected from a large sample of 1,650 households in 50 poor areas in rural regions in Pakistan, in order to find out what was influencing their preferences for either the low-cost private schools or the public schools. The results showed that the distance factor was significant to parents, since for poor parents, if the distance from their homes to the school was short, this encouraged them to send their children there. The data also revealed that school quality was an influential factor for poor parents; surprisingly, it was found that there was a higher probability that families with a very low household income would send their children to the private school than to a state school, as "half of the boys and girls would be in private school with household incomes as low as 2000 rupees" (Alderman et al., 2001, p. 17). In this regard, the researchers state, "Clearly, private schools are the dominant choice for even very poor households" (ibid.).

Harleach-Jones et al. (2005) investigated the main reasons for parents' orientation to the private low-cost schools in north Pakistan. The researchers interviewed the fathers of schoolchildren and surveyed head teachers, teachers and several members of the management body in 40% of the private schools in Pakistan. They found that "almost 80% of those surveyed charge less than 300 Pakistan rupees per month per child, which was equivalent to about five US dollars in early 2005" (p. 561). The study revealed that parents are more inclined to choose private schools because they have English as the medium of instruction, while government schools use Urdu as the language of instruction for most subjects.

2.8 MENA region: government and private education

The Middle East and North Africa (MENA) region is considered to have "one of the highest population growth rates in the world". The region is made up of both poor and rich countries, and most of the rich countries are oil-rich countries which depend on oil for their main source of revenue, specifically, the Gulf Cooperation Council (GCC) countries (Tosun and Yilmaz, 2008, p. 2).

In the domain of education, government education is provided free in most countries of the region, although some charge registration fees, and is compulsory in primary schools (in some countries education is compulsory up until the lower secondary level). In most of the region, and especially in Arab states, boys' (86%) enrolment is higher than that of girls (81%) (Buckner, 2012). The World Bank (1998) also states that the educational regimes in the MENA region are mainly 'centralised' and are provided free by the governments of most countries. However, although education is free for all members of the public in the region, the data suggest that 2015 could witness an increase in the number of children who drop out of school before completing the compulsory education. The number is forecast to be 7.5 million for age 6–10 and 6.5 million for age 11–15, with more females than males from poor rural areas, mainly in Egypt, Morocco and Yemen (World Bank, 1998).

Private education in MENA enjoys a high level of autonomy of operation and decision-making, while in most MENA countries government supervision of school infrastructure and curriculum is minor (World Bank, 2008). With regard to the quality of public and private schools in MENA countries, the World Bank (2008) found that the performance of the private sector is better than that of the government, particularly in Jordan, Kuwait and Lebanon. However, it was also found that student enrolment in the private sector in the region as a whole was lower than in the government sector. This was the result of differences in policies and administration systems in each country in MENA, that means that there is a wide variation in the practices and distribution of private education in the region (World Bank, 1998). For instance, in Algeria no private schools are available, and 99% of students attend the government schools (Falola, 2004; World Bank, 1998). The situation in Libya is similar, with student enrolment in the government sector being as high as 97%. Lebanon, on the other hand, has different educational policies and practice, and private sector enrolment in the country is the

highest in the region, at 67.8%, followed by the UAE (64%) and Qatar (48%) (Al Massah Capital Limited, 2013).

The World Bank (1998, p. 24) also reported that in Lebanon "private spending on education is close to 6% of GPD, about one and a half times public education expenditure". If we look at the World Economic Forum's Global Competitive report (2013–2014) for education quality (quality at primary level, access to the internet in schools and training services), we can see that the differences in educational policies seem to be affecting the quality of the countries' educational systems. Those countries that permit a wider investment in the private sector (such as Lebanon, Qatar and the UAE) are ranked at the top of the scale, compared to other countries in the MENA region that have limited private market investment (see figure 2.6).

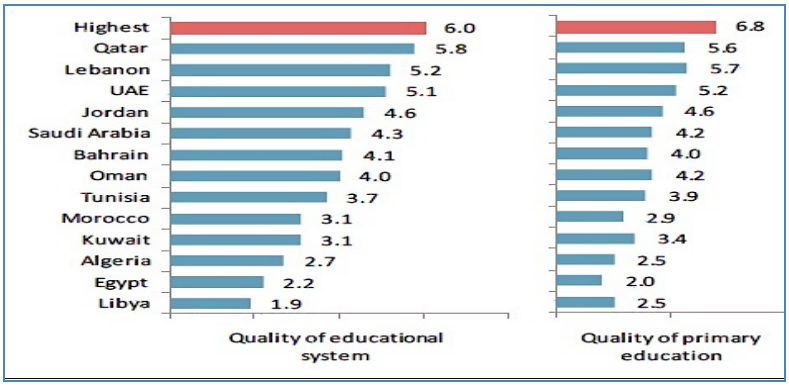


Figure 2. 6: The highest scores achieved by some MENA countries for the quality of their educational systems.
Note: Score 1=poor; 7=excellent. The scores of 6.0 and 6.8 are the highest scores that have been achieved internationally.
Source: The Global Competitive Report, 2013–2014, cited in Al Masah, 2014, p. 4.

However, many authors have found that there are several reasons for the low rate of student enrolment in the private schools in some MENA countries, related mainly to the small size of the private market compared to the government sector. The government sector is dominant in most of the region and state schools have grown (Al Masah, 2014). For example, out of 57 million children enrolled in MENA region schools, 50 million are attending the government schools, while only 7 million are at the private schools (ibid., 2014). Furthermore, it has been argued that the high tuition fees charged

by the private schools in MENA countries, specifically in Gulf Cooperation Council (GCC) countries, have led many parents to see the private schools as being only for certain higher class people (Al Masah, 2014). As Akkari (2004, p. 150) has indicated, "pre-university private education caters mainly to a high and middle-income urban clientele".

Despite these views, the recent literature has shown that the MENA region has witnessed a rapid growth in the number of private schools (K–12), and the private sector has become a productive and effective sector. According to the World Bank, "over the last decades, MENA countries have moved from a model of state-led growth to one relying more on the private sector" (World Bank, 2009, p. 3). As illustrated in figure 2.7, private school enrolment has increased in several countries in the region, and between 1999 and 2010 the growth rate rose from 24.3% to 28.7% (Al Mash, 2013, p. 6). According to Al Massah (2014), a high rate of growth is forecast for the private education market in the MENA region by 2020, with the government sector being less dominant than is currently the case (see figure 2.7).

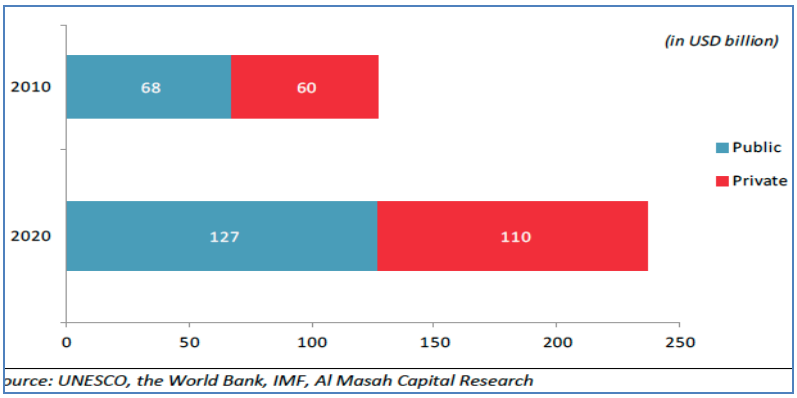


Figure 2. 7: Private education market forecast by 2020.
Source: UNESCO, cited in Al Masah, 2014, p. 10.

For example, in 1998 the Iranian Parliament established a programme to decentralise policies and allow the private sector to cooperate in education. The private sector is now seen as an effective sector producing better outcomes than the government sector. A study carried out by Rabiei and Salehi (2007) in public and private schools in Iran shows that private schools were providing the best quality of services along with the best English teachers and teaching quality; the researchers found that students studying

at private schools were more satisfied regarding the quality of services than those at public schools. In addition, the ratio of students who passed their exams was higher in the private than in the public sector. The data show that the percentage of private schools in Iran increased from 0.01% in 1990 to 8% in 2009 (ibid.).

In the GCC area, Moujaes et al. (2011) conducted a study to evaluate the private education market in four countries (Saudi Arabia, Kuwait, Qatar and the United Arab Emirates), focusing on education provision and growth in the region. 1,016 parents from GCC countries were interviewed and asked to rate 15 private schools in the region. The results revealed that over the coming years it is likely that there will be a rapid increase in the number of learners in private schools in the GCC area. In the UAE, Dubai, for example, the number of nationals enrolled in private schools increased by more than 2 % annually, reaching around 55 % by the year 2011. The study found that there were approximately 4,400 private schools in the GCC region, serving around 1.36 million students (17.7%) out of 7.66 million. The study interestingly indicated that private sector expenditure is much lower than in the government schools. Although the private sector represents a high proportion of the market in GCC countries, its expenditure is very small. As illustrated in figure 2.8, Moujaes et al. (2011, p. 4) point out that,

> "by spending, private education represents about 14 per cent of the $36 billion education market in the GCC, despite a relatively high share of private-school enrollment. This discrepancy is due to public schools' high cost of operation. Public schools spend nearly twice the amount per student of their private counterparts" .

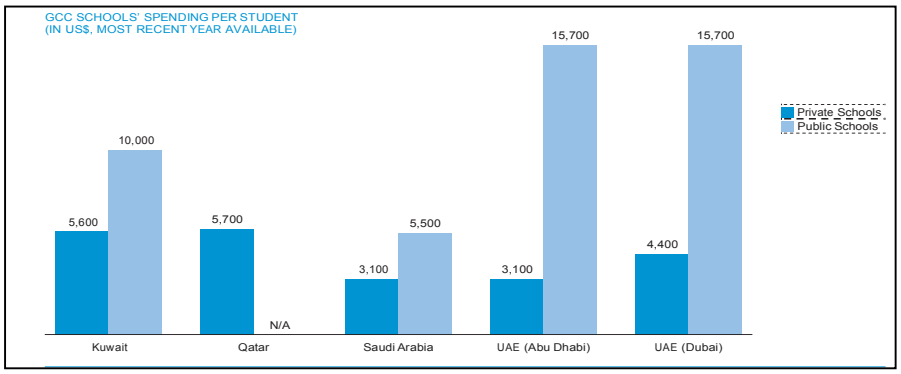


Figure 2. 8: GCC public compared to private school expenditure.
Source: Moujaes et al. (2011, p. 5).

Moujaes et al. (2011) classify the private schools in GCC into three different systems: Western curricula schools (commonly with English as the school's medium of instruction), Arabic-medium schools (teaching the government content) and Asian schools (such as Indian and Pakistani schools). Asian schools were found to charge the lowest tuition fees between the three different private systems in the region. However, half of the examined parents preferred "Western-style" curricula (UK curriculum, US curriculum, and International Baccalaureate) (ibid., p. 13). The study revealed that parents are encouraged to invest in the private schools as they see them as offering better English and mathematics curricula and good teaching staff, all of which give their children a better chance of future acceptance at the universities.

The phenomenon of parents' migration to the private schools in MENA countries is sometimes viewed as being a result of the decline in the standard of government schools (Al Masah, 2013). According to Marlow (2010), the rise in private education enrolment is believed to be indicative of the quality of public schools; thus, when parents realise that one school is "unable to deliver programs they desire, they may exit to preferred education programs" (Marlow, 2010, p. 12). The International Finance Cooperation (IFC, 2010) emphasise the fact that the reduced quality of the public schools has led many parents to find alternative, private schools for their children.

The support provided by the private sector thus appears significant, as when the quality of government schools falls, or the demand for public schooling is too high for the government sector to accommodate, a government will then introduce new policies to overcome such challenges. This cooperation between the private and the government sectors is known as the 'public-private partnership'. This phenomenon appears in several MENA countries; in Qatar, for instance, in 2009 the government decided to subsidise the private sector in order to provide support for education and to act on the government's behalf, in all Qatar government schools (Constant et al., 2010). This was done after a decline in the government school science and maths results (Salehi-Isfahani et al., 2011). Despite the complexity of implementing this decision, recently Qatar "ranks among the top nations globally in terms of the quality of the primary education" (Al Massah Capital Limited, 2013, p. 10). The broader implications of the PPP system are, however, beyond the scope of this research.

2.9 Government schools in MENA: What is their quality?

As mentioned above, in the MENA region, the "provision of quality education is generally perceived as the government's responsibility" (Al Masah, 2013, p. 3), and the recent decline in the standard and quality of state education is viewed as being a key factor in causing parents to retreat from the government schools. According to a World Bank report (1998, p. 16), many of the governments in the region lack sufficient funding and organisation, and "cannot finance all educational goods for all people", while the UN and UNESCO predict that the educational 'millennium goals' in MENA government education in Kuwait, Lebanon, Oman, Saudi Arabia, the UAE, Morocco, Syria, Yemen, Iraq and Jordan will not be achieved by 2015 (Benard, 2006). In spite of the particularly high per capita GPD expenditure in government schools in Arab states (equivalent to 5 % of GNP), Arab states are regarded as having a lower standard of K-12 education than the rest of the developing world countries (Akkari, 2004).

The World Bank (2008, p. 124) argues that one of the major problems in MENA government schools lies in the lack of school autonomy and the limited control school managers have over resources. According to the report, " Headmasters rarely select their teachers and they cannot fire them. Key decisions, including the allocation of resources across different classes of expenditures, are essentially centralized".

An IFC report (2010, p. 30) has suggested that one way to compare countries' performance in education is to look at their scores in the standard international tests for subjects such as mathematics and science. In the 2007 and 2011 TIMSS and PISA tests, students from the government schools in most MENA countries achieved very poor results in mathematics, science and reading compared to other high performance countries (Moujaes et al., 2011; Bouhlila, 2011; Salehi-Isfahani et al., 2011; Salehi-Isfahani et al., 2013; Valverde, 2005). Bouhlila (2011, p. 332) emphasises the fact that in MENA countries there is a 'thorny' problem, with "a significant number of students below the low international benchmark with absolutely no basic skills". Valverde (2005) compared the performance of students from some MENA countries (Iran, Jordon, Morocco and Tunisia) in TIMSS biology and maths exams with those of students from France. The results show that the performance of government school students from MENA countries is below expectations and lower than the international average, by comparison with France. In addition, in the UAE, a PISA report indicated

that children in the private schools produce a much better performance than those in government schools in reading, maths and science (Government of Dubai. Knowledge and Human Development Authority, 2012).

The findings of Salehi-Isfahani et al.'s (2013, p. 3), study of children's achievements in TIMSS maths and science tests in the years 1999, 2003 and 2007 in MENA countries revealed that MENA countries "apparently failed in terms of education quality and equity". They found many differences between children's results, and a big drop in performance in Egypt, Iran, Jordan, Turkey, the UAE (Dubai) and Lebanon. The results indicated that although in most MENA countries there has been a huge investment in free government education, this effort had not provided more equal opportunities for educational achievement (Salehi-Isfahani et al., 2013).

In terms of the quality of education in MENA countries, several studies have emphasised the curriculum and the teachers' role. Ofori-Attah (2008) argues that the government education curriculum in MENA has been reformed, and that these reforms have affected most school subjects and textbook content. Notwithstanding, the World Bank (2008) and Fergany (2008) found that many MENA countries have still not adopted a modern and developed curriculum and textbooks at their government schools, while many schools are still not connected to the internet and do not use modern technology. Morocco, Iraq and Yemen in particular were regarded as having the poorest curriculum content and pedagogies, both of which are having a detrimental impact on their students' outcomes. Akkari (2004, p. 151), on the other hand, found that the main curriculum problem that many MENA government educational systems are suffering from is the

> "… bureaucratic structures that emphasize a top-down approach to learning. Through the production and diffusion of textbooks, ministries of education implement a rigid curriculum centered on memorization and dictation as everyday activities."

Others have found that curriculum design is a problem within MENA government schools. Valverde (2005) argued that the curriculum in MENA countries focuses on theory and on giving students simple facts to remember, which has resulted in their

acquisition of a shallow type of knowledge. Furthermore, the content and coverage of conventional subjects are considered weak and far from being able to produce problem-solving abilities and critical thinking skills. The World Bank (2008) claims that in the Arab world specifically, the problem with education is that it focuses more on the "repetition of definitions, and knowledge of facts and concepts, while less attention is given to developing critical-thinking and problem-solving capacities" (cited in Helbling and Page, 1998; Riodha, 1998). For instance, the results of Thorne's (2011) study conducted in the UAE confirm the fact that the syllabus and curriculum at the government schools have unclear objectives and that there is a lack of clarity in implementation. The curriculum content is dense, strictly controlled and traditional, and the period of study is extremely long. The author found that these factors have led to a deterioration in students' outcomes and motivated most parents to enrol their children in private education.

With regard to teachers, several researchers have discussed the quality of teachers as a factor in improving students' performance (Zey Xu and Gulosino, 2006; Chapman and Miric, 2009; Winters, 2011). Chapman and Miric (2009) have attracted a great deal of interest in teacher quality in MENA countries; they carried out a review of documents supported by key policy-makers and experts from the MENA region. The results showed that teacher supervision in MENA public education systems is weak, and that this leads to poor quality teachers. The study found that one of the main factors behind the educational deficiencies in MENA countries is the ineffectiveness of teacher preparation and in-service training, the teachers demonstrating an inability to implement their training in practice, and the content of training programmes being considered inappropriate for implementation in the classroom. As a result, teachers perform poorly and students cannot learn effectively.

According to Zaalouk (2010), in the MENA region, teachers' professional development is poor and reforms need to be considered as an urgent matter, and teacher education programmes should be set up within schools and supported by universities and academia. For instance, in Egypt Mohammad (2006) conducted an investigation into the Egyptian Ministry of Education's training arrangements for teachers. His findings revealed that training courses provided for public school teachers are inadequate and do not reflect teachers' real needs. The evaluation of teacher quality in Egypt revealed that

even though teachers possess skills and qualifications, these would not sustain them over a long period of time and they would require further in-service training to cope with innovations in and the globalisation of education. Chapman and Miric (2009) found that the government's response to poor teacher quality in several MENA countries was to increase teachers' incomes and incentives, as a way of encouraging them to perform better and to increase their ability to deliver the required level of education. However, Chapman and Miric (2009, p. 326) also state that, "Although MENA countries have invested heavily in teachers' salaries, it has not necessarily been in ways that lead to better instruction practices at the classroom level". They explain that the decision to increase motivation and incentives by increasing salaries had resulted in increase in the teacher-student ratio in Jordan, Egypt, Libya, Iran and Yemen.

In this respect, Winters (2011, p. 1) argues that,

> "… higher salaries are just as attractive to bad teachers as they are to great teachers. Increasing teacher salaries across the board without consideration of how effective a teacher is in the classroom, then, won't improve teacher quality."

2.10 Low-income families in MENA countries: their decision and willingness to pay

As may be expected, the situation with low-income parents in the MENA region is similar to that of many other parents around the world, as many parents consider their children's education to be as important as the other necessities of life. The IFC found that in many places, including the Arab states, an "increasing number of parents are able and willing to pay private tuition fees to ensure a quality education for their children" (IFC, 2010, p. 32). According to the World Bank (1998), families of different income levels in MENA are equally willing to pay considerable fees for the services offered by the private sector.

It is expected that the rate of development of the emerging economies in most MENA countries will have increased by 2015. In 2001 the economic boom resulted in a

reduction of the percentage of low-income people who live on less than $1 and $2 per day to 2%. The World Bank (2008) stated that over the last two decades the growth of per capita income in MENA countries has had a positive effect on poor people, emphasising the fact that the equal income distribution policy in MENA countries has helped to reduce poverty. This increase in the countries' income has led to the emergence of a middle class. According to the IFC (2010, p. 5), this, in turn, has led to increased spending on private education, with more parents being able to spend some of their extra income on sending their children to private schools.

In Egypt, for example, families with low incomes are apparently willing to pay for extra tutoring lessons so their children can have a better education. The World Bank (1998) reported that "tutoring is common not only among the children of wealthier families" (p.24), and that 63% of surveyed students from high to low-income families at public schools stated that they were having private tutorials (shadow education) to support their learning. The World Bank (1998, p. 24) also stated that in Egypt tutoring costs per child are equal to 6% of household expenditure, which implies that "families place a significant value on basic education and are willing to use private funds to enhance that value".

In the same vein, Hartmann (2008) conducted research into 'shadow' education in Egypt and found that most of the interviewed parents spent some money on such lessons, and even those with very low incomes paid private tutoring centres to improve their children's academic abilities. The fact that these private tutorial fees are indirectly added to Egyptian families' budgets, even though the government provides free schooling, gives rise to the question of whether there is such a thing as free education in the MENA region. In this regard, Phillipson (2008) suggests that in several countries education is declared to be free of charge, but that in reality there are many hidden costs, and these are "substantial enough to change the balance of benefit between government and private" (p. 17). These hidden costs are expenses such as transport costs, the cost of uniforms, stationery, books, donations to school maintenance and additional private lessons (Phillipson, 2008, p. 17).

The case of Lebanon provides additional evidence for this view. Hamdan (2013) points out that the states in Lebanon do charge nominal registration costs of $47 (£29[6]) for primary level, $60 (£37) for intermediate level and $80 (£50) for secondary level. This is in addition to some mandatory contributions to the school's 'family fund'. The size of this contribution is decided annually by the governors before the start of each academic year. The impacts of these hidden payments for parents with children at the government schools must therefore be taken into account, as "If one has to pay for private tutoring in addition to the government school, then it is this total cost which must be compared with the alternative private school" (Phillipson, 2008, p. 18).

All of the above is an indication of "a notable willingness amongst the poorest to pay, or to make sacrifices for, what they perceive to be good quality education" (AFFT, 2008, cited in Boyle et al., 2002, p. 1). In Lebanon, Nasser et al. (2009) found that parents make sacrifices in order to give their children the chance of a better education. He reported that many parents on lower incomes are willing to invest in private sector education either by taking out loans or by relying on other family members. Najjar (2008), on the other hand, in her study of Lebanese education, found that the war and the complex political situation had given rise to particular financial and economic conditions, and many middle-class people had left the country. There had thus been a decrease in the number of middle-income families and at the same time a high increase in the number of low-income people. However, Najjar also states that this increase does not seem to have affected private school enrolment. It therefore appears that involvement in private schooling is not associated with parents' socio-economic status (Najjar, 2008, p. 97).

Earlier in this chapter the general principles of parents' rights, preferences and choice were discussed; however, in the MENA region there are some particular aspects which should be emphasised. The literature indicates that politicians and governments expect that "parents, including low-income and minority families, will make educational

[6] The exchange rate is $1 = £0.6 (NBK, 12 December, 2014)

choices based on preferences" (Teske and Schneider, 2001, p. 624). However, the World Bank (2008) found that unlike East Asian countries, in which fairness strategies are applied so that the poor are able to access the private schools, MENA countries do not take into account the ability of low-income parents to pay tuition fees, or make any special arrangements to enable them to access the private schools. However, not all MENA countries have carried out this sort of reform in their educational policies in favour of private schooling (Al Mash, 2014), and only a very small number of countries (for instance, Qatar) provide low-income families with a voucher[7] option and choice.

As a result, it is the low-cost private schools that are preferred by many low-income parents, as these schools are affordable. In this regard, an important question needs to be addressed here, namely do private low-cost schools actually exist in the MENA region, as they do in other developing countries?

2.11 The existence and quality of low-cost private schools in the MENA region

In the MENA region studies on low-cost private schools are rare. However, what evidence there is suggests that private low-cost schooling in MENA is blossoming and beginning to appear as a distinct phenomenon. This is particularly the case in those countries where government reforms have failed to improve the situation in state schools; thus, more people are being attracted to the private market. Several private education suppliers and companies do now exist in the region and they are working for the benefit of low-income people. The World Bank, through the International Finance Cooperation (IFC), is playing an active part in several countries around the world by providing finance "to support providers that can help increase access to services in underserved areas, move down-market to reach lower-income households" (IFC, 2010, p. 1), while in the field of education, the private low-cost schools projects are one of the IFC's main aims. In order to ensure that poor people receive the best possible quality of

[7] West defines the voucher scheme as follows: "A tax-funded education voucher in the most widely known sense is a payment made by the government to a school chosen by the parent of the child being educated" (West, 1996, p.1).

education, the IFC regularly check the schools, and the funding they provide is conditional on the schools' providing an adequate standard of educational services (Mundy and Menashy, 2012). According to the IFC, they have invested $22 million in MENA countries to provide "affordable and high-quality education that caters to middle-and low-income families in the region" at K–12 level (IFC, 2010, p. 1). In Lebanon, Abdo (2010, p. 13) argued,

> "… private school education has always played a major role in Lebanon, especially during and after the 1975–1990 Civil War as it grew to fill the gap left by the weakened public education system."

A study was carried out to measure education quality at four private low-cost primary schools that are charitably funded and follow the Lebanese national curriculum, although decision-making at these schools is decentralised. The people in the study areas were from the disadvantaged class, were part-time workers with a low level of literacy, and were living in low-rent houses. The study interviewed school managers, teachers, parents and children, and revealed that disadvantaged children at such schools were performing much better than children at other schools. The study found that students at the private low-cost schools had a high level of attainment compared to government school students (Nabhani et al., 2012). In their study, Chapman and Miric (2009) explain the reason for the success and higher achievements of students at Lebanese private schools as being the result of the system's accountability and the fact that teacher supervision is effective.

In Abu Dhabi, many schools are serving low-income families by offering low tuition fees; the amount of these fees seems to be held stable for the benefit of poor people. These schools teach either the country's basic curriculum or Asian curricula (Moujaes et al., 2011). Most of these low-cost schools are either Indian or Pakistani schools. According to Al Masah (2013, p. 11), "Indian curriculum schools were popular among the middle class who found it expensive to send their children to an IB [International Baccalaureate] or British school", and parents spent less than 5% of their income at these schools. Accordingly, Abu Dhabi Education Council (2013) confirms that high and low-cost private schools do exist in Abu Dhabi with different educational systems. These schools are classified into three categories: low-cost schools (charging between £2312 to £1321 per annum), affordable schools (charging from £825 to £1321 annually)

and the very affordable schools (charging less than £825 annually). However, the question arises whether this differentiation in private school fees is leading to inequality between the poor and the wealthy class, with only the wealthy being able to access the private high-cost schools with their better facilities and the poor only managing to pay the fees of the low-cost schools with a lower quality of educational services. With regard to this issue, the Abu Dhabi Education Council (2013) run an inspection every two years to evaluate the quality and effectiveness of the private schools. However, the results of these inspections might be seen as subjective in comparison to the effectiveness of acquiring empirical evidence (Hussain, 2012); inspectors' judgements may be biased, and they may follow their own discretion rather than the formal rules (Hussain, 2011). However, the report was taken into account in the current research as it could provide a rough guide to the quality and cost of private school education in Abu Dhabi. In the report, the inspections focused on the schools' attainments and progress in the main subjects, teaching quality**,** quality of implementation of the curriculum, the quality of child protection, care and support, quality of school buildings and facilities, and resources, as well as the effectiveness of the school management. School quality is classified as A (for high performing schools), B (for satisfactory schools) and C (for schools in need for significant improvement). In the last report the results show that, although there are several schools charging low-cost/affordable/very affordable fees, several of these schools also fall into the A, B and C classifications (see figure 2.9).

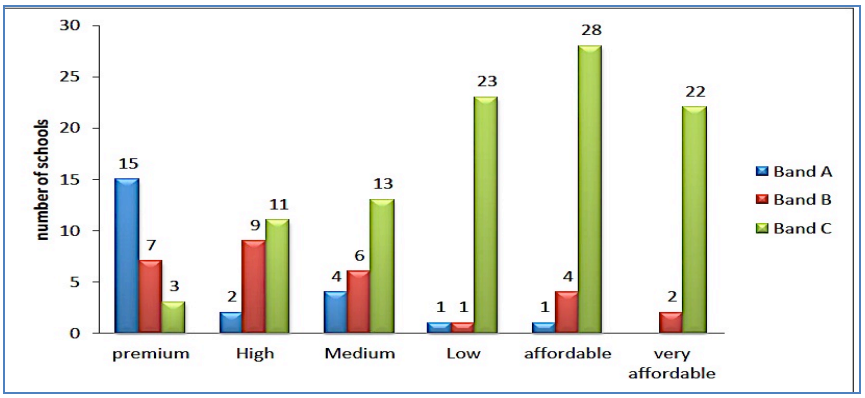


Figure 2. 9:The relation between the private school tuition fees and their quality.
Source: Abu Dhabi Education Council, 2013, p. 19.

Accordingly, the report shows that "a direct relationship between fees charged and level of effectiveness does not apply in every case… A high level of fees is no guarantee of

satisfactory or better performance" (Abu Dhabi Education Council, 2013, p. 19). And this statement confirms the fact that poor parents who are limited to the low-cost schools can still find schools of a high standard without having to turn to the high-cost schools to meet their requirements. In Dubai in the UAE, the Government of Dubai (2011) stated that there are more private schools (184 schools) than government schools (79 schools). According to the Knowledge and Human Development Authority of the Government of Dubai (2012), the cost of each school system is different. Every system offers both low and high tuition fees. With regard to low-cost schools, the report of the Government of Dubai (2012) stated that there are very low-fee private schools that charge AED1,725 (£296)[8] per year; these are followed by low-cost schools that charge below AED5,000 (£860) annually, and lastly those that charge between AED5,000 (£860) to AED10,000 (£1,721) annually; the latter can still be considered to be low-cost schools when their fees are compared with some other schools in Dubai that charge high tuition fees of above AED45,000 (£7,745) per annum. The government report (2013, p. 17) indicated that, "Nearly half (45%) of the students at private schools in Dubai pay less than AED10,000 per year in tuition fees"; this means that a large number of parents are paying either very low or low fees of below £1,721 (see figure 2.10).

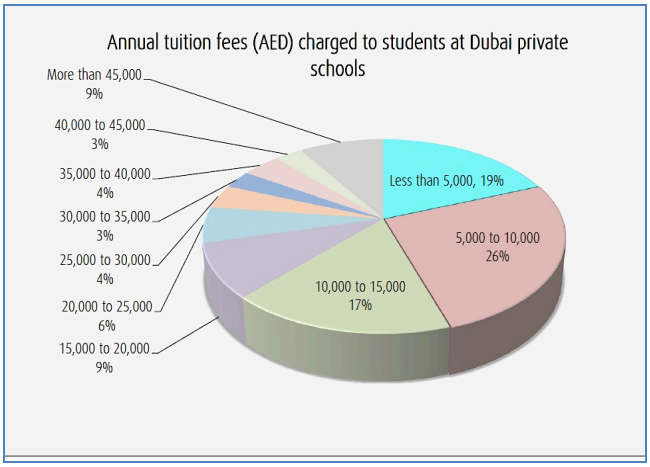


Figure 2. 10: Annual fees charged by Dubai private schools.
Source: Government of Dubai. Knowledge and Human Development Authority (2013, p.17).

[8]The exchange rate is AED1 = £0.172 (NBK, 12 December, 2014)

Although the government provides free schooling for Emirates students, the private schools in Dubai serve more than half of all Emirates students. The Knowledge and Human Development Authority (2014) indicates that there is a significant increase every year in the number of Emirates students enrolling in private schools (see figure 2.11), 52% of whom are paying AED10,000 (£1,721) to AED20,000 (£3,442), while 21% are paying less than AED10,000 (Government of Dubai, 2012). This figure confirms the existence of low-cost private schools in Dubai, as they serve at least 21% of Emirates nationals who are assumed to be from low-income families.

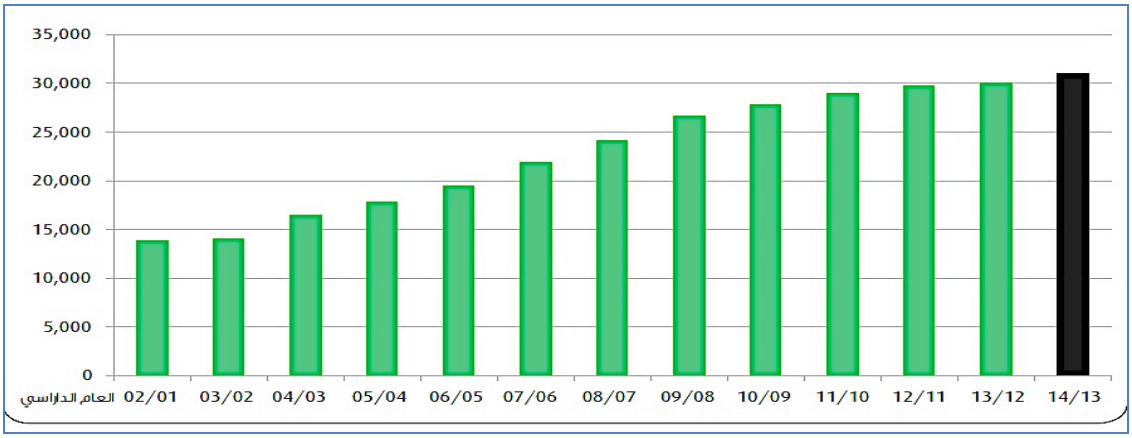


Figure 2. 11: Rate of increase in number of Emirates students in private education in Dubai 2002–2014.
Source: Knowledge and Human Development Authority, Government of Dubai (2014, p. 7).

The quality of the private schools has been evaluated by the Government of Dubai (2012). The evaluation showed that a very low percentage (8%) of the schools were of an unsatisfactory standard, and that most schools provided either an acceptable (47%) or a good level (36%) of educational services (see figure 2.12). It was also found that overall most parents were satisfied with the private schools.

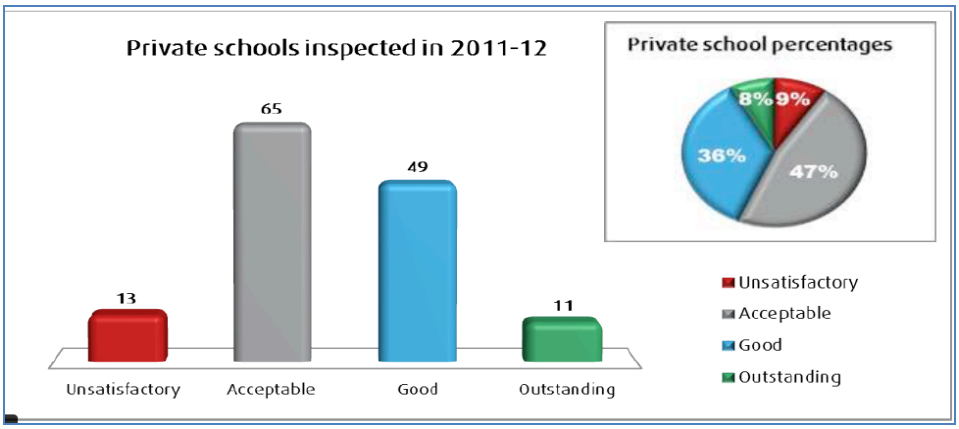


Figure 2. 12: Educational standard of private schools in Dubai.
Source: Government of Dubai, 2012, p. 4.

Another survey carried out by the Government of Dubai (2011) examined 75 Emirates parents from the private schools in Dubai. The survey found that Emirates parents are very satisfied with the private school outcomes; half of the parents (50%) sent their children to the private schools so that they would receive a better education and a higher standard of learning, while 22% selected these schools because they focus on the English language.

Similarly, in Egypt, the Al Abraj group (2014) is recognised as providing high quality and affordable education at 17 schools offering English, American, French and German languages under their national curriculum. Recently the company announced its intention to invest more outside of the Cairo area, focusing mainly on providing affordable private schools to Egyptian families in poorer areas. In conclusion, all the above cases provide conclusive evidence for the existence of low-cost private schools in MENA countries and their provision of a satisfactory quality compared to other schools. These examples also confirm the view of the World Bank (2009), which is that,

> "… the existing evidence from around the world shows that the correlation between private provision of education and indicators of education quality is positive, which suggests that the private sector can deliver high-quality education at a low cost" (p. 5).

2.12 Conclusion

In the literature review conducted for this research and which has been presented in this chapter, the information has revealed the quality and extent of both government and private sector education in serving low-income families, and this has provided insights into why in many countries such families are gravitating towards the private sector. In several countries, government sector education has been found to be suffering from various deficiencies, despite the country's good economic status and high expenditure on education, as in Kuwait and most GCC countries.

The literature review has shown that in Kuwait (the country examined in this research), state education seems unsatisfactory, from the point of view of academics, educationalists, the governors themselves and parents. The literature suggests that the deterioration in the standard and content of the curriculum, in academic attainments and in the performance of teachers in public education (Educational Research and Curriculum Department at the MOE, 2007; Alramzi, 2009; Al Maarefa, 2009; Ayoob, 2012; Al kandery, 2012; *Al Anba* newspaper, 2013; Al-taleeah, 2014), has been a strong motivating factor for parents to switch from the government to the private schools over the past few years.

Since the focus of this research was on the Pakistani schools in Kuwait, the experience of Pakistan in education was reviewed. The discussion showed that in Pakistan, the situation with government education is similar to that currently prevailing in Kuwait. It has been found that the costs of state schooling in Pakistan are higher than in the private sector, while the quality of education provided by the government sector is lower. Thus, the private low-cost schools are receiving more support by low-income parents and are becoming more widely distributed in the country.

Similarly, in the MENA region, many countries are experiencing deficiencies in the standard of government education, and poor student achievements resulting from the poor quality of the school curriculum and the teachers' lack of ability. It appears that neither teachers' qualifications nor the introduction of incentives and increases in teachers' salaries have been successful in raising teacher quality. The region has also been witnessing an increasing orientation of parents towards the private schools, since they believe these schools offer their children better educational opportunities and thus

a better future. The literature shows that although the policies of some countries in the MENA region are still not supporting private investment, parents in several middle and low-income areas are willing to pay for their children's education in order to obtain a better quality of learning and a better future career for them, especially since private schooling in the region is offered at different costs, in several countries at a low or very low cost. Generally speaking, the assumption to be found in the literature is that the private market is quite small in the MENA region; however, it is growing rapidly.

Chapter 3. Methodology

3.1 Introduction, Research Aim, Rationale and Gaps

This chapter describes the methodological framework for the study, including the research design and methods used. The overall goal of the chapter is thus to set out the practical mechanisms that were employed to implement the research.

This chapter explores the notion of the case study and its relevance to this research; it will also show how the case study approach can be adopted in a piece of comparative research such as the current study. Furthermore, the chapter discusses in detail the research methods and instruments that were selected to obtain the data and that contributed to providing rational responses to the key research questions. Justifications are provided for the use of the techniques and processes employed in order to ensure the validity and reliability of the data. The chapter also addresses the ethical issues that the researcher took into account in the process of data collection, and the various limitations and obstructions that were encountered during the gathering of the data.

Before embarking on these detailed discussions, however, it will be helpful first to review in brief the research aims, the rationale for conducting the research and the research gaps.

As stated in chapter 1, the intention in carrying out this research was to explore the orientation of low-income families in Kuwait toward low-cost, private Pakistani schools, despite the fact that public schooling is offered free of charge to all Kuwaiti citizens. As noted, these Pakistani schools were originally established in Kuwait to serve and cater for non-Kuwaiti individuals and communities. The Pakistani schools were chosen for the purposes of this study specifically because the statistical data that were initially gathered from the Ministry of Education in Kuwait (2009–2012) revealed that the number of Kuwaiti children enrolled at these schools is relatively high and growing annually. As discussed in chapter 2, the phenomenon of low-cost private schools serving low-income families has emerged in several poorer regions of the world where free public education is already available. This kind of school has mushroomed extensively in poorer areas and is now serving a large number of poor families, who

appear to be more satisfied with this type of school than with the government schools in the same region. This subject has never been explored in the context of Kuwait, and information about public and private education that serves low-income families seems scarce. Therefore, the aim of this research was to clarify the reasons why some low-income Kuwaiti parents have abandoned the free public schools in favour of the low-cost private Pakistani schools, through a detailed comparative investigation of the differences in educational quality between the public and private sectors that might be causing parents to come to such a decision about their children's education. The quality of education will be assessed according to the following criteria: educational provision, characteristics of school buildings and resources, school curriculum, standard of teachers, children's achievements and school policies.

3.2 Research Design: A case study

3.2.1 What is a case study? - definition and characteristics

The case study is defined by Bell (1999) as an ideal approach "for individual researchers because it gives an opportunity for one aspect of a problem to be studied in some depth within a limited time scale…" (p. 10). The five essential and most significant features of the case study, according to Denscombe (2007, pp. 35–37), are as follows:

a. *Spotlight on one instance:*

In this research the focus is on one individual phenomenon; in other words, the 'spotlight' is on the orientation of low-income families in Kuwait towards low-cost private schools. A comparative study of private and public schools was carried out to discover both the quality of education in the two sectors and the parents' views; however, the findings from these investigations were combined to form a single instance in order to provide an explanation for and insight into the research problem.

b. In-depth study:

In this research the scope of the problem was extended to make it possible to explore in depth and in greater detail the phenomenon of low-income Kuwaiti parents' orientation towards the low-cost private Pakistani schools, and in order to identify more of the causes of their having this preference even though public schools are provided free of charge to all Kuwaiti citizens. The 'in-depth' approach was the basis of this research, and was achieved by carrying out a comparative study of two cases (the government and the private sectors), designed to investigate the quality of education in each selected sector. The 'in-depth' approach was also implemented through triangulating the methods and instruments of data collection: semi-structured interviews, questionnaires, documents, archive records and observation were all combined within this research to increase the validity of the findings.

c. Focus on relationships and processes:

Denscombe (2007) describes the relationships and processes involved in a case study as being interconnected and interrelated. Therefore, since the case study by nature "tends to be 'holistic' rather than deal with isolated factors" (ibid., p. 36), in the current study the processes producing the problem were investigated, the factors that affected and depended on each other were identified, and then connections were made between them. The emphasis is on unravelling the mystery and explaining why the problem has arisen. A comparative approach was adopted within the current case study in order to identify the differences between the standard of educational provision at the private Pakistani schools and that of the government schools; it was hoped that these differences would explain the reason for Kuwaiti parents' orientation. The comparative process was linked and related to several '*holistic*' factors - the quality of the low-cost private Pakistani schools and the public schools (in terms of curriculum, buildings, facilities and teachers' commitment, school policies, parents' motivational factors etc.), the aim of all these processes being to approach the facts and find out more details about the case.

d. Natural setting:

This study was carried out in a natural setting in the context of Kuwait. The problem has now existed in the Kuwaiti culture for several years (according to statistical data held by the Kuwaiti Ministry of Education, private education administration, 2008–2011). According to the statistical documentation, the problem is persisting in the country and the enrolment of Kuwaiti children in the low-cost Pakistani schools is increasing every year.

e. Multiple sources and multiple methods:

The nature of the case study approach means that the use of a wide range of sources and methods of collecting data is acceptable. In this study several methods were employed to investigate the research problem. Official statistics were examined at two stages during the research process: initially, the statistical documents were researched in an attempt to obtain a clearer understanding and reading of the case, and subsequently several approaches were adopted in order to obtain logical explanations for the complexities of the situation. Thus, the observation checklist method was selected to study the quality of school buildings and facilities; semi-structured interviews were scheduled with the school managers and the manager of the inspectorate of private schools at the MOE. The information obtained from the official statistics was subsequently used as a basis for sampling and for designing the questionnaires for the parents.

3.2.2 Why the case study approach?

The case study approach was deemed to be an ideal approach for use in this research because of its flexibility (Robson, 2002), which means that multiple cases can be examined, making it possible to adopt a comparative approach; thus, two or more cases can be researched and contrasted. Cohen et al. (2011, p. 292) state that "A single case may be part of a multiple case study design", and other researchers also state that the multiple case study can take the form of a comparative study (Wiersma, 2000; Punch,

2005; Yin, 2009; Cohen et al., 2011). One of the key advantages of a multiple case study design is that it can "allow the distinguishing characteristics of two or more cases to act as a springboard for theoretical reflection about contrasting findings" (Bryman, 2012, p. 75). One of the aims of this research was to construct a comparative case study for the context of Kuwait, based partly on the theoretical framework adopted for the study (see chapter 2).

The comparative study was selected because the author believed that identifying the similarities and differences between the different sectors (government and private) would produce rich data with which to answer the research questions, and that would also make it possible to obtain an accurate and concrete picture of the phenomenon under study. Campbell (1975) claims that adopting a comparative approach in a study involving two cases "is more than worth having double the amount of data on a single-case study" (in Cohen et al., 2011, p. 291). The case study approach thus allows the researcher to conduct an in-depth investigation in which the characteristics of two separate cases are compared (in this study, the quality of Kuwaiti government schools and that of private Pakistani schools). It makes it possible to include a variety of procedures which provide rich information within a short time scale, as well as enabling the researcher to understand the phenomenon that is the subject of the research in its real setting (in this study, parents' orientation towards the low-cost private Pakistani schools in Kuwait), compared to larger scale studies where data can be overlooked or mixed up. As Yin (2009, p. 2) points out, "the richness of the phenomenon and the extensiveness of the real life context require case study investigators to cope with a technically distinctive situation". The case study is "strong in reality" (Adelman et al., 1980, cited in Cohen et al., 2011) and makes it possible to "observe the effect in real contexts" (Cohen et al., 2011, p. 289); a case study researcher might evaluate the situation in depth and consider the contexts as the source of both causes and effects (ibid.). In comparison to other research methods, in case study research the analysis can be holistic, rather than dealing with isolated elements; multiple research methods and sources of data are employed, and this process of triangulation gives a multidimensional authenticity to the research (Denscombe, 2007).

Despite the above advantages, however, the case study approach has been criticised for having several limitations. Shaughnessy et al. (2003) argue that case studies can be

difficult to control, since treatments are unlikely to be systematic, although they are usually concurrent. Another criticism of the case study approach is that it might be difficult to identify the real cause and effect in order to come up with accurate conclusions (in Cohen et al., 2011).

The most common criticism of the case study, however, is that there is the potential for researchers or informants to be biased, impressionistic, selective, personal and subjective (Nisbet and Watt, 1984, in Cohen et al., 2011). It has been argued that case studies can present challenges when it comes to generalising the results, and care should be taken when identifying parallel cases. Furthermore, Denscombe (2010) claims that case studies can lack rigour and can be seen to result in qualitative and interpretive data rather than quantitative and statistical facts. To overcome these limitations, the researcher adopted a mixed methods approach, employing both qualitative and quantitative instruments. This results in data triangulation, strengthening the authenticity of the facts obtained from both types of instrument. Moreover, the comparative aspect was approached through an in-depth investigation of both empirical and theoretical data in order to obtain statistical and interpretive results through qualitative and quantitative procedures. And as suggested by Yin (1993), a conscious effort was made to maintain quality, strength and rationality by linking all the elements of the phenomenon.

3.3 Key components of case studies

According to Yin (2009, p. 27), case studies have several key components. The components that were most relevant to this study are as follows:

3.3.1 Research Questions

As discussed in chapters 1 and 2, the aim of this research was to discover the reasons behind low-income parents' orientation towards the private low-cost Pakistani schools in Kuwait, taking into account the fact that the government schools are provided free of charge to the Kuwaiti population. In order to achieve this aim, the research process included an examination of the quality of education provided by both sectors. This led

to the formulation of one main research question, which was further subdivided into three sub-questions.

A: Main Research Question:

Why are some low income Kuwaiti families choosing to send their children to low-cost private Pakistani schools?

(Instruments used: interviews, questionnaires, documents, archive records and observation)

B: Sub-Questions:

1- What are the key differences between the Pakistani private schools and the government schools in Kuwait in terms of the cost of education delivery, the quality of the school curriculum, the quality of the school buildings and teachers' commitment in terms of their attendance?

(Instruments used: interviews, questionnaires, observation and archive records)

2- What are the key motivating factors for parents to select either the Pakistani schools or the government schools?"

(Instruments used: interviews and questionnaires)

3- To what extent are parents, using both Pakistani and government schools, satisfied with their child's school?

(Instruments used: parents' questionnaires).

In order to answer the above questions the researcher employed a variety of sources of data and adopted a mixed methods strategy to triangulate the data (Denzin, 1988, cited in Robson, 2002). Therefore, interviews were arranged to gather data from the school managers and from the manager of the inspectorate of private schools at the MOE. A questionnaire was designed to collect data from parents. An observation checklist was also devised to discover various facts relating to the quality of school buildings and the provision of health and safety measures. Furthermore, statistical archive records were

obtained from the schools, while the official information and policy details were obtained from the official documents of the MOE.

3.3.2 Units of analysis

The units of analysis for this comparative case study were carefully selected and verified as being relevant to the key research questions and as being appropriate sources of data. Since this research included a comparative aspect (between the government and the private schools), this was taken into account when deciding on the units for analysis. Four units were identified and are presented in the following table 3.1:

Units of analysis	Themes of focus
Schools from private and government sectors.	Compare the quality of the government and private Pakistani schools in terms of: - teaching resources (provision and efficiency of operation) - school buildings (maintenance, good internal facilities and cosmetics, as well as health and safety provisions) - figures showing teachers' attendance and absences.
Manager of the inspectorate of private schools at the MOE	MOE funding, regulations and policies that apply to the Pakistani private schools.
Parents at the schools	-Parents' census data and economic status in both sectors. - Parents' expenditure on child's schooling. - Identify the reasons for parents' orientation. - Parents' level of satisfaction and most influential factors motivating them to select their child's school.

School managers	Investigate managers in terms of their authority to improve the school, along with their satisfaction with regard to: -the school curriculum. - teachers' efficiency - school building facilities and maintenance - teaching resources: provision and operation - school budget.

Table 3. 1:The units of analysis for this research

3.3.3 Criteria for data interpretation and analysis

The criteria used for the analyses in this research were developed taking into account the comparative aspect of the case study. The analysed qualitative and quantitative data were linked to each other to feed each research question, in an attempt to compare the private and government schools. Moreover, in order to strengthen the validity of the census data gathered from the quantitative instrument (parents' questionnaires), these data were compared with official statistical data obtained from the Central Statistical Bureau for the State of Kuwait (further explanation of the data analysis technique is provided later in this chapter).

3.4 Research techniques: qualitative and quantitative design

In social science, philosophical considerations and debates distinguish between qualitative and quantitative research in terms of purpose and application. Although some authors see the differences between the two paradigms as complex, the qualitative and quantitative paradigms are mainly recognised as approaches with unlike epistemological foundations and research strategies, with each paradigm offering a different interpretation of the facts and thus producing different results (Bryman, 2012). However, they may be used to complement each other in mixed methods research. Robson (2007) suggests that the methodological approach in social science research

may be generated from the particular nature of the principal research questions, as in order to answer some questions numerical (quantitative) 'hard' data are required, while to answer others 'soft' (qualitative) data are needed. As described in this section, these features of the two paradigms were taken into account when deciding on the methodological framework for this research. In this chapter it is shown how the qualitative and quantitative paradigms were implemented in this research, and the advantages and disadvantages of each are examined in detail. The theoretical basis and rationale for adopting a mixed methods approach, and the particular reasons for adopting it in the current study are also discussed.

In the context of *quantitative* research, it has been argued that quantitative approaches and procedures "take the form of numbers" and can provide a statistical approach to testing research hypotheses or to forecasting the research results (Denscombe, 2007, p. 254). The *quantitative* approach appears to be closely related to experimental and survey approaches, and may seek to establish a relationship between variables; this facilitates the practice of correlation analyses so that the results of the empirical research may be transferred to a similar case study conducted under similar circumstances (Robson, 2007; Punch, 2000). The literature indicates that *quantitative* research emanates from the *positivist* epistemological position. Denscombe (2002, p. 14) explains the *positivist* model as "an approach to social research that seeks to apply the natural science model of research to investigations of social phenomena and explanations of the social world". *Positivist* epistemology includes the theories of phenomenalism, deductivism and inductivism, as these philosophical theories require a logical relationship between common social science notions and practices in research applications. In *positivism*, only knowledge and phenomena confirmed by the senses are considered to be knowledge.

The quantitative paradigm provided one of the essential strategies for this research, and took the form of questionnaires, observation checklist schedules and documentary statistical data and archive record data. According to Punch (2000, p. 57), in order to obtain quantitative data "questionnaires, standardized measuring instruments, ad hoc rating or observation schedule… either choice, or some combination of the two, can be acceptable"; it is entirely dependent on the nature of the empirical study. In this study quantitative data were obtained from parents' questionnaires and school observations, as

well as from archive records, in order to conduct a realistic statistical comparative analysis, the results of which would be used to answer the key research questions.

The quantitative data from the questionnaires provided information on factors influencing parents' motivation, their views regarding their children's schooling, and their preferences for the Pakistani private schools over the government schools. The quantitative approach provided socioeconomic facts (regarding parents' income, educational level, occupation, child's school expenses, in addition to other noticeable expenses necessary for children's education) about the families, which were used to help and support the comparative study; questions designed to elicit comparative numerical data relating to the children's education (questions relating to the gender and school stage of the children), and questions on the influence of the curriculum (for instance: the provision of English language studies at the school).

Quantitative data were also obtained from the observations (through the observation checklist) to measure the provision of facilities and building services by both private and government sectors. These quantifiable observational data would provide good supporting data about important things at the schools which may be affecting the children's education (such as the operation of air conditioners and computers, and health and safety provisions).

The documentary data and school archive records would provide supplementary numeric data that would help in accurately defining factors related to the costs of education delivery at both private and government schools; they would also provide census data on teachers and students (such as teachers' qualifications and number of absences during the week, the number of students in each class, the enrolment of Kuwaiti children at each Pakistani school etc).

However, although the obtaining of numeric data was considered vital for providing accurate measurements of various aspects of the phenomenon being researched, it was also deemed necessary to obtain descriptive data, which the quantitative instruments would not be able to provide. Specifically, the nature of this research required details and fine point justifications from the research participants; the research questions inspired the researcher to go beyond the quantitative data and obtain qualitative information by interviewing people in their work field, in order "to document the world

from the point of view of the people studied" (Hammersley, 1992, cited in Silverman, 2001, p. 38).

Unlike quantitative research, which is "based on objective laws", as the "interpretations and findings are based on measured quantities" (Denscombe, 2010, p. 269), the aim of *qualitative* research is to provide "a holistic interpretation"; qualitative research presents the potentials of facts and evidence obtained from multiple methods used in complex combinations (Wiersma, 2000, p. 12). It has been suggested that qualitative research deals with social phenomena and social beings (ibid.), and that qualitative data tend to take the form of spoken or written words and details (Denscombe, 2007). From an epistemological perspective *qualitative* research is categorised as *interpretivist*, which involves adopting a subjective view of social science issues and social phenomena (Bryman, 2012), and obtaining information from people about their perceptions of these phenomena, by studying their "actions and interpretations of world" (Denscombe, 2002, p. 18). In this regard, the researcher followed Yin (2009, p. 133), who believes that in order "to explore, describe, or explain events at this higher level, you would have collected and used qualitative data". Denzin and Lincoln (1994, p. 2) argue that, "Qualitative methods such as interviews, observation, and document reviews are predominant in this paradigm".

In this research, the interview method was employed to obtain a suitable amount of relevant qualitative data for the purposes of analysis. The nature of the research meant that it was necessary to obtain in-depth qualitative data, and the interview method was deemed to be most appropriate in order to achieve this aim. Yin (2009) explains that qualitative data support critical explanation and enable the researcher to test the key propositions of the case study. The researcher of the current study felt that conducting interviews would make it possible to obtain details from the school managers and the manager of the inspectorate of private schools on the actual situation relating to the private and government schools' policies and services, which would help in the construction of a logical and critical comparison between them. In addition, the qualitative interpretation would be used to corroborate the quantitative data, which in turn would increase the reliability and accuracy of the research findings.

When either of the approaches (qualitative or quantitative) is used alone, it usually suffers from some weaknesses: the researcher may be biased towards particular viewpoints or false interpretations. For instance, in qualitative research, the researcher may decontextualise the meaning during the process of coding and transcription by overlooking some text obtained from the context, or may oversimplify the interpretation. In quantitative research it is possible in the extreme situation for the researcher to fix or manipulate the data in order to show significance, thus making results unreliable (Denscombe, 2007). Adopting a mixed methods approach can help researchers to avoid some of the risks and weaknesses of adopting a single approach; the deficiencies and biases inherent in one paradigm can be offset by the strength of the other approach, and thus the two approaches complement one another, producing comprehensive research results.

Patton (2002, p. 14) justifies the use of the mixed methods approach as follows:

> "Because qualitative and quantitative methods involve differing strengths and weaknesses, they constitute alternative, but not mutually exclusive, strategies for research. Both qualitative and quantitative data can be collected in the same study".

In this research, the qualitative data acquired from the interviews (a total of 34 interviews were conducted with school managers) were used to verify and fill any gaps in the quantitative data obtained from the questionnaires (a total of 500 questionnaires were administered to parents in the public and private sectors). According to Gall et al. (1996, p. 29), "qualitative research plays the role of discovery, while quantitative research plays a confirmatory role". The mixed methods approach thus provides the researcher with a valid research tactic and enables him or her to triangulate the data to strengthen the study. Understanding the managers' narrative views and beliefs would enable the researcher to understand in more depth the reasons for parents' decisions and orientations toward a particular sector, and provide a clear image of their reasons and desires which had been statistically defined in the questionnaire. For example, the managers were asked questions about why some of the parents had decided to enrol their child at a private school and pay tuition fees when government schools are provided free of charge. The managers' responses to these questions would complement the quantitative data obtained from the questionnaires and other quantitative instruments. The mixed methods approach can include a mixture of epistemological

positions, such as positivism and interpretivism. Cohen et al. (2011) suggested that these two epistemological positions (positivism and interpretivism) may both be represented in a single epistemology, called pragmatism. They add that the pragmatist paradigm combines scientific and humanistic approaches (Cohen et al., 2011, p. 23). Thus, pragmatism was deemed by this researcher to be the most appropriate epistemology on which to base her study.

In summary, in this case study the researcher employed a combination of qualitative and quantitative instruments in a mixed methods approach, on the assumption that the two approaches would complement each other and produce comprehensive and valid results.

3.5 Sources of Evidence: Questionnaires, Interviews, Observation, Archive Records and Documents

As discussed above, this case study employed a mixed methods approach, with the intention of conducting a comparative procedure based on the collected data. The main sources of information were government schools and private Pakistani schools in Kuwait (data from parents, managers and schools), along with the Ministry of Education and the Administration of Private Education at the MOE in Kuwait (statistical records, policy documents and regulations—see table 3.2).

Sources of evidence	Details
Questionnaire	Questionnaires compared data collected from parents of children at both government schools and Pakistani private schools. The focus was on the following major aspects: A. Parents' socioeconomic status (income, education and occupation of both mother and father, total monthly expenses, child's stage and age, first language spoken at home) B. Parents' expenditure on their child's education (total of school tuition fees; total monthly expenditure on child's education)

	C. Parents' ambitions for their child's future education D. Parents' desires, views and objectives concerning their child's school E. Factors contributing to parents' satisfaction with their child's school.
Interviews Interviews	Interviews with school managers at the public schools and private Pakistani schools The focus was on the following major aspects: -Economic facts: regarding school tuition fees, other expenses, school budget and the sort of aid. -Parents' facts: managers' views on Kuwaiti parents' needs, standards and aims for their children's education. School communication bases and the motivational factors provided for parents. -Curriculum facts: the curriculum followed by the school, and to what extent the school managers found it satisfactory. Managers' right to modify the curriculum in respect of policies. -School facts: Age of school building; quality of teaching in respect of teachers' commitment in attendance, school policies toward teachers, curriculum and school building. B. Interview with the manager of the inspectorate of private schools at the MOE . -The regulations that the Ministry of Education applies and inspects at the Pakistani private schools in terms of: standard of teachers, curriculum content, school facilities and building criteria, standard of managers, as well as any other obligations. -The cost of a child's education (kindergarten and primary level) in public and private sectors. -Any actions applied at a school that fails to conform to regulations.
Observation (checklist)	Observation checklist to observe the climate at schools and in classrooms: quality and efficiency of buildings and school facilities and classroom teaching resources, school hygiene, health and safety issues.

Documents	-The Ministry of Education's general policies and curriculum sources for the 2013–14 academic year. -The private Pakistani education recognition certificate from Pakistan and Kuwait. -The certificate of recognition from the British Council to adopt the English curriculum (where applicable).
Archive records	-Total numbers of Kuwaiti students enrolled in the private Pakistani schools from 2009 to 2013. -Statistics on student enrolment in the government schools for the last five years. -Numbers, origins and qualifications of teachers in each school; number of classes in each school with stages and number of children in each class. -Numerical data on teacher absenteeism and attendance during the peak studying days (over a period of nearly two weeks).

Table 3. 2:The sources of evidence for this study and the role played by each.

3.6 The major data collection methods

Although a variety of techniques were used to elicit data in this research, however, the questionnaires, interviews and checklist are considered to be the most effective and vital techniques employed to obtain key evidence. Therefore, in the next sections these three particular data collection methods are described in order to explain their importance in this study.

3.6.1 Questionnaire Method

A total of 873 questionnaires (384 from the government schools and 489 from the private Pakistani schools) were collected for the research, although the number of selected samples was higher than this (see section 3.7.2 for a discussion of participants' samples). The questionnaires were formulated to provide clarification of the key question in this research, concerning parents' census data and their views and the reasons for their decisions on their children's schooling.

The data obtained from the questionnaires provided the researcher with the additional knowledge she needed to design appropriate questions for the interviews and observations. Many researchers (Cohen et al., 2011,2007; Gay, 1996; Oppenheim, 1992) have found the questionnaire an effective approach to collecting quantitative data. Gay (1996, p. 255) comments that the questionnaire method is "much more efficient in that it requires less time, is less expensive and permits collection of data from a much larger sample", while Cohen et al. (2011) argue that questionnaires provide structured and numeric data, are usually manageable without the researcher's attendance and are straightforward to analyse. They make it possible to ask people directly about their views on a specific point related to the research (Denscombe, 2007).

For this research the researcher designed the questionnaires in a structured style, believing that this sort of questionnaire would be more manageable by the parents and more straightforward to code and analyse than an open-ended questionnaire, which the respondents might find discouraging as well as time-consuming to answer, and with which the process of coding and analysing may take longer. However, there is the potential for bias when using structured questionnaires if respondents' choices and views are not covered within the tick box of categories. To avoid this, Bryman (2012, p. 250) suggests adding "a possible response category of 'other' and to allow respondents to indicate what they mean by using this category". Thus, in this research, for questions to which there could be many different responses (such as questions about parents' qualifications, nature of job, range of education expenses), the researcher gave the parents the opportunity to write in their answer if it did not appear among the options provided with tick boxes. The alternative choices were represented in the questionnaires for this research by the following phrases: 'other, please specify' or 'not applicable' (see appendix A).

The questionnaire was prepared with reference to Cohen et al.'s (2011) suggestions for questionnaire design. It was structured as follows: 8 'dichotomous' questions (fixed structured questions that can have 'yes' or 'no' responses), 15 'multiple choice' questions (for which multiple choices of responses and variables were provided), 4 'rating scale' questions (for which different degrees and intensity of possible responses were provided) and 10 'ratio' questions. The multiple choice and dichotomous questions formed the majority of the questions in the questionnaire, since, as Cohen et

al. point out, these two instruments are the most useful tools in terms of quick coding and quick aggregation. The sequence of questions started with simple questions asking for nominal data, and moved on to questions asking for ordinal and ratio data (factual details).

The researcher was keen to pilot the questionnaires prior to distribution in order to refine and modify the questions so that valid, reliable responses and results would be obtained. The questionnaires were therefore first given to ten parents and two teachers; as a result of their comments, modifications were made to some of the questions and some complexity was removed. Some ambiguity was found in the way two of the questions were presented; thus, the wording of these needed to be clarified, and in some of the multiple choice questions there was a need to provide more alternative responses that could be selected. Before the official distribution of the questionnaires, they were piloted in a trial stage at three private schools and three public schools. This enabled the researcher to modify the questionnaires for a second time to make sure the responses would answer the research questions efficiently. In this stage the researcher moved the important questions to the beginning of the questionnaires to make sure these questions would be answered properly. Following these procedures the researcher felt that the questionnaire had been sufficiently refined and was ready for distribution, while all ethical issues were also taken into consideration (see section 3.11 for a discussion of ethical issues) prior to distribution.

The questionnaires were distributed in two phases. This was because in the first phase an insufficient number of questionnaires were returned compared to the number of samples (500 questionnaires). The researcher therefore re-distributed the questionnaires in a second attempt to obtain a satisfactory number of returned questionnaires; the second distribution was aimed at different parents of children in different classes from the previous distribution, and was arranged with each school secretary. To encourage the children to return the questionnaires, a gift was arranged for each child. Therefore, further modification of the questionnaire forms was required, with a paragraph added indicating the gift arrangement. As a result, the second attempt enabled the researcher to collect a total of 873 questionnaires.

3.6.2 Interview Method

In the research proper, 31 interviews were held with *school managers* (18 government schools and 13 private Pakistani schools) and one with the *manager of the inspectorate of private schools*; the numbers were determined by the number of managers who agreed to be interviewed (see section 3.7 on sampling procedures). In this research, the interview was one of the key instruments employed. Interviews provide the researcher with cutting edge details, elicited from individuals in the context of their field of work, which "allows us to put behaviour in context and provides access to understanding their action" (Seidman, 1998, p. 4); the information obtained also gives the researcher the best possible understanding in order to unravel the research question. In this regard, Punch (2005) states that the interview is a powerful tool for understanding people and accessing their views and meaning, as well as for gaining explanations of the phenomenon and constructing a picture of the reality of the situation. For this study, 21 questions were designed for the interviews with the school managers, and 10 different questions were arranged for the interview with the manager of the inspectorate of private schools at the MOE, with the aim of acquiring a precise understanding of the opinions and views of the phenomenon being researched in the eyes of responsible people, and to enable the researcher to make a realistic comparison between the educational services provided by the public and private sectors (see appendix B).

The *semi-structured* type of interview was selected for this research because of its flexibility. DiCicco-Bloom and Crabtree (2006) state that the semi-structured interview is valuable in helping the interviewer to avoid any unexpected situations which may disorient the conversation. Further explanation is given by Robson (2002; 2007), who states that the semi-structured interview is similar to a conversation between two people which is carefully controlled; the interviewer has the freedom to modify the order of the questions or the words, and to give the interviewee explanations for particular questions. Thus, in this study, flexible, face-to-face semi-structured interviews were chosen in order to give a natural feel to the dialogue, while at the same time allowing the researcher freedom to steer the conversation in such a way as to elicit more data from the interviewee and ensure that all relevant areas of the study were covered in depth.

Prior to conducting the interviews, the interview questions were refined by testing them on two school managers and one schools inspector to make sure that they were understandable and sufficiently unstructured to elicit the essential data. Some amendments were then made to the questions on the basis of their comments. In addition, the researcher was aware of the importance of creating good relationships and establishing *trust* between the interviewee and the interviewer/researcher prior to the interviews. She therefore made two visits to each participating school. During the first visit she introduced herself to the interviewees, and gave them the permission letter from the Ministry of Education. This visit also gave her the opportunity to engage in informal conversations with them and to chat about the schools in general, in an attempt to obtain some relevant information about the institutional system and to be aware of any modification of the interview questions that might be required. The casual conversations also involved the researcher's interests and ambitions, her family members and her life. The aim of this was to break the ice between the researcher and the interviewee and to create an atmosphere of friendship and *trust*. According to Cohen et al. (2011), *trust* is an essential aspect of the interview concept, and it is possible to create trust simply by chatting to the interviewee about aspects of everyday life. Cohen emphasised the fact that *trust* between the interviewee and the interviewer is essential and that it transcends research aims and processes; it encourages friendly relations, a feeling of togetherness and of being in pursuit of a common goal. By the time of the second visit the researcher had been able to adjust several questions and create as many open-ended questions as possible.

The researcher was keen to demonstrate *curiosity* about and interest in all the facts provided by the interviewees. According to Cohen et al. (2011), *curiosity* means the desire to elicit more information from interviewees about their views and honest responses related to the questions put to them, to discover their feelings and to listen to their stories. The open-ended question makes it possible to obtain detailed information from the interviewee and "…a truer assessment of what the respondent really believes" (Cohen et al., 2008, p. 357), if accompanied by curiosity on the part of the interviewer. The researcher in this study was indeed curious about all the circumstances of the people she interviewed, and encouraged them to reveal as much information as possible about parents' orientations, school policies, and the regulations of the Ministry of

Education relating to private education. These important data would then be used to corroborate the information obtained through the quantitative instruments.

At the beginning of the second interviews (the official interviews) the researcher took great care to clarify to the interviewees all the ethical issues (see section 3.11) relating to the interview process, and informed them that the interviews would be audio-recorded. Using recordings rather than taking notes gives more *naturalness* to the conversation. It provides a reliable record of the interviewees' emotions and the tone of their responses so that the interviewer does not need to write down any descriptive details, as well as providing a "complete and accurate record of the entire interview" (Lovell and Lawson, 1970, p. 120). The researcher also made an effort not to reflect her own ideas and subjective viewpoint and thus to show no bias when asking the questions or while listening to the interviewees, and concentrated on observing and trying to understand the interviewees' reactions and feelings regarding parents' behaviour, decisions and intentions. Woods (1986, cited in Cohen et al., 2011, p. 410) sees the naturalness of interviews as being important in order "to secure what is within the minds of interviewees, uncoloured and unaffected by the interviewer".

Despite the strength of interviews, however, there are a number of weaknesses associated with the technique, and interviews have been critiqued extensively in the literature. In this study the disadvantages found with employing the interview were that the interviews were time-consuming, and there were some problems with ambiguity and a lack of trust on the part of some participants. Indeed, time was an important consideration in this research, since a large number of face-to-face interviews had to be conducted on days when the schools were officially open. The researcher tried to manage this problem by scheduling the interviews over several months during the school year. She also conducted all the interviews herself without the help of an assistant in order to ensure the reliability of the data. With regard to the issue of ambiguity (Fontana and Frey, 2000), this arose when some of the interviewees were answering questions related to the regulations of the Ministry of Education concerning school quality. This problem was addressed by eliciting a large number of responses from each interviewee, and by obtaining supporting data from the interview with the manager of the inspectorate of private schools at the MOE. The problem of a lack of trust, as argued by Michael et al. (2006), often arises when important and sensitive

information is being asked for. In such instances it is unlikely that accurate and reliable responses will be received. In the interviews in this research, a lack of trust was evident in some of the managers' responses concerning teachers' absenteeism, salary and qualifications and with questions asked about school quality. This problem was dealt with by using all the other supporting data obtained for this research.

3.6.3 Observation checklist method

The observation method was explained by Cohen et al. (2011) as a natural way of observing facts, numbers, events, behaviour or qualities. Morrison (1993), on the other hand, points out that one of the useful aspects of employing observation in social science subjects is that it enables the researcher to observe the physical setting of an organisation. Therefore, in this research the observation method (checklist) was adopted to check several issues related to the school buildings, facilities and health and safety measures. The researcher believed that the observation method could significantly strengthen the other data collected for this research, taking into account the view of Robson (2002) that "what people do may differ from what they say, and observation provides a reality check" (cited in Cohen et al., 2011, p. 456).

In this study the researcher utilised a structured observation method, in the form of a 'scheduled' checklist, containing a list of elements that she believed to be most relevant for the purposes of this study. This type of observation has been defined by researchers as systematic observation (Denscombe, 2010; Cohen et al., 2011), which has been found to be able to generate numerical data that can be used to compare different settings and frequencies; in the case of this research these data were used to make comparisons between the private and the government schools.

The checklist questions therefore set out the possible responses according to a rating scale method (Cohen et al., 2011), as each question had a different number of responses according to its nature. However prior to applying the method, the researcher piloted the observation schedule in two schools—one in the private sector and one in the government sector. This was carried out on the researcher's first visit to the schools, and she found the school managers welcomed the piloting of the observation at their

schools. Subsequently, the researcher manipulated the questions in such a way as to ensure that no similar results would be obtained for different questions, and also manipulated the option of responses, taking into account all the possible types of evidence that may be observed. As a result of the piloting, the researcher added and removed some questions, with the aim of producing more accurate evidence that would support the other research data.

In the research proper, the scheduled checklist was used at *31 schools* (*13 private Pakistani schools* and *18 government schools)*. The observation questions provided insight into the condition of the schools and the classrooms. With regard to the schools the checklist focused on the cosmetic appearance of the school buildings (modern/old) and the provision of facilities (such as the availability of a school library and the number of books in it). School hygiene (such as clean floors and walls, availability of clean drinking water—through checking the colour of the water filter, clean toilets), and health and safety measures at the school (such as the availability and checking of the school fire alarm, school fire extinguisher) were also checked. For the classrooms the observation checked the provision of teaching resources and whether they were operating efficiently (equipment such as computers, audio devices), class hygiene and health and safety (clean floors, clean, not broken desks and chairs, air-conditioning operating efficiently, ventilation-windows).

The responses were then entered into the SPSS system for analysis; each question produced a main theme, with several variables extracted from each of the responses and defined using codes. However, one of the risks when using the observation method is that of bias; the best way of minimising such bias, according to Cohen et al. (2011, p. 473) is to pay attention to the following points:

- "Selective attention of the observer": how to look at the evidence and when

- "Validity of constructs": in the judgment of what to see as evidence

- "The problem of inference" as the data show only what can be seen, and without the support of other data may be unreliable or misleading.

To avoid these disadvantages the researcher ensured reliability and validity by observing exactly the same aspects in each sector, and to avoid any possible risk of bias employed the data triangulation method in this research.

3.7 Sampling Methods

The sampling process in this study was divided into two stages. Stage one concerned the school samples and stage two the samples of participants. Prior to selecting the study samples the researcher considered the requirements and nature of the research, which took the form of a mixed methods study (qualitative and quantitative). In the mixed methods approach both probability and non-probability sampling can be used to good effect (Cohen et al., 2011). The researcher might follow different procedures to select the different samples (probability and non-probability), depending on the research requirements. In this research, the sampling procedure in general was based on two principal methods: "sequential mixed methods sampling" (recommended by Teddlie and Tashakkori (2009) and reported in Cohen et al., 2011, p. 162), and "multilevel mixed methods sampling" (ibid.). Sequential sampling means that what is gained from the first stage of sampling influences and determines the next stage.

In this study the sampling indicator was the private school samples. In other words, the total number of parents in the government school sample was derived from the total number of responses (from the questionnaires) obtained from the parents in the private Pakistani school sample. The number of the school managers sample (for the interviews), on the other hand, was determined with reference to the total number of private Pakistani schools in Kuwait, as each private Pakistani school has one manager. Multilevel sampling (see Cohen et al., 2011) was also selected for this research, since it is useful for comparison purposes, enabling the researcher to compare between two or more sub-group samples in the study drawn from various levels. In this research the comparison between the private and government school sectors was made by comparing various levels, including school managers, parents, and the schools themselves.

3.7.1 Schools sampling and class level

For the sampling of the schools and the classes, the researcher followed mixed method sampling techniques (probability and non-probability sampling) (see table 3.3). For the private schools, the 'simple random technique' (Cohen et al., 2011, p. 153) was utilised, as *all* the private Pakistani schools in the country (Kuwait) were selected for this study: a total of 18 schools. However, the researcher was only allowed to examine a total of 13 private Pakistani schools, owing to the schools' consent procedures (see sections 3.9 and 3.11 on ethical issues and limitations).

In order to determine from which class level the sample would be taken, the researcher followed the 'purposive sampling' (ibid., p. 156) strategy, by referring to the statistics on the numbers of Kuwaiti students registered at the private Pakistani schools (statistics of the Ministry of Education registration/administration of the private sector for the years 2009 to 2013). The registration figures showed that the highest numbers of Kuwaiti children were concentrated in the kindergarten (KG) (levels 1 and 2) and primary (levels 1, 2, 3, 4 and 5) stages. Since one stipulation of the research was that only Kuwaiti parents would be included, it was decided that focusing solely on the KG and primary levels would yield the highest number of Kuwaiti parents. From each participating school one class from each of the primary and KG levels was selected. This selection followed the purposive sampling strategy, aimed at choosing those classes with the highest number of Kuwaiti students in them.

However, mixed sampling procedures were employed for the government sector, the government school sampling procedure was influenced by the *total number* and *school level* of the private schools by using 'snowball sampling' (ibid., p. 158), which means that the researcher selected the same number of government as private schools (thus, 18 government schools were selected). And since it was easier to obtain consent to access the government schools than the private schools (the permit is issued by the MOE and the LAs), the researcher was able to access a total of 18 government schools, as proposed.

However, within the sampling of the government schools, the 'cluster' (ibid., p. 154) procedure was followed. This was because it was considered that taking samples from random areas might not cover the views of different types of people, and also might not correspond with the samples of private school parents. The parents from the private schools came from various areas of Kuwait, and the researcher also found that the private schools were located in particular locations where it was difficult to find government schools close to them. Therefore the researcher's aim was to select samples from all six local authorities (LAs) in Kuwait (Al-Asema, Hawally, Al-Farwania, Mubarak Al-Kabeer, Al-Ahmadi and Al-Jahra), in order to include the views of different low-income Kuwaiti families from all the different districts of the country. However, the fact that government school admission is based on the zoning system (see chapter 5) also had to be taken into account, since at the private schools Kuwaiti children from various districts of Kuwait are enrolled. The districts 'cluster sampling' procedure would thus produce a 'realistic' sample and would serve the need of the comparative aspect of the study. Therefore, the government school sample was selected from all six local authorities by applying the 'cluster sampling' (ibid.) technique. The researcher selected three schools from each local authority in areas where low-income families lived. In selecting the schools from each LA the 'purposive' technique was utilised, in that the schools that were selected were suggested by LA staff such as inspectors and social consultants, who had a knowledge of the socioeconomic level of the parents at each school. As the target was to access schools serving low-income families, the researcher ensured that she selected schools in areas with houses of a low average value in order to identify the low-income people.

Houses of a low average value can easily be identified in Kuwait, as the housing policies (managed by the Public Authority for Housing Welfare, PAHW) give people the freedom to select one of two options. The first is ready-built houses, which since 1974 have been known and entitled under law no.15 as 'homes for low-income', as stated by the Kuwait National Assembly (2009). The prices of these houses do not exceed the maximum amount of the loan determined by the PAHW (2012, Act 28, p. 30), which fixes it at 70,000 Kuwaiti dinars (these are houses built by the government, where the household will pay the government back the cost of the house in convenient instalments (PAHW, 2012)). The other option is to select land and a loan (the land usually consists of 400 square metres provided for free and located outside the capital

city; the loan, provided by the government, is called a 'land plot and loan' and is worth a maximum of KD70,000 (£140,000); the household has to pay the government loan back under a convenient scheme). However, since the value of the loan is insufficient for the building expenses, people need approximately double this amount to build a 400 square-metre house (AlShalfan, 2013). This means that this option is not open to low-income parents, especially since the PAHW sets one condition for the land option as being that "A head of family should be able to build the plot. The same applies to every person who becomes eligible to a housing welfare loan as stated in this law" (PAHW, 2011a, Act 22, p. 22).

This indicates that the loan and land option is usually the choice of higher-income people. Hence, people with lower incomes will select a ready-built house from the government as they can afford to pay the cost of the house back in convenient instalments. As a result, the researcher found that the houses of low-income parents were easily identifiable, and since the researcher had observed the areas in which the schools were located and the surrounding houses prior to requesting access to the schools, it was therefore a straightforward matter to ensure that the schools suggested by the LA staff were appropriate for this research. This procedure resulted in a total of 18 schools being selected (utilising snowball sampling for the private schools): nine from the KG level (mixed gender) and nine from the primary level (5 girls' and 4 boys' schools being nominated. It should be noted that in the private Pakistani schools, both KG and primary levels are in one school, while in the government sector each level is in a separate school).

For the selection of the classes, a similar method to that applied in the private sector was used with the government schools: samples from KG and primary levels were employed, through the technique of 'Convenience sampling', as the majority of children at the government schools were of Kuwaiti nationality (according to MOE regulations; see chapter 5). Bryman (2012), suggests that social research is frequently based on *Convenience* sampling. The aim is to select the sample "that is simply available to the researcher by virtue of its accessibility" (ibid., p. 201). The convenience sampling method benefited the current study by giving the researcher a better chance of obtaining a good response rate. However, there are some disadvantages to this sampling strategy, mentioned by Bryman (2012); for instance, the findings cannot be generalised because

the samples are not representative of the whole population (ibid.). Cohen et al. (2011) argued in this respect that the issue of being able to generalise the findings from convenience sampling is irrelevant, because such sampling is selected for a case study, and as Denscombe (2012) points out, the problem with generalising the results of a case study—such as our study—is acknowledged as being one of the limitations of case studies (see section 3.9 on limitations).

3.7.2 Samples of participants

For the participant samples, it was decided that a total of 40 questionnaires should be administered to parents at each participating school: 20 from KG level and 20 from primary level, making a total of 1,240 respondents to the parents' questionnaires from both sectors.

The *40 parents* were selected through 'purposive sampling', based on the enrolment data for Kuwaiti students at the 18 private Pakistani schools, following non-probability strategies. This was because the statistics for the enrolment of Kuwaiti children (according to the Ministry of Education, administration of private sector statistics for the years 2009–2013) at each private Pakistani school varied, so the smallest enrolment number was taken into account to work out the average number for the parents' sample. It was found that there was an average of 49 children in total at KG and primary levels, which meant 49 pairs of parents. However, to allow for any possible absences on the part of children at the schools, it was decided that 40 would be a realistic figure to aim for with regard to obtaining returned questionnaires for the sample of parents from each school. According to Borg and Gall (1979, p. 186),

> "The sample size has to begin with an estimation of the smallest number of cases in the smallest subgroup of the sample and 'work up' from that rather than vice versa."

The size of the sample of parents from the government schools was then determined by 'snowball sampling', which resulted in an average of 40 respondents. In view of the comparative aspect of the study, it was important to ensure as far as possible that the

samples of parents from both sectors were equivalent and that they were well matched (in terms of their children's class levels and gender).

At first the researcher decided to employ the probability/random sampling technique to select the participating parents from each of the schools, following Krejcie and Morgan (1970, cited in Cohen et al., 2011, p. 145). It was found that the representativeness of the sample population obtained through the probability/random sampling technique would yield a confidence level of 95 %, with a sampling error of 5 % (S.E.= SDs /√N; SD = the standard deviation of the sample and N = the number of the sample). This level of confidence is adequate to support the requirement of *replicability*, as if the same case study were carried out with smaller samples it would produce similar results. As a result, to begin with, the selection of parents from the private sector followed the *systematic* sampling technique proposed by Cohen et al. (2011). This systematic sampling (probability sampling) was carried out using the number of students in each class (so they could be given the questionnaires to pass on to their parents). The procedure was as follows: the total number of children in the class (approximately 40 at each of the private Pakistani schools) was divided by the number required for the sample (20 samples from each level). Thus every second person in the class would be selected (40/20 = 2; the students would be selected as numbers 2, 4, 6, 8, 10 etc).

However, although systematic sampling would result in accurate data being obtained, the researcher decided that this sort of sampling would not be practical for the study criteria, since there would be a risk of selecting a sample of non-Kuwaiti children, and this would conflict with the focus of this study that was on Kuwaiti parents alone. Therefore, in the end, in order to ensure that only Kuwaiti students would be selected, the researcher applied the non-probability 'convenience sampling' technique. Therefore, *40 questionnaires* were submitted to each school secretary, who was then asked to distribute them to Kuwaiti students only, at the KG and primary levels only. Convenience sampling was also utilised for the government schools in accordance with the needs of the comparative study; thus the same method and conditions should be used as far as possible for each sector.

Furthermore, the nature of the study and the wide variety of parents' nationalities in the private schools meant that it was necessary to use the snowball technique to determine

the size of the sample of parents from the government schools; the researcher therefore planned to distribute slightly above the total of 1,240 questionnaires (1,300) to ensure a high rate of returned questionnaires, taking into consideration the possibility of unreturned questionnaires. As a result, the numbers of questionnaires returned to the researcher were 384 from the government schools (44.8% male and 55.2% female students) and 489 from the private Pakistani schools (56.4% male and 43.6% female students), making a total of 873 participating parents.

For the **interview data sampling**, the researcher used purposive sampling: thus, the school managers from all the participating schools were interviewed with the aim of collecting data directly from them. As a result, a total of 36 school managers were selected to be interviewed (18 from each sector). In addition, for the purposes of clarification, the manager of the inspectorate for the private schools from the MOE was selected to be interviewed as well, in order to examine the Ministry of Education's regulations concerning and inspections of the private Pakistani schools.

As a result, the researcher managed to interview 18 managers from government schools but only 13 from the private schools (see section 3.9 on the limitations of the study), in addition to the manager of the inspectorate for the private schools, making a total of 32 interviews.

Samples and size	Sampling Strategies *(probability and non-probability)*	
	Private	Government
Sample size	Simple random	Snowball
Schools	Purposive	Cluster/Purposive
Classes	Purposive	Convenience
Participants for the questionnaires	Convenience	Convenience
Participants for the interviews	Purposive	Purposive

Table 3. 3: Showing the different sampling approaches used in mixed methods research

3.8 Data transcript and analysis procedures

The primary quantitative data collected from the private and government sectors (questionnaires, checklist) and the secondary (archive) data were all initially transcribed by coding them manually according to school system and school name and location. The archive data were further coded according to the themes of the analysis (teacher absenteeism, numbers of children etc). The archive data were analysed manually according to themes, by identifying similarities and differences in numbers between each system.

With regard to the primary data, on the other hand, the data were transcribed and analysed as descriptive statistics through the SPSS program. To obtain clear comparative figures from each quantitative data source, the questionnaires and checklist data had been separated into different files. The researcher divided the data into different categories according to each question type (i.e., nominal, ordinal, interval and ratio), goal and subject (e.g., parents' income, parents' education, total family expenditure, students' achievements, schools' deficiencies, factors influencing the level of parents' satisfaction). The variables entered into the SPSS program categories according to specific characteristics (name, label, value, missing data etc). Each variable was given a code, and these codes were used to find matching responses, the sources of the data, and to identify different responses obtained from the participants or from the available data (for example: for the father's education, 1 represented 'not educated', 2 represented 'high school or below', 3 'diploma' etc). The coding process also gives each numerical code a value, which indicates the number of responses for each code. The coded responses were then kept in the form of a database, grouped as 'similarity' and 'difference' responses gathered from the private Pakistani school and the government school participants; this in turn made it possible to make accurate comparisons. Before starting the analysis process, the data were carefully cleaned and checked, looking for any errors.

To produce the census data a type of SPSS descriptive analysis was used. (Frequencies were used for categorical variables and Descriptive analysis was used for continuous variables for both private and government school systems to obtain numeric results: percentages, maximums, minimums, means etc).

The analysis of the data in this research also involved another statistical technique to indicate relationships among variables; cross-tabulations (of nominal and ordinal data) were applied to show the comparisons between the two different categories in the form of percentages. Moreover, to find the correlation between the two variables, the Chi-square test was applied to work out the relationship and difference between the two variables. The Chi-square test reveals the statistically significant differences between expected results and obtained results. The *t*-test was also used in this research to see if there were any statistically significant differences between the means of the groups (such as parents' average income) and their standard deviations (*t* = sample one mean—sample two mean/standard error of the difference in means).

The qualitative data, on the other hand, were gathered from the same schools that were used as sources for the quantitative data, through interviews with the school managers and the manager of the inspectorate of the private schools (primary data), and from the documents (secondary data). As the interviews were recorded, the audio data were transcribed using the **Dragon software.** This is a type of speech recognition software, which can recognise a voice and turn it instantly into a transcription of written words, with 99% accuracy (Nuance, 2013). The Dragon software helped to save the researcher time, particularly with interviews that were conducted in Arabic: the researcher first listened to the interviewees' words and translated them into English; then the Dragon software listened directly to the researcher and typed in the words.

Subsequently, all the data were arranged in separate report forms containing the interview data and the supportive secondary documentary data. The analyses of the interview data were done manually by identifying matching key words, themes and sentences that were commonly used by the participants (reflecting their shared views, attitudes, behaviour, thoughts and beliefs). Similar or common key words, thoughts or themes were all collected together in one group, which was then categorised with a name and code that reflected the major issue to which they related (the data from each sector were treated separately).

This procedure is referred to by Bryman (2012) as a coding practice. Bryman suggests that after the coding practice it is important to review the codes to ensure that no duplication has occurred in the codes and that, for example, there are no instances of

using two phrases to describe the same theme. Following this, the general ideas from the codes, themes and keywords were considered by connecting them together and linking them to the key research questions, while the secondary supportive data were verified by and compared with the analysed data gathered from the interviews.

Since the study had a comparative aspect, throughout the analyses the researcher aimed to compare the data obtained from each sector in exactly the same way; in other words, when one interesting theme was found in the file of one sector, an attempt was made to find the same theme in the other sector and analyse it in the same way. This was done in order to achieve a balance, to help in identifying any similarities or differences between the private and the government schools.

3.9 Limitations of the study

Although it was deemed appropriate to use a variety of sources in order to collect rich and in-depth data, and thus acquire a comprehensive knowledge of parents' opinions and thoughts concerning their children's schooling in the government or the private sector, the researcher found that the amount of time it took to do this was a major problem. For instance, the researcher believed that it would be interesting to involve the teachers in the study by interviewing them, since their opinions and experience could be used to support the other evidence obtained for the study. However, owing to the amount of time it took to collect the rest of the required data, it was not possible to do this.

Other problems associated with time were encountered when attempting to gain access to the private schools. Although the researcher had been careful to obtain a permit from the Ministry of Education in the early stages of the research and to hand it to all the managers of the private Pakistani schools in Kuwait, this procedure often took longer than expected and in some cases the request was rejected. Since the process involved several stages it was extremely time-consuming. As not all the school managers responded to my request to access their school, the researcher had to visit the schools several times to meet the school managers and to convince them of the usefulness of the research idea so that they would give their consent. In most schools the access

agreement has to be obtained from the owners of the schools as well, so the researcher had to wait again in order to get their agreement.

The researcher aimed to gain access to all the 18 Pakistani schools in Kuwait; however, not all the school owners were willing to have their schools examined; in the end five owners refused, and therefore the researcher managed to visit only 13 schools. Another aspect of the time factor that had to be considered was the schools' holiday schedules; each private school has different holidays during their academic year, which meant the researcher had to collect the data during different months of the year; she also had to make sure that this did not clash with the students' final exams, and that all visits were carried out before the summer holidays, as most government and private schools close in July for at least two months.

Another noticeable limitation of this research was the difficulties experienced in obtaining the targeted number of returned questionnaires, as the participating parents were not particularly interested in returning them; it was necessary to distribute the questionnaires again in a second attempt to obtain a satisfactory number of returned questionnaires (the second distribution was aimed at different parents of children in different classes from the previous one). Moreover, the researcher modified the questionnaire forms by including a present for each child who returned a questionnaire; this arrangement encouraged the children to return the forms and succeeded in increasing the number of returned questionnaires.

Also, with regard to the data that were obtained from the questionnaires, although the researcher was keen to gather samples of parents from same school level and classes for each sector (KG and primary), the returned questionnaires produced unequal numbers of class levels.

Another weakness of this case study concerns the truthfulness of some of the parents' responses to questions on economic factors. The researcher tried to alleviate this problem in three ways: 1) by making the questionnaires anonymous; 2) by triangulating the sources of the data so that the questionnaire responses could be checked against, for instance, the data obtained from the interviews with the school managers and document data; 3) by asking more than one question to elicit the same information or to provide a reasonable answer (for instance, asking about parents' income and their expenditure per

month), with the aim of increasing the reliability of the responses, and to minimise the risk of subjectivity in the responses.

There was another possible risk of bias in the school managers' interviews. Some factual information about teachers' attitudes, commitment and attendance may have been concealed. Some head teachers might have wanted to reflect an impressive image of their school in front of the researcher, and they may have felt that negative information on their teachers' commitment could reflect poorly on their school's quality or may reveal the extent of the teachers' negligence which they did not want to disclose. To avoid obtaining any distorted information, the researcher asked the schools to provide supportive archive data showing teachers' attendance figures. In order to maximise the reliability of the data, the researcher made sure to ask for information on weeks when the teachers' lowest absence figures occurred (as at the same time this showed the highest attendance figures), rather than asking for the highest rate of absenteeism. This was considered to be a step that would encourage the schools to feel more open about disclosing the actual figures. However, although most schools provided general archive data about their schools, not all the schools provided data about teachers' absenteeism, so in the end the researcher managed to collect data from only 17 government schools and 11 private schools.

Another limitation of this case study relates to the issue of *external validity*: that is, the possibility of generalising the research results to another, similar context. The scope of this research was limited to the case of the private low-cost KG and primary schools that offer education to low-income families in Kuwait. There is no guarantee that the results of this will be generalisable to a similar case, even if similar methods and strategies are utilised with a similar sample of parents and managers. A similar case might not necessarily yield similar results.

3.10 Validity and Reliability

Although in social science research there are analytical differences between validity and reliability, they are considered to be related to one another, because "validity presumes reliability" (Bryman, 2012, p. 173). In a case study using a mixed methods approach,

reliability and validity are regarded as a reflection of the accuracy and quality of the research. This refers to the integration of the qualitative and the quantitative elements, and the results of the study must be credible, dependable, plausible and trustworthy (Cohen et al., 2011).

Yin (2009, p. 40) identified four factors related to the quality (referring to the validity and reliability of the data) of case study research:

A. Construct validity
B. Internal validity
C. External validity
D. Reliability

A. Construct validity

Yin (2009) refers to construct validity as the correct operational measurement of the study concept; it is also defined as having a balance in confirming and refuting the evidence. Compel and Fiske (1959) suggested that construct validity in quantitative research is represented by "convergent and discriminant techniques" (cited in Cohen et al., 2011, p.189). In this research, validity, as interpreted by Yin, was ensured through the correlation and triangulation of a variety of methods of data collection and analysis, which were designed in such a way that each method is related to the other. In qualitative research, construct validity refers to the demonstration of meaningful categories that are recognisable by the participants themselves (ibid.).

Therefore, in this case study Yin's (2009) techniques of ensuring construct validity were applied by employing multiple sources of evidence, by establishing a chain of evidence and by allowing the key informants to review a draft of the study report. The use of multiple sources of evidence helped to increase the accuracy of the qualitative and quantitative outcomes, as one source of data could be used to support and check the other, thus giving the researcher more confidence in the results. For instance, the data obtained from the archive records and annual student education expenses (tuition fees) in each sector could be checked against the interview responses of the manager of the

inspectorate for the private schools and the school managers' responses; similarly, the archive records of teacher absenteeism and attendance helped to explain some of the facts obtained from the interviews about the quality of teachers.

This research established a data chain in order to achieve construct validity; this chain consisted of the multiple categories of archive records, the documentary data on schools' policies, managers' interviews, parents' questionnaires, and the observation checklist on the school buildings and facilities. With regard to the qualitative data, in addition to using triangulation, the researcher also verified the credibility and accuracy of all the data by obtaining confirmation from the respondents. The researcher ensured that the interview transcripts and categories were checked, verified, reviewed and confirmed by the interview participants themselves by sending each of them a draft of the transcript by email, prior to compiling the final report.

B. Internal validity

Yin (2009) defines internal validity as being present when one variable is found to lead to the occurrence of another variable, or when a causal relationship is found between two variables (dependent and independent). It is also related to being able to infer the occurrence of an event on the basis of earlier occurrences.

In this case study internal validity was established through the strong relations and correlations between the variables that were found in both the quantitative and qualitative analyses. The researcher sought and verified the correlations between dependent and independent variables using the Pearson Chi-square test and the *t*-test, either by comparing the variables themselves or by comparing two sets of data (for example, it was investigated whether or not a causal relationship existed between parents' aspirations regarding their child's future education and their satisfaction with the system). Similar interconnections appeared within the explanation-building analysis of data, as links were established among the themes derived from the qualitative data. For example, an attempt was made to establish whether or not a causal relationship existed between the schools' approaches to the quality of services on the one hand and the MOE's restrictions on and policies concerning head teachers' authority on the other.

C. External validity

External validity is related to the extent to which the study results are *generalisable* from the study sample to a wider population (Cohen et al., 2011). It concerns applying the research findings to other, universal settings. As suggested by Yin (2009), external validity can also be achieved through the *replication* of the results. As suggested by several authors, quantitative data can be made generalisable by obtaining the targeted study samples through probability sampling (since a large sample size can be considered to be representative of a wider population; in this research approximately 873 responses were obtained from the questionnaires.)

Although the probability/random sampling for the quantitative data in this research suffered from some limitations (see section 3.7.2), which led the researcher to use opportunity sampling (also referred to as purposive sampling), the researcher made sure that the quantitative data were collected from a large size sample and avoided being subjective. This was done by distributing the questionnaires without any possibility of bias on the part of the researcher, as the possible sample included any Kuwaiti child (between KG level to primary year 5) at each school, the child then submitting the form to his parents. Thus, generalisability can be affected by purposive sampling; however, if the size of the sample is large and both the quantitative and qualitative data obtained are in-depth, the results can be viewed alternatively as being *transferable*, as suggested by Lincoln and Guba (1985). This means examining the results and then deciding whether or not they are transferable to another, similar context. Also, the thick description provided by the research data can increase the generalisability of the results. As suggested by Schofield (1996), research results can be considered generalisable if the findings are in-depth and the explanation and description are explicit. In this research detailed data were obtained and in-depth descriptions and explanations were produced from a detailed comparison of the data relating to quality in both sectors. This was done in order to draw attention to the main issues that are affecting parents' decisions to select the private schools and leave the government schools, even though they are from low-income families.

The combination of the *thick descriptions* provided by the data, the careful selection of questions and the careful construction of the quantitative and qualitative instruments

resulted in the collection of in-depth data. They also helped to make the study results *transferable* or *replicable* in future research, if a similar study were conducted in a similar setting and in the same amount of time. The replicability of the data can increase the external validity of the research (Yin, 2009).

D. Reliability

The issue of reliability with quantitative data may seem to be different from that with qualitative data; however, in a piece of mixed methods research such as the current study, the criteria of reliability are that the findings should be credible, accurate, precise and trustworthy.

In order to ensure the reliability of the questionnaire results, the researcher took steps to ensure that the questionnaire questions were unambiguous. Also, in order to guarantee that all the questionnaires were completed by Kuwaiti parents only (the study measurement factor), the researcher included a question asking the participants to state their nationality. Moreover, some of the most important questions were asked in two different ways to ensure the reliability of the responses (for example, the question which asked about the distance between the child's house and his current school was correlated with another question asking the respondent to state the area where the child was currently living).

With regard to the interviews, as suggested in Silverman (1993), the reliability of the interview schedule can be enhanced through piloting the interview questions. In this research the interview questions were piloted among two school managers and one inspector prior to the main distribution. The questions were then refined on the basis of their responses. In addition, the researcher was careful to avoid any bias in the way the questions were asked, and made sure that the questions in each interview were asked in a similar way and worded similarly.

3.11 Ethical Issues

In this research the researcher took into consideration all the ethical issues recognised by the British Educational Research Association (BERA) as being necessary in order "to reach an ethically acceptable position" (BERA, 2011, p. 4). Therefore, prior to conducting the study, permission was sought from the Ministry of Education in Kuwait/Department of Educational Research and Curriculum Development, and from the six local authorities, to conduct research at the government schools (see appendix D). Accordingly, the local authorities sent a general letter to all KG and primary school managers, asking them to help me to conduct a research study in their schools. Another letter was sent asking for permission to access the private Pakistani schools in Kuwait; this letter was obtained from the administration of private schools and distributed by myself to all the 18 Pakistani schools in Kuwait.

Prior to the interviews the researcher informed each of the school managers that the interview would be recorded, explaining the reasons for recording it and giving them the right to refuse or accept. The reasons for recording the interviews were to ensure the reliability of the interview data, and also to avoid the necessity for the researcher to take notes, since concentrating on writing might lead to missing an important point; by recording the interviews it would be possible for interviewer and interviewee to engage in a smooth, uninterrupted and stress-free conversation. The researcher also took pains to clarify by written letter and verbally the aims, title and the predicted consequences and benefits of the research, as well as the amount of time that would be required for the interviews. The researcher reassured the participants that the research would be confidential, that their identities would remain anonymous, and that the information they supplied would be non-identifiable and non-traceable, as no names of persons or schools would be mentioned in the research reports. She also informed them that the interview data would be protected and not exposed to any person excluding the interviewer. By considering all these issues, the researcher was attempting to create an atmosphere of trust, and thus every effort was made to encourage the participants to provide explicit information. Similarly, before distributing the questionnaires to the parents (through the children in the schools), the questionnaire had to be revised and then approved (by stamping it) by the Kuwaiti Ministry of Education/Department of Educational Research and Curriculum Development. Not only was the Ministry's

approval of the questionnaire a required procedure, but also it was felt that it would increase the assurance factor for the parents. A covering letter was included with each questionnaire, in which details about the researcher and the scope and purpose of the study were provided, as well as the above-mentioned assurances regarding issues of confidentiality and anonymity.

3.12 Conclusion

In this chapter the major issues relating to the procedures and methodology of this research have been discussed. The structure and characteristics of this comparative case study were described, along with the research design, research components and the reasons for adopting a case study approach. The reasons for employing the chosen methodology were related to the key research questions. Data collection procedures were also outlined in this chapter, including a detailed description of the mixed methods research instruments that were deemed to be appropriate for collecting the comparative data required for this research, to answer the research questions and test the hypotheses.

The chapter also examined qualitative and quantitative research paradigms and techniques that can help to increase the reliability and validity of research findings and ensure that sufficient data are obtained to cover the scope of the study problem. The amount and variety of data collected for this study reflect the use of triangulation—in other words, the mixed methods techniques of data collection and analysis that were employed in the research. The data analysis, ethical issues, reliability and validity of the results were discussed.

Attention was also drawn to the main limitations of the study, which lie in the problems that confronted the researcher while collecting the data. This was done with a view to helping others to benefit from the author's experience and to try to avoid these limitations as far as possible in future research in a similar context. Although the researcher employed data triangulation, in-depth discussion and a large number of different sources of evidence, difficulties were encountered when trying to collect the required number of questionnaires from the parents (some parents seemed not to understand the importance of the research, or were simply not interested in completing

the questionnaires); the time-consuming nature of the data collection process was also mentioned as presenting a significant problem.

Figure 3.1 illustrates the approach adopted for this comparative case study, showing the methodology outline, the final number of participants' samples and the methods that were utilised in the research.

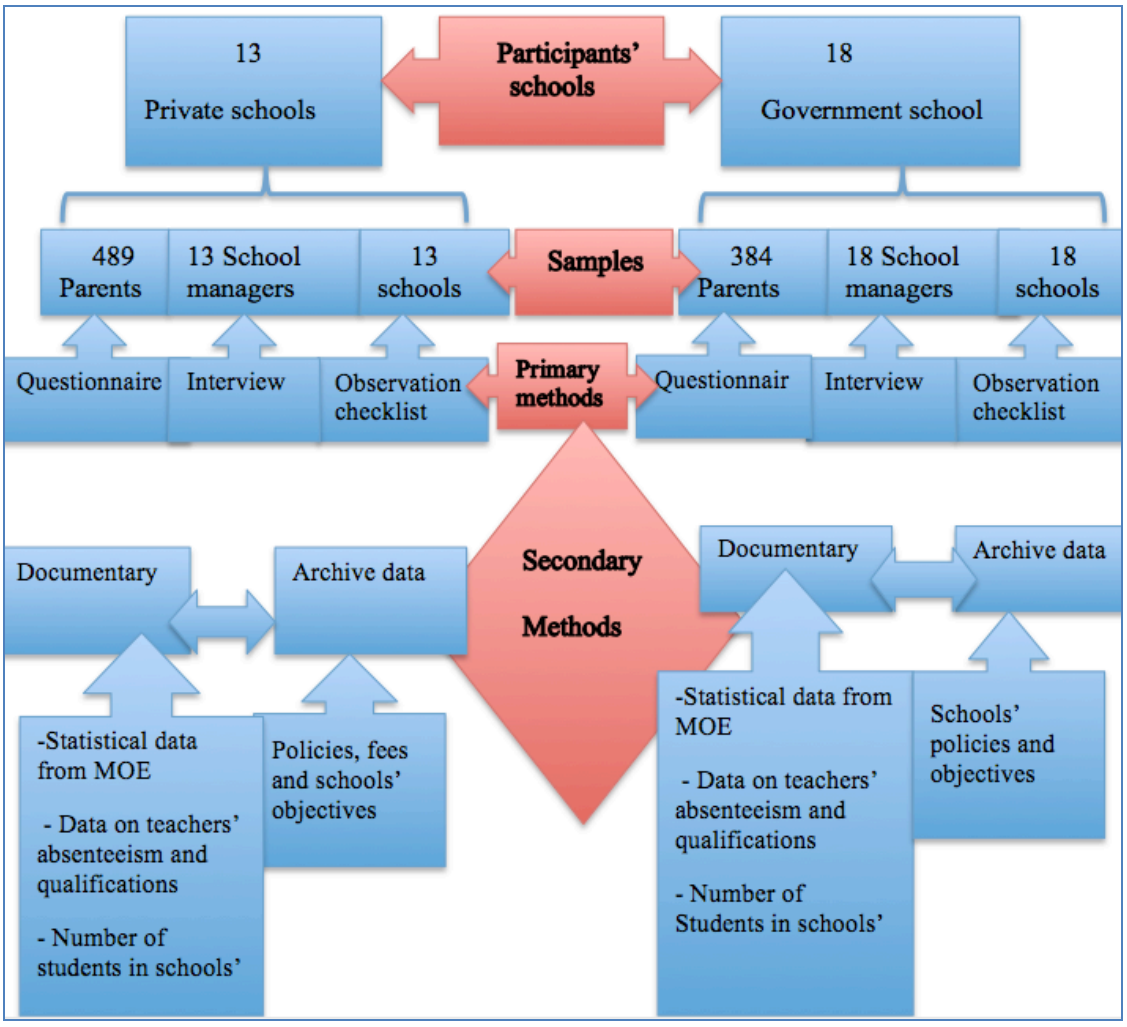


Figure 3. 1: An outline of the comparative case study methodology/ acquired data: participants and methods.

Chapter 4. The case study: A comparison of census results for schools, parents and children

4.1 Introduction

This chapter presents the findings of the case study that was carried out in order to answer the main research question:

"Why are low-income Kuwaiti families choosing low-fee private Pakistani schools?"

The findings of the case study are based on the quantitative and qualitative data gathered from the private and government schools in Kuwait, taking into consideration the service that these schools provide for low-income families. This chapter is intended to provide a background for the chapters which follow, and thus highlights the census data on schools, parents and children. The data in this chapter were gathered from parents' questionnaires, documents, archive data and also from the interview with the manager of the inspectorate of the foreign private schools at the MOE. This chapter is divided into two parts: in the first part, all the Ministry of Education (MOE) regulations and policies concerning the private and the government schools are examined. This is necessary in order to clarify the extent of the MOE's practices and role concerning the government and the private schooling systems in Kuwait. This is followed by a comparison between the census data obtained from the private and from the government schools; in order to indicate the degree of their validity, the results of this comparative analysis are also compared in several sections with the census data that were obtained from the government of Kuwait.

4.2 Management type: policies and regulations

4.2.1 Private schools

The private schools in the state of Kuwait have to meet certain criteria in order to comply with Ministry of Education (MOE) regulations. By law the private education establishments are subject to MOE supervision and its general policies. The MOE is

responsible for the management and staffing of the private schools and for financial, administrative and technical matters. Penalties are imposed on any school which does not conform to Ministry regulations. The MOE also has very strict rules regarding school irregularities or any school that is established without an approved licence. Anyone who establishes a school without MOE consent is punished by either imprisonment for a term not exceeding a year, or by being fined ten thousand dinars, or both, as well as by the enforced closure of the school.

The researcher investigated the MOE regulations in terms of its financial and other roles, through the interview with the manager of the inspectorate of the foreign private schools (located in the Administration of Private Education affiliated to the MOE; in the interview, this manager was asked about the regulations, arrangements and policies that apply to the private Pakistani schools in Kuwait) and through an examination of MOE documentation. It was evident that the MOE in Kuwait has no clear international quality assurance assessment policy or accredited body to evaluate the quality of the private foreign schools. Two years ago, the Ministry announced officially that it would adopt a new system operated by an international company for assessing the quality of foreign schools in Kuwait, so that they could re-evaluate the school fees accordingly, but up to the present no clear results have been obtained and no action has been taken as a result of this assessment. Therefore, all private school assessments and tuition fees remain determined according to the MOE appraisal and following the criteria they followed years ago.

The researcher questioned the manager of the inspectorate of foreign private schools about the Ministry's financial role concerning the private Pakistani schools. The researcher found that the financial role varies depending on the kind of school and the type of building. As mentioned in chapter 1, the private schools are divided into Arabic schools, bilingual schools and foreign schools; the latter are subdivided into foreign schools and foreign as special community schools. The researcher also investigated the subject of the private school buildings, and found that these can be either an old government school building that the owner of the school rents from the MOE and repairs as needed, or it can be on land of no less than 2,000 square metres in an area belonging to the owner, who holds the entire responsibility for building matters, although taking into account all the MOE specifications and conditions during and after

building. It also appeared from the investigation that renting any building which meets the criteria of the government regulations regarding school buildings is possible, as a number of private schools rented their own building directly from the owner.

In all cases, government agreement is required for such projects to proceed. After conducting a search for information about building permits, the researcher found that the procedure for renting a school from the government is more complicated than that of building a school, as the school owner has to follow the BOT (build, operate, transfer) system if he wants to rent from the MOE; this means signing a contract with the MOE for a long term (generally between 18 and 20 years) and handing the school back at the end of that period (the essential characteristic of the BOT system is that it provides a legal agreement on funding from the private sector to implement a project that is owned and operated for a specified period by a private individual and then given back to the state). However, since land prices are high, and constructing a new building in accordance with special criteria is very costly, a number of private Pakistani schools have followed the BOT system, or rent their own building, which is a lot more manageable from a financial point of view. The rental is determined by the MOE according to the number of students and classrooms in each school. What became clear from the researcher's observation and examination is that those schools have made minor alterations to their buildings by adding limited or basic facilities and services. The buildings are considered to be one of the factors that cause the tuition fees at the private Pakistani schools to be rated as relatively low, as the manager of the inspectorate of private foreign schools determines these fees with respect to things like staff and teachers' salaries, and books and other resources, but first and foremost with respect to the school buildings and facilities. The manager of the inspectorate, said,

> "We regularly meet with the school principals to set the schools' tuition fees, but we have to visit the schools in advance several times a year, to check on the teaching staff's legal documents, to see that they meet our conditions; we check on the building quality and classes, to see if any improvement or fault is happening. We then set the fee amount accordingly, but of course, after discussion and with the agreement of the school principal. Normally, schools with modern buildings, facilities, and resources such as a swimming pool, restaurant etc. Or allocating native English teachers, which means higher tuition fees." (Manager of the inspectorate of foreign private schools, Administration of Private Education, 23rd May, 2013)

The interview revealed that the MOE conducts random inspections of all those private schools to check things such as the number of students in each class and the number of classes. The sort of food which is available in the school canteen is also inspected; the MOE checks for any unhealthy food, such as fizzy drinks and chocolate. They also check the safety of the drinking water, as well as the water filters and the cleanliness of the toilets. In addition, the MOE regulates the activities that are run at the schools: a Ministry permit is required for various activities, such as parties and lectures. The MOE pays regular attention to or even changes instructions on some school policies if they consider it is important that these should be modified, changed or cancelled: for instance, recently, cancelling the singing of the Pakistani national anthem during morning assembly, especially in schools where a high number of Kuwaiti students are enrolled.

In terms of the schools' curriculum, the MOE has to check all the teaching content and books used at the private schools and give their prior consent to the school before these are employed. The manager of the inspectorate of private foreign schools stated that,

> "We usually check any book newly introduced by the schools and no content can be given to the students before we agree to it." (Manager of the inspectorate of foreign private schools, Administration of Private Education, 23rd May, 2013)

The researcher asked about the sort of checking that the inspectorate applies to the book content and the manager replied,

> "We normally check that the content of the books does not contain anything which opposes our religious beliefs or which encourages the children to go against their allegiance to their country or to their Arab nationalism." (ibid.)

With regard to the teaching content, the private schools are obliged to apply and teach as part of their weekly curriculum the curriculum for Arabic, Islam and the Holy Quran that is issued by the MOE for Arab students, as well as the history of Kuwait translated into English (for foreign schools), which is obligatory for all students. Moreover, the MOE plays a role in inspecting the teaching process and teachers, but as the official documents state and as far as the researcher noticed, the Ministry does not inspect English subjects at the private foreign schools; it only checks Arabic subjects and Islamic studies, because the Ministry lacks inspectors specialising in subjects taught in

English. In his interview, the manager of the inspectorate of foreign private schools stated that the MOE also has some regulations in respect of teachers and school management: teachers who teach in private schools must hold a bachelor degree with a certificate in the subject they teach. In addition, the head teacher must hold the nationality of the country to which the school is affiliated (at Pakistani schools all head teachers must hold the Pakistani nationality)

4.2.2 Government schools

The MOE's (2008) main target for education, as stated in the documents, is to provide opportunities and assistance for individuals to progress to the maximum extent of their potential. Accordingly, the MOE is responsible for regulating everything at the government schools. All government schools' affairs are regulated and controlled by the MOE through the local authorities (LA). The state of Kuwait has six LAs, each of which has to deal closely with schools on a daily basis. The LA is in charge of all the education matters at the school, and of the students, as well as of teachers' inspections, school policies, technical work and buildings, school activities and trips, student affairs, employees, and all consents and permits. As the documents show, the MOE spends a huge amount of money annually on funding education; however, the largest proportion of the MOE's capital allocations is on the salaries of teachers and other employees at the Ministry.

4.3 Why do we call private Pakistani schools low-cost schools?

According to the MOE, the private Pakistani schools fall into the category of special community schools. It is interesting to mention here that the special community schools are rated as having dramatically low tuition fees compared to the other foreign schools, specifically in the Indian and Pakistani systems. They are rated as having the lowest tuition fees in Kuwait among the private schools that use a foreign language as the medium of instruction.

Table 4.1 shows the differences in tuition rates among the private foreign schools annual day fees (no boarding schools exist in Kuwait). The tuition fees normally increase at the higher levels; however, the table shows the fees for only the first two levels: KG and primary. As categorised by the MOE, the American and British schools are considered to be the most costly of all the private foreign schools; their tuition fees are rated in two completely different cost categories: low and high. For all other systems only one rate is given. The tuition fees are set according to particular criteria and the standard of the school is managed by the Administration of Private Education within the MOE.

In general, the private school tuition fees range from KD5,000/£10,000 (for the most expensive schools) to KD300/£600 (for the low-fee schools) annually. Schools can set their tuition fees slightly higher than the MOE rate if they can give an acceptable reason: for example, through providing modern buildings, technology and facilities etc.

Table 4.1 shows the private tuition fees rate as set by the Ministry of Education, Administration of Private Education (2013). The Indian system is considered the lowest in cost, followed by the Pakistani system with a slightly higher rate (see figure 4.1). However, this case study focused on the Pakistani system, because Kuwaiti student enrolment is high at these schools compared to the Indian system. The researcher considers it to be likely that the main reason for the higher rate of enrolment of Kuwaiti pupils in the Pakistani system than in the Indian system is because of a focus on Islamic principles at the Pakistani schools, Pakistan being a predominantly Muslim country.

Table 4.1 also shows the percentages of each system's tuition fees of the highest tuition fees charged for both KG1 and primary1 levels; the calculation of these percentages (each system's tuition fees/the highest tuition fees charged by a system*100) indicates that the fees charged by the Pakistani school system are low compared to most of the other educational systems. For KG1 the percentage of the Pakistani schools' fees of the highest tuition fees charged by a school system (in this case, the British schools) is 13.2%, while for primary level it is 8.8% of the highest tuition fees (charged by the American schools).

School system	KG 1		Percentage –taking the British schools as 100%	Primary 1		Percentage –taking the American schools as 100%
	Kuwaiti Dinars	British Pounds		Kuwaiti Dinars	British Pounds	
American schools (high)	KD2,228	£4,456	88.5%	KD3,941	£7,882	100%
American schools (low)	KD1,607	£3,214	63.8%	KD3,686	£7,372	93.5%
British schools (high)	KD2,517	£5,034	100%	KD2,800	£5,600	71.0%
French schools	KD1,761	£3,522	69.9%	KD2,720	£5,440	69.0%
British schools (low)	KD1,100	£2,200	43.7%	KD1,321	£2,642	33.5%
Philippine schools	KD465	£930	18.4%	KD501	£1,002	12.7%
Pakistani schools	KD 334	£668	13.2%	KD 348	£696	8.8%
Indian schools	KD290	£580	11.5%	KD324	£648	8.2%

Table 4. 1: Private school annual tuition fees for the year 2012/2013.
Source: Finance data collected for this study from the Ministry of Education- Administration of Private Education, 2013.

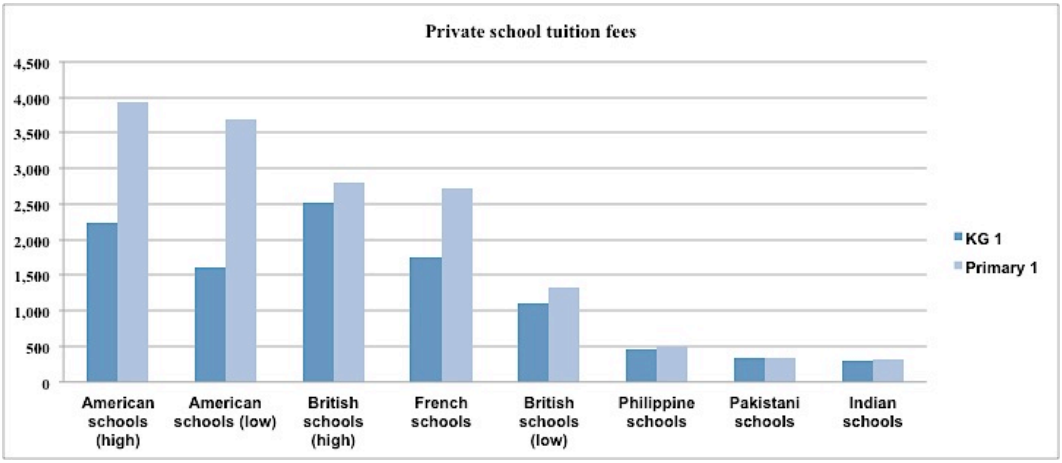


Figure 4. 1: Tuition fees charged by KG and primary private foreign schools in Kuwait.
Source: Data collected for this case study from the Ministry of Education- Administration of Private Education, 2013.

From year 9 and above, the tuition fees at the private Pakistani schools are divided into two different categories according to the education systems offered. The first system serves only the Pakistani students and is called the Federal Board of Intermediate and

Secondary Education (FBISE); for this, the normal low tuition fees are charged. The other system is the British system and is called Cambridge International General Certificate of Secondary Education (IGCSE). For the Cambridge IGCSE system the Pakistani schools normally have official recognition, as students must take a two-year course through official registration at the CIE Centre[9], (teaching content, textbooks and exams that are marked in the UK) from the British Council in Kuwait. Students at the Pakistani schools therefore graduate with a Cambridge IGCSE certificate which has "exactly the same value in admitting students to institutes of further education and employment as the UK equivalent-GCSE" (Pakistani school, 2010, p. 175); this is the same as that provided at British schools in Kuwait but at a lower cost. It is rated slightly more highly than the FBISE system (cost around 1,000/£2,000). The IGCSE is added to the system according to MOE regulations to enable Kuwaiti and non-Pakistani students from among the Arab peoples to graduate with a recognised international certificate.

The Pakistani schools explain the difference in the tuition fees for the IGCSE students as stemming from the fact that the IGCSE is quite expensive, since both the IGCSE syllabus and exams come from the United Kingdom (UK), and they have to be sent back to the UK to be corrected and accepted. As mentioned in chapter 1, Kuwaiti student enrolment decreases at the higher levels, and this is probably as a result of the higher charges for these years; thus, the total number of students at all the Pakistani schools who are enrolled for the IGCSE does not exceed 30. As a result, the focus of this study was on the KG to year 5 classes, where the numbers of Kuwaiti children are very high.

[9] University of Cambridge International Examination. The CIE is the world's largest provider of international qualifications for 14–19 year-olds. Cambridge works in partnership with the schools to extend access to the benefits of education. It is part of the University of Cambridge not-for-profit organisation, that offers a broad range of internationally recognised educational programmes and qualifications (Pakistani school, 2010).

4.4 Descriptive data: case study and documentation

4.4.1 The schools

The researcher found altogether 18 private Pakistani schools in the state of Kuwait; they are located in different parts of the country and in four of the districts, and they are all officially registered with the Ministry of Education. This number has been confirmed by the Ministry of Education's statistical documents on the management of private education. However, the researcher tried to verify whether there were other, unregistered Pakistani schools, and decided it was worthwhile asking the Pakistani teachers, staff and various other people, but no one could think of any unrecognised or unregistered schools. What did appear was that the MOE is very strict regarding the recognition and establishment of private schools and the regulations governing them, despite the fact that the area of the state of Kuwait is relatively small, which means that the recognition process of private schools should be managed easily.

For the purposes of this research, the researcher managed to access 13 out of the 18 Pakistani schools. The schools initially required a permit from the Ministry of Education before giving me access; also, permission from the owners of the schools was required, as without the owner's agreement gaining access to the schools was almost impossible. The procedure was slightly simpler for the government schools. Two different permits were required, one from the Ministry of Education and the other from the LAs. As a result, the researcher managed to access 18 schools, selected from the six local authorities (from KG and primary schools). It is worth noting that the total number of government KG and primary schools in Kuwait is considerably higher than that of the private schools, and that government schools are scattered over the entire state and are located in every residential area.

Figure 4.2 shows a map giving the location of the districts according to the schools used in this study for each sector. The participating government schools were distributed in the six districts of Al Asema, Hawalli, Alfarwaniyah, Mubark Al Kabeer, Al Ahmadi and Al Jahra, while for the private Pakistani schools only three of the four relevant districts were represented in this research (Hawalli, Alfarwaniyah and Al Ahmadi). This does not mean that there are no private schools in the other districts; however, the

private Pakistani schools are located in only four districts, and this researcher managed to access schools in three of these districts.

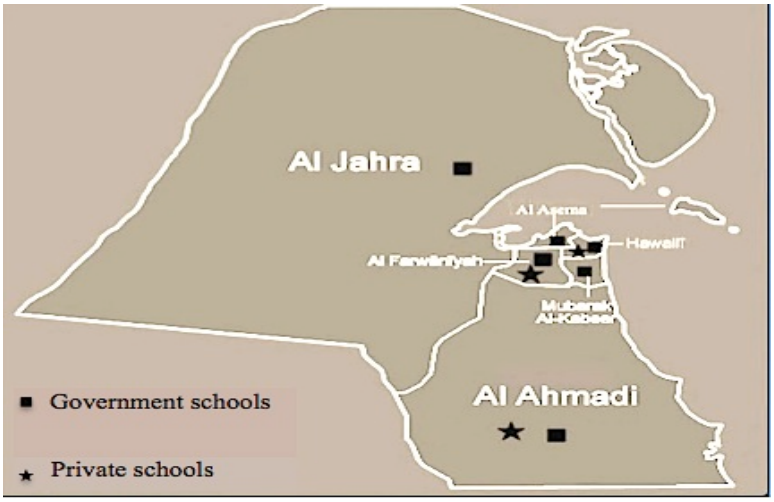


Figure 4. 2: Districts where private and government schools are located/schools used in this study.
Source: Golbez (2006).

Table 4.2 shows the data for the 31 schools which participated in the case study. The first 13 schools are private schools and are coded 1P to 13P; the following 18 government schools are coded 1G to 18G. The next two columns give the province to which the school is affiliated and the local authority. As previously explained, the private schools do not follow a local authority, but are run on a special system that is managed by the school management, with all instructions and regulations being set by the school owners and managers, with the exception of a few regulations applied by the Ministry of Education. However, the private schools can still be categorised according to the provinces in which they are located. On the other hand, the government schools do follow a specific local authority and province depending on their location. The fourth column shows the levels that the schools serve. Most of the private Pakistani schools combine three or four levels in one school, starting from the KG up to the middle school or high school level. The government schools are more specialised at one level. The MOE policy is to separate the younger age groups from the older. Also, children are separated according to gender, and this procedure is followed after the KG level. As shown in column five, children from year 1 are separated into boys' and girls' primary schools in the government sector; the private Pakistani schools are mixed

gender, although the schools ensure that girls and boys are taught in separate classes from the secondary level and above.

Column six gives the enrolment figures for both Kuwaiti and non-Kuwaiti students. Most of the students at the government schools are of Kuwaiti nationality, but in the private schools multiple nationalities are served and instruction is provided for more levels at a single private school (each private school offers tuition for KG to year 11, whereas in the government sector, each level is served in a separate school; thus, the total number of pupils in the private schools is higher than in the government schools). Column seven shows the annual fees charged by the participating private schools, excluding any other charges, such as admission fees, books and uniforms, as well as the high school tuition fees. Year 9 and above are excluded from the table, in consideration of the complexity of the tuition rates for the senior levels, as explained above.

Column eight shows the curriculum source for each management type. The private Pakistani schools' curriculum is called the "Oxford system"[10] ; this name is derived from the fact that the books are obtained from the Oxford University Press in the UK, although they are modified under the supervision of the Pakistani government, by adding Islamic values and standards to all books and content. All book rights are reserved by the Pakistani government. When the books are brought back into Kuwait, all the content has to pass through the checking department at the MOE to be approved. In the Pakistani private schools, the subject of Urdu is also available for all non-Arab students, while all Arab and Kuwaiti students are obliged to study the Arabic and Islamic curriculum issued by the MOE. In addition, all school students are obliged to study the history of Kuwait and social studies curriculum issued by the MOE and translated into English. Students at the government schools, on the other hand, are

[10] Oxford University Press (OUP) is a department of the University of Oxford. It furthers the University's objective of excellence in research, scholarship and education by publishing worldwide. The OUP publishes for all audiences—from pre-school to secondary level schoolchildren; students to academics; individuals to institutions. The OUP Pakistan branch is committed to publishing educational works that fall into four distinct areas: school texts and library, higher education, academic, and lexical and general reference. The Pakistani schools curriculum is provided by the Education Department that publishes children's/library books, school textbooks to meet key curriculum requirements, language and other reference books for schools, teaching resource books, student activity books, and bilingual school dictionaries (University of Oxford, 2014).

obliged to study the books and content issued by the MOE and approved by the Department of Education Research and Curriculum. This department is responsible for planning and for deciding on the content that they think is relevant for the age group and appropriate for their educational criteria and strategies. The MOE curriculum for KG is adapted from the National Association for the Education of Young Children (NAEYC) of the United States of America (USA), and the content of the syllabus is issued by the Department of Education Research and Curriculum at the MOE. The primary curriculum, by contrast, is taken from different countries and modified by the supervisors in the Department who check curriculum content.

School and management type [1]	Location: name of province to which affiliated	School local authority [2]	Level served at school [3]	Gender of pupils at school	Total number of students (Kuwait and non-Kuwaiti)	School annual tuition fees [4]		Curriculum the school follows [5]
						KD (KD)	BP (£)	
1P	Hawalli	N/A	KG+P+M	Mixed	1396	332–347	664–694	Pakistani curriculum adapted from Oxford University+ MOE
2P	Hawalli	N/A	All levels	Mixed	1627	309–339	618–678	Pakistani curriculum adapted from Oxford University + MOE
3P	Al-Ahmadi	N/A	All levels	Mixed	1901	334–348	668–696	Pakistani curriculum adapted from Oxford University + MOE
4P	Al-Farwa-niyah	N/A	KG+P	Mixed	976	380–455	760–910	Pakistani curriculum adapted from Oxford University + MOE

5P	Al-Farwa-niyah	N/A	All levels	Mixed	2017	309–388	618–776	Pakistani curriculum adapted from Oxford University + MOE
6P	Al-Farwa-niyah	N/A	KG+P	Mixed	1612	380–350	670–700	Pakistani curriculum adapted from Oxford University + MOE
7P	Al-Ahmadi	N/A	KG+P+M	Mix	1907	346–388	692–776	Pakistani curriculum adapted from Oxford University + MOE
8P	Al-Farwa-niyah	N/A	All levels	Mixed	2068	340–400	680–800	Pakistani curriculum adapted from Oxford University + MOE
9P	Al-Ahmadi	N/A	KG+P+M	Mix	420	356–387	712–774	Pakistani curriculum adapted from Oxford University + MOE
10P	Hawalli	N/A	KG+P+M	Mix	2357	364–388	728–776	Pakistani curriculum adapted from Oxford University + MOE
11P	Al-Farwa-niyah	N/A	KG+P+M	Mix	1571	324–388	648–776	Pakistani curriculum adapted from Oxford University + MOE
12P	Al-Ahmadi	N/A	All levels	Mix	850	356–443	712–886	Pakistani curriculum adapted from Oxford University + MOE

13P	Al-Farwa-niyah	N/A	All levels	Mix	2563	334–339	668–678	Pakistani curriculum adapted from Oxford university+ MOE
1G	Al-Asema	Al-Asema	KG	Mix	258	Free school		Kuwait MOE curriculum
2G	Al-Asema	Al-Asema	KG	Mix	360	Free school		Kuwait MOE curriculum
3G	Al-Asema	Al-Asema	P	Female	545	Free school		Kuwait MOE curriculum
4G	Hawalli	Hawalli	KG	Mix	165	Free school		Kuwait MOE curriculum
5G	Hawalli	Hawalli	KG	Mix	209	Free school		Kuwait MOE curriculum
6G	Hawalli	Hawalli	P	Male	713	Free school		Kuwait MOE curriculum
7G	Mubark Al-Kabeer	Mubark Al-Kabeer	KG	Mix	218	Free school		Kuwait MOE curriculum
8G	Mubark Al-Kabeer	Mubark Al-Kabeer	P	Male	358	Free school		Kuwait MOE curriculum
9G	Mubark Al Kabeer	Mubark Al Kabeer	P	Female	333	Free school		Kuwait MOE curriculum
10G	Al-Farwa-niyah	Al-Farwa-niyah	P	Male	576	Free school		Kuwait MOE curriculum
11G	Al-Farwa-niyah	Al-Farwa-niyah	KG	Mix	252	Free school		Kuwait MOE curriculum
12G	Al-Farwa-niyah	Al-Farwa-niyah	KG	Mix	215	Free school		Kuwait MOE curriculum

13G	Al-jahra	Al-jahra	P	Female	530	Free school	Kuwait MOE curriculum
14G	Al-Jahra	Al-Jahra	P	Male	623	Free school	The Kuwait MOE curriculum
15G	Al-Jahra	Al-Jahra	KG	Mix	113	Free school	Kuwait MOE curriculum
16G	Al-Ahmadi	Al-Ahmadi	KG	Mix	286	Free school	Kuwait MOE curriculum
17G	Al-Ahmadi	Al-Ahmadi	P	Female	735	Free school	Kuwait MOE curriculum
18G	Al-Ahmadi	Al-Ahmadi	P	Female	699	Free school	Kuwait MOE curriculum

Table 4. 2:Case study participant schools: official data.
Note: [1] P= private management type and G=government management type.
[2] N/A=Not available: this means the school is not following any local authority because it is a private school.
[3] KG=Kindergarten, P=Primary (1–5), M=Middle school (6–8). All schools include high levels (9–11).
[4] This column only shows the annual tuition fees from nursery to secondary (Y8), and excludes year 9 to 11 fees or any special fees for books, registration or uniforms. The exchange rate is taken to be KD0.1=£2, (NBK, 27th June, 2014).
[5] Oxford British system revised and modified in Pakistan and applied in the private Pakistani schools. The MOE of Kuwait curriculum applied for Arabic, Islamic studies and history in the private schools, and for all subjects in the government schools.
Source: Ministry of Education statistical data (2012/2013) and data collected through case study interview, 2013.

4.4.2 The Pupils

Enrolment

The official documents indicated a total of 42,660 Kuwaiti students registered at all the KG government schools and 117,583 at the primary schools. At the private schools, on the other hand, there is a total of 12,732 Kuwaiti pupils registered at all the private KGs, 11,797 of whom are at foreign private schools (most with English as the medium of instruction), and 903 at Arabic private schools (Arabic medium). There are 23,810 pupils enrolled at primary level; 18,106 are at the foreign schools and 5,569 are at the Arabic schools (Ministry of Education, Department of Planning and Information, 2012). As stated previously, the fees at these private schools are considerably higher than those at the Pakistani schools.

The 18 Pakistani schools enrolled a total of 6,029 Kuwaiti pupils for the year 2012/2013 (at all levels). As the total enrolment at KG and primary levels was required for this research, in Table 4.3 the specific details of these data for each case study school are presented. The maximum number of pupils registered by a single Pakistani private school was found to be 608, while the minimum number registered at a single school was 56 pupils, at both KG and primary levels. The total Kuwaiti enrolment in the case study schools is 4,569 pupils. The majority of these are concentrated at the KG and primary levels, with an average of 93% (the total number of Kuwaiti students at all the Pakistani schools in Kuwait was 6,029 in 2013. Of these, 4,249 were at KG or primary level in the participating schools, with the KG enrolment being slightly higher than the primary, while 1,340 were at the Pakistani schools which did not participate in this study. (Of the remainder, 413 were in middle school and 27 in high school, altogether making a total of 6,029).

The table shows that the average number of Kuwaiti pupils in the government schools is higher than that in the private schools; this can be explained by the fact that the private schools accept other nationalities in addition to the Kuwaiti. However, in government schools the enrolment policy is different from the private school policy. It is important to clarify here that in relation to child enrolment regulations the Ministry give priority to Kuwaiti students, and the acceptance of other, non-Kuwaiti nationalities at the government schools is subject to certain conditions; for instance, if the mother is

working at a government school then she can register her child at the same school. The sample collected for this study provided data for 117 pupils from the KG and 371 from the primary (117+371) levels, which made a total of 488 cases gathered from the private Pakistani schools through parents' questionnaires. For the government schools, data on 386 pupils were collected (227 from the primary and 159 from the KG level), from a total of 6,408 pupils recorded in the official data.

	Case study schools	Kuwaiti student enrolment at KG and primary levels		Total Kuwaiti enrolment at school	Percentage of Kuwaiti out of total number of students
		KG	Primary		
Pakistani private schools	1P	32	34	74	5.3%
	2P	35	41	112	6.8%
	3P	143	109	275	14.4%
	4P	459	131	590	60.4%
	5P	108	198	339	16.8%
	6P	282	326	608	37.7%
	7P	257	176	469	24.5%
	8P	79	83	193	9.3%
	9P	24	26	56	13.3%
	10P	114	191	352	14.9%
	11P	295	250	568	36.1%
	12P	245	246	542	63.7%
	13P	177	188	391	15.2%
Government schools		KG	Primary		
	1G	253		253	98.0%
	2G	354		354	100%
	3G		496	496	91.0%
	4G	164		164	99.3%
	5G	200		200	95.6%
	6G		662	662	92.8%
	7G	215		215	98.6%
	8G		345	345	96.3%
	9G		319	319	95.7%
	10G		211	211	36.6%
	11G	242		242	96.0%
	12G	205		205	95.3%
	13G		472	472	89.0%
	14G		525	525	84.2%
	15G	107		107	94.6%
	16G		274	274	95.8%
	17G		671	671	91.2%
	18G		693	693	99.1%

Table 4. 3: Kuwaiti student enrolment at case study schools: KG and primary levels. Source: Ministry of Education-Administration of Private Education (2012/2013).

Gender

In table 4.4 the data on the pupils' gender are presented as they appeared in the quantitative records of this case study. As may be seen from the table, 172 male pupils and 212 female pupils from the government schools took part in the study, while the private schools provided 276 male and 213 female pupils, (Table 4.4).

These results are quite similar to those obtained from the official statistical data. The official documents show a higher number of male than female pupils registered at the private schools, while the government school data reveal a higher enrolment of girls than boys (these data show the total KG and primary enrolment in the case study schools only: 3,432 males and 2,184 females in the private schools, and 78,717 male and 85,075 female pupils in the government schools). Figure 4.3 shows the differences between the two sectors in terms of gender distribution.

Management type	Child gender	Frequency	Percentage
Government schools	Male	172	44.8
	Female	212	55.2
	Total	384	100
Private School	Male	276	56.4
	Female	213	43.6
	Total	489	100

Table 4. 4: Gender of pupils.
Source: Data collected through case study questionnaires, 2013.

Figure based on the Ministry of Education's statistical data (case study schools only)

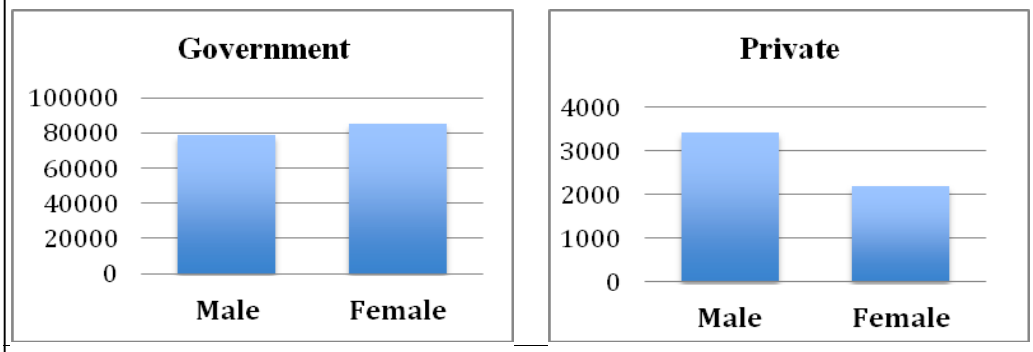


Figure based on case study data

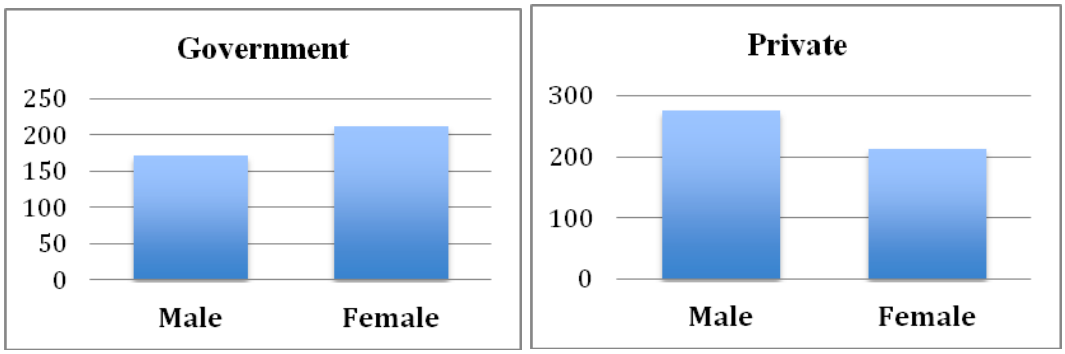


Figure 4. 3: Data from the Ministry of Education documents and the case study data — A comparison of gender at kindergarten and primary levels in the case study schools. Source: Ministry of Education-Administration of Private Education (2012/2013), and data collected through case study questionnaires, 2013.

Pupils' first spoken language

As shown in table 4.5, there were no significant differences in either sector for the first spoken language of the children. A small number of parents mentioned that the first spoken language was English while the rest stated that the Arabic was their first spoken language. The data show that in 100% of the selected government schools, Arabic was their first spoken language, while in the private sector 98% of parents stated that their spoken language was Arabic and only 2% that their first language was English. This figure reflects the possible expected needs of those families to teach their children the

English language, because it is considered to be the first language of communication in a large number of countries worldwide. This is especially so where government schools offer only Arabic as the medium of instruction, with just a few English subject lessons per week for primary schools and higher levels, excluding the kindergarten level.

Child's first spoken language			
Management type	Language	Frequency	Valid per cent
Government schools	Arabic	386	100%
Private schools	Arabic	479	98%
	English	10	2%
	Total	489	100%

Table 4. 5: Spoken language of children.
Source: Data collected through case study questionnaires, 2013.

4.4.3 The parents

As this research focused on low-income people, this study adopted criteria to determine this factor. Parents' education, occupation, income and expenditure were the main factors used to determine parents' economic level, as these factors would reflect the parents' real income figures. The type of house the parents were living in was also taken into account in determining the parents' class. A previous study conducted by Dixon (2003) was similarly based on the criteria of people's salaries, expenditure and occupation, while other researcher, such as Liu (2007), discovered that including the house type people live in, besides the other mentioned criteria, helped to classify strata of people. In this study, parents' education was included as one of the required criteria. Table 4.6 demonstrates that the level of education of the majority of mothers and fathers ranged from secondary education to bachelor degree level, with a small percentage of illiterate parents. The number of illiterate parents at the government schools was higher than in the private schools. Table 4.6 shows that the educational attainment of the fathers of children at the case study schools was lower than that of the mothers. The greatest proportion of fathers (27%) from the government schools held a secondary

(high school) school degree, while 25% held a bachelor degree, whereas in the private schools, the greatest number of fathers (27%) held a diploma degree and 26% held a secondary school degree. The data on the mothers' education indicate that the majority of participant mothers in both sectors held a bachelor degree and a diploma: 36% of the mothers from the private schools held a bachelor degree and 34% held a diploma degree; similarly, at the government schools, 36% of mothers held a bachelor degree while 30% held a diploma.

Variable	Father's level of education		Mother's level of education	
Education level	Government schools	Private schools	Government schools	Private schools
No schooling	1.3%	0.4%	1.0%	0.4%
Primary	1.3%	0.6%	2.1%	0.4%
Middle school	16.7%	15%	10.4%	6 %
Secondary school	27.2%	25.6%	19.7%	18.7%
Diploma/below University level	23%	26.8%	30.1%	33.9%
University bachelor	25.3%	23.6%	36.1%	36.1%
Master's degree	3.1%	6.4%	0.3%	4.3%
Doctorate	1.6%	1.6%	0	0.2%
Other	0.5%		0.3%	0%
Total	100	100	100	100
Missing data	0%	0%	0%	0%

Table 4. 6: Parents' educational level.
Source: Data collected through case study questionnaires, 2013.

These data in general were not too far from the general figures on public literacy, which were provided by the Statistical Bureau, specifically in terms of the illiteracy average. Figure 4.4 illustrates the Central Statistical Bureau of Kuwait's information on citizens' education (2011). In general, although there are low levels of illiteracy in Kuwait, with a percentage of 3.54%, the highest proportion of the population has an educational

attainment of only intermediate or secondary level (21.0% +22.5%), while only 17.7% of the population are recorded as holding a bachelor degree or higher qualification.

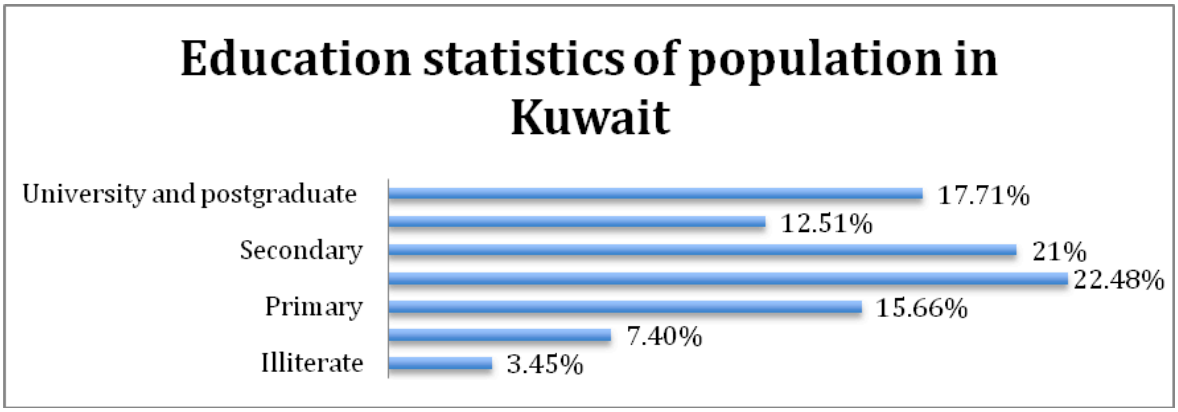


Figure 4. 4: Government records: public education statistical data.
Source: Central Statistical Bureau of Kuwaiti population (2011).

The employment system is linked to an employee's degree and qualifications, as the higher a degree the higher the salary and the better the job an individual can have. However, this may not reflect the class of people accurately as people may receive other incomes in addition to their salaries; therefore, the study asked about the total income of parents (not their salaries). The parents' houses were also taken into consideration, as they are an indicator of their economic level. Thus, in most cases one can differentiate high-income people's houses from those of low-income people (see chapter 3, section 3.7.1). However, using house type to determine parents' economic level was only possible with parents who put their children in the government schools, as according to child schooling registration law, government schools are only allowed to enrol children from the area where the school is located. However, the standard of living of parents from the private Pakistani schools were not obvious, as the location of these schools did not indicate the standard of housing. This is because the registration law does not apply to private schools, so these schools can enrol children from different areas. Each school is in an area containing houses of various standards, which made it difficult to judge. Therefore, asking about income was a vital procedure to make sure that the participating parents were from low-income families.

The data obtained for this research revealed that parents' monthly income standards were roughly similar for both sectors. Table 4.7 shows parental income as defined by the parents' questionnaire results; the mean income of parents who had their children in the government schools was KD1,942.69 (£3,885.38) with a maximum of KD7,000 (£14,000) and a minimum of KD500 (£1,000), and a standard deviation of KD867.752 (£1,735.504) , while for those had enrolled their children in private schools, the mean income levels were slightly higher, with a mean of KD2,029.81(£4,059.62), a maximum of KD6,000 (£12,000) and a minimum of KD300 (£600), and a standard deviation of KD942.715(£1,885.43). Figure 4.5 illustrates the different figures for each sector.

Variable	Management type	Mean	Minimum	Maximum	Std. Deviation	N
Total household income per month	Government	1942.69	500	7000	867.752	330
	Private	2029.81	300	6000	942.715	434

Table 4. 7: Total parents' income.
Source: Data collected through case study questionnaires, 2013.

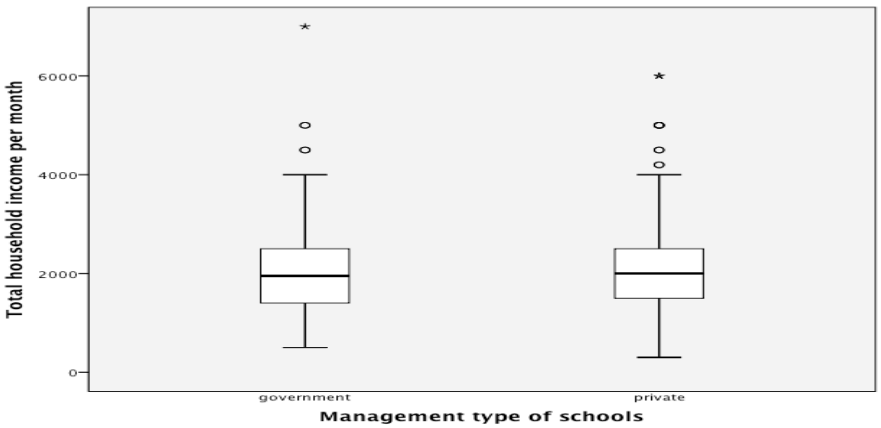


Figure 4. 5: Parents' average incomes in government and private sectors.
Source: Data collected through case study questionnaires, 2013.

A *t*-test was conducted to compare parents' incomes in the two sectors: private and government. The test shows that there were no significant differences in the scores for the government (M=1942.6, SD=867.7) and private (M=2029.8, SD=942.7; t (762)= –1.309, P=0.19, two-tailed) sectors. The magnitude of the differences in the means (mean differences= –87.12, 95% CI:–217.75 to 43.51) was very small (eta squared =0.002).

To identify the standards of living of the parents who participated in this study, the researcher took into account the average per capita income of individuals in [11]Kuwait and compared it with the standard deviation of the income for this study. In this respect, the Central Statistical Bureau (2013), defines the average income of households by considering all incomes and taking into account different occupations and salary sources (for instance, government, private, business activity etc.), which shows monthly household incomes of KD1,978/£3,956 for fathers only, without taking into account the mothers' income. For our study samples, the mean income for both parents (mothers and fathers) was KD1,942/£3,884, which is less than the national average per capita income, and also less than the household income average as calculated in the government documents (stated in the Central Statistical Bureau's records of the Kuwait population, 2013). In order to determine how much parents would have to spend to enrol their child in a Pakistani school as a percentage, the parents' median monthly income was calculated from the research data and was found to be KD2,000 (£4,000) (equal to KD24,000/£48,000 per annum). Thus, according to the private school tuition fees cost (table 4.1), the amount parents spent annually on sending their child to one of the Pakistani KG schools (KD334/£668) worked out at 1.3% of their total annual income (Pakistani school fees/parents' income median*100) while for the primary level the corresponding percentage was 1.4%.

[11] The recent government statistics obtained from the Ministry of Planning (MOP), Central Statistical Bureau (2013), show that based on the total outcomes of the gross domestic product (GDP), the annual average income is KD12,227/£24,454 (calculated by dividing the total GDP per capita of US$44,409.3 by the total population 3,065,850). Converting this sum into a monthly figure brings the average income of parents to KD2,037/£4,074 (KD1,081/£2,162) per month; however, there are other funds with which the government normally supports the household (the fathers in most normal cases), such as child benefit (KD50/£100 per child) and marriage support (KD100/£200 for spouse) and house lease support for people who are on waiting lists and still do not have a house (KD150/£300).

It is interesting to mention here that the Central Statistical Bureau of the Kuwait population (2013) indicated that according to Kuwaiti families' monthly median income calculation, the Kuwaiti family spends 21.8% of its income on recreation and 14% on food and tobacco (Salem, 2013). These figures show that Kuwaiti families actually spend a very small proportion of their annual income on the fees for private Pakistani schools For other schools' systems it was found that parents on low incomes spent the following percentages of their annual income:

1-American system with high tuition fees: 9.2% for KG level and 16.4 % for primary level.

2-American system with low tuition fees: 6.6 % for KG level and 15.3% for primary level

3- British system with high tuition fees: 10.4% for KG level and 11.6% for primary level

4- British system with low tuition fees: 4.5% for KG level and 5.5% for primary level

5-French system: 7.3% for KG level and 11.3% for primary level

6- Philippine system: 1.9% for KG level and 2% for primary level

7-Indian system: 1.2% for KG level and 1.3% for primary level.

Table 4.8 shows that both participating mothers and fathers who have children in the private and in the government schools are busily occupied and more likely to receive their salaries from the government sector compared to all the other classifications provided in the table. A slightly higher percentage of fathers fit this profile (government 77% and private 76%), compared to mothers (government 64% and private 67%). Also, the table shows a markedly higher percentage of not occupied or housewife mothers (government 26% and private 23%) compared to fathers (1% government and private 1%), while the percentage of housewife mothers of children in the government schools was higher than in the private sector.

Moreover, table 4.8 shows that fathers with their children in private schools are more commonly occupied in the private sector (12%) than fathers from the government schools (4%) and than all the mothers. The number of fathers from the government schools who were retired (15%) was higher than that of fathers from the private schools (8%) and higher than that of all the mothers.

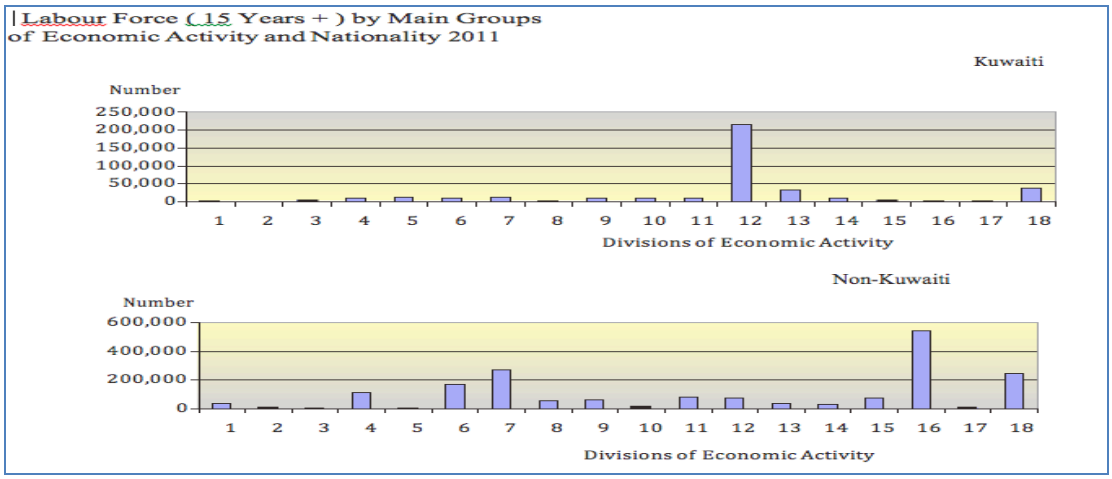
Variable	Father's occupation		Mother's occupation	
Occupation	Governme	Private	Government	Private
Not employed	4 1.0%	4 0.8%	100 26%	110 22.6%
Self- employed	11 2.9%	20 4.1%	0 0.0%	14 2.9%
Employed in government	296 77.3%	370 75.8%	246 64.1%	326 66.9%
Employed in private	14 3.7%	57 11.7%	18 4.7%	23 4.7%
Retired	58 15.1%	37 7.6%	20 5.2%	14 2.9%
Missing data	3	1	2	2
Total	386 100%	489 100%	386 100%	489 100%

Table 4. 8: Parents' source of employment.
Source: Data collected through case study questionnaires, 2013.

There are obvious challenges in Kuwait to the public capability to fill manual and skilled job vacancies, as indicated in the latest annual statistical abstract issued by the Central Statistical Bureau (2011), which stated that the workforce in Kuwait is made up of approximately 32% Kuwaiti citizens and 73% non-Kuwaiti residents. Many people have been imported from outside the country to help fill the gap in the manual and skilled jobs, which are normally not carried out by Kuwaiti citizens. The careers, orientation and concentration of the Kuwaiti and non-Kuwaiti workforce were statistically defined by the Central Statistical Bureau (2011).

As shown in figure 4.6, the Kuwaiti workforce is definitely concentrated in administration and defence, followed by the education field. The non-Kuwaiti resident workforce is found predominantly in housework jobs such as housekeepers, housemaids and nannies. These are followed by trades and skilled careers such as those in vehicle and motorcycle repairs and wholesale and personal goods sales. The statistics display high frequencies for some fundamental jobs carried out by non-Kuwaiti people compared to Kuwaitis: for instance, in construction and manufacturing. It is important to include these government statistics, as they are similar to the outcomes of this research.

The findings regarding parents' occupations and careers in this study were similar to the information revealed by the government statistics, in that they were concentrated in military, managerial work and teaching. The parents were asked to specify their career and professions; their career classification followed the exact order set out by the Public Authority for Civil Information illustrated in figure 4.6. Parents' responses are summarised in table 4.9, which shows that the majority of careers of parents from both sectors were almost identical and the figures were similar for both genders.



Career	Total Kuwaiti	Total Non-Kuwaiti
1- Agriculture, hunting and forestry	204	21,482
2- Fishing	849	2,864
3- Mining and quarrying	11,510	22,708
4- Manufacturing	4,730	64,342
5- Electricity, gas and water Supply	116	881
6- Construction	4,633	191,081
7- Wholesale and retail trade, repair of motor vehicles, motorcycles and personal household goods	8,121	143,163
8- Restaurants and hotels	346	28,403
9- Transportation, storage and communications.	9,758	44,550
10- Financial intermediation	10,416	13,159
11- Real-estate, renting and business activities	13,517	140,009
12- Administration, defence, army and police	187,002	67,863
13- Education	59,873	26,347
14- Health and Social Work	8,797	26,700
15- Working for other community and social services	5,857	38,326
16- Private households hire individuals for housework	0	574,765
17-Working for international and regional organisations	213	811
18- Their job is not clear	2,069	5,105

Figure 4. 6: Careers mainly occupied by Kuwaiti and non-Kuwaiti workforce.
Source: Public Authority for Civil Information, cited in Central Statistical Bureau (2011).

Variable	Fathers				Mothers			
Career	Government	Percentage	Private	Percentage	Government	Percentage	Private	Percentage
1-Agricultural, hunting and forestry	0	0%	0	0%	0	0%	0	0%
2- Fishing	0	0%	0	0%	0	0%	0	0%
3-Mining and quarrying	0	0%	0	0%	0	0%	0	0%
4- Manufacturing	0	0%	0	0%	0	0%	0	0%
5- Electricity, gas and water supply	0	0%	0	0%	0	0%	0	0%
6- Construction	0	0%	0	0%	0	0%	0	0%
7-Wholesale and retail trade etc.	0	0%	0	0%	0	0%	0	0%
8- Restaurants and hotels	0	0%	0	0%	0	0%	0	0%
9- Transportation, storage and communication	13	3.2 %	36	7.3%	6	1.5%	15	3.0%
10- Financial intermediation	0	0%	0	0%	0	0%	0	0%
11- Real-estate, renting and business activities	11	2.8%	20	4.0%	1	0.2%	9	1.8%
12- Administration, defence, army and police	161	40.8%	203	41.4%	79	20.4%	104	21.1%
13- Education	33	8.4%	47	9.5%	129	33.3%	139	28.4%
14- Health and social work	36	9.3%	11	2%	16	4%	29	5.8%
15- Working for other community and social services	0	0%	0	0%	0	0%	0	0%
16- Private households etc.	0	0%	0	0%	0	0%	0	0%

17- Working for international organisations etc.	0	0%	0	0%	0	0%	0	0%
18- Their job is not clear [1]	19	4.9%	23	4.7%	5	1.2%	13	2.6%
Retired	57	14.7%	32	6.5%	20	5.1%	14	2.8%
Missing data	51	13.2%	50	10.2%	26	6.7%	47	9.6%
Not employed	4	1.0%	4	0.8%	100	25.9%	110	22.4%

Table 4. 9: Parents' careers.
Note: [1] Those parents did not mention their job title—only the work location.
Source: Data collected through case study questionnaires, 2013.

Figure 4.7 provides a clear comparison, showing that the majority of fathers from both sectors were working in military and police jobs (administration, defence, army and police); the next highest proportion of fathers were working in one of three jobs: first, fathers from both sectors were working as managers; fathers with children in government schools were working in managerial positions, while fathers who had children in private schools had professional careers (health and social work). There was a slight difference between the fathers from both sectors with regard to the third and fourth careers. The mothers in both sectors had roughly similar professions; these were concentrated for the most part in two careers–teaching, (education) and managerial positions such as secretaries in various organisations. However, a comparison between the official government statistical data on occupations (shown in figure 4.6) and the results of our study (shown in figure 4.7) indicates similar figures; there is thus a correspondence between our data and the official national data.

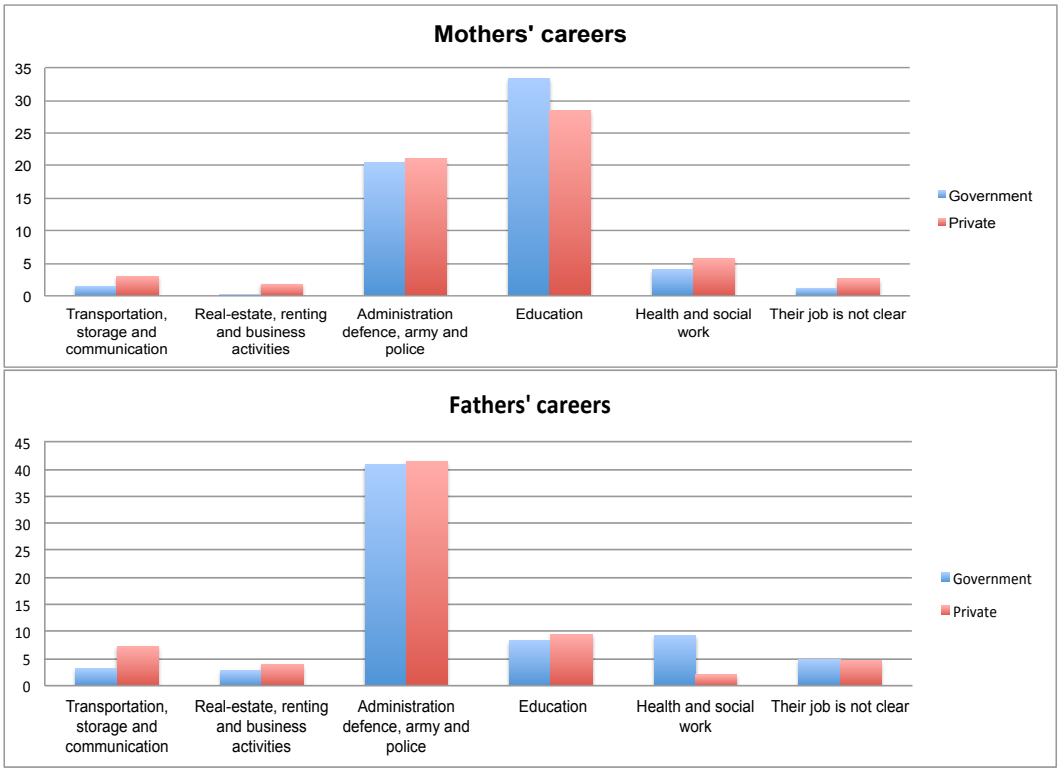


Figure 4. 7: Comparison between careers of fathers and mothers from the government and the private sectors.
Source: Data collected through case study questionnaires, 2013.

4.5 Conclusion

This chapter has described the survey data that were provided by the participating parents in this study. It has also highlighted some related government documented census data. The Kuwaiti government's statistical data have been presented and compared with the results of our study. The results of the examination of the documents show that the government of Kuwait makes several interventions in regulating the private foreign schools (English medium of instruction); however, their intervention is limited when it comes to teaching inspections and supervision in subjects taught in English because of the lack of English language ability among the government staff.

In total, 13 Pakistani schools were examined and compared with 18 government schools, and the data were collected from 384 parents from the government sector and 489 from the private sector. The private Pakistani schools appeared to be distributed only in certain provinces, whereas government schools are found in all six authorities.

The comparison of the tuition fees at most of the foreign private schools in Kuwait made using the documentary data showed that the private Pakistani schools can be considered as low-cost schools. In particular it was found that they charged lower fees than the Indian system schools, and that they had a high rate of enrolment of Kuwaiti students.

With regard to the parents' data, these indicated that there is no significant difference between parents' income for those who have children in the private or the government schools. Most parents are educated to a certain level; however, in both sectors, the fathers' most common educational level was secondary level, followed by bachelor degree level, while most of the mothers had a post-high school degree or a bachelor degree. The census data show that most parents are employed in the government sector, and that a high proportion of fathers are employed in military and managerial work, while the mothers were employed in managerial and secretarial work.

Chapter 5: Case study schools: A comparative analysis of quality

5.1 Introduction

This chapter attempts to answer the first research sub-question, presented in chapter 3. It was believed that obtaining answers to this question would provide rich data that would make it possible to answer the main research question. This sub-question is:

"What are the key differences between the Pakistani private schools and the government schools in Kuwait in terms of the cost of education delivery, the quality of the school curriculum, the quality of the school buildings and teachers' commitment in terms of their attendance?"

In this chapter, several issues relating to how the government's commitment and regulations operate in practice are examined; this is done by demonstrating how the implementation of these regulations at the case study schools is affecting the quality and standards of educational delivery. The chapter reveals the quality of delivery of education at the private and government schools through an examination of their practices and their ability to enable their pupils to achieve expected learning outcomes. To answer the above sub-question, the data obtained from the schools were analysed comparatively, in order to determine the quality of education provided by the examined schools in each sector. The data gathered from the parents' questionnaires and the interviews with the head teachers and the private school inspectors are employed in the analysis, in conjunction with the school and classroom observation data and supported by the documentary evidence and archive data.

The chapter is divided into two sections, each of which contains three sub-sections, with the focus of each section being on the data set specifically related to each aspect of the key research question, as shown below. In the first section the costs of education are examined as a precursor to discussing the concept of school 'quality'. An attempt is made to compare the cost value to the quality of service provided in each sector. This section deals with both the cost of education to parents and the cost of delivery of the service.

In the second section the quality of the schools is examined. The discussion includes the quality of the teachers and various issues related to management and accountability, the efficiency of the curriculum and the standard of school buildings and facilities. Where applicable, the situations at the schools are compared with the government's regulations and promises, in order to highlight any differences between the intention behind the government regulations and the results of the application of these regulations in practice as found from the investigation of the case study schools. Finally, a conclusion is drawn regarding school outcomes on the basis of all the evidence and facts presented.

It is important here to clarify the meaning of the word 'quality', as this word is used throughout the analysis. This term has a variety of definitions; generally speaking, it refers to the standard or excellence of a particular object or phenomenon compared with another, similar object or phenomenon. However, various authors have provided different interpretations of this complex term. Adams (1993) identified the factors that are commonly utilised by educators to assess quality; these are reputation, resources and inputs, process, content, outputs and outcomes. Ruben (1995), on the other hand, defined quality in education using the consumer-centred method; he emphasises judgements and perspectives, and the satisfaction or dissatisfaction of non-academic participants, such as students, parents and potential employers. For the purposes of this research a combination of these interpretations is used to define 'quality': it is used to refer to the availability of essential school inputs, the standard of school buildings and facilities, the teachers' commitment (Adams, 1993), and the satisfaction of parents and school managers (head teachers) (Ruben, 1995). According to Chapman and Adams (2002, p. 2), the 'quality of education' consists of a "full agreement among parents, teachers, administrators, and students" about what constitutes best performance and involvement in the education process.

5.2 The costs of education

In this section the cost of education is examined for each sector at the primary and KG levels, as those were the two levels selected for the current study. First, the cost and expenditure for parents only is examined; then the cost of education delivery is discussed from a wider perspective that includes the Ministry of Education's

expenditure, in order to arrive at a final figure for the total cost of education delivery in each sector in Kuwait.

5.2.1 Direct costs of education to parents

The information presented in this section was gathered from the schools' archive data and the parents' questionnaires. The direct costs of the child's education to parents are discussed here. Direct costs refer to those expenses parents pay for that are directly related to their child's education, and exclude any other expenses (such as taxes) they may pay that are indirectly related to educational costs. It is important to note here that the Kuwaiti government does not impose any educational taxes on individuals for the educational services provided at government schools. Nor does the Kuwait government impose any sort of purchases taxes, Value-added tax/goods and services tax (VAT/GST) (VATlive, 2015; KPMG International Cooperative, 2014), or taxes on individual incomes, whether the individuals are Kuwaiti citizens or non-Kuwaiti residents[1211] (Kuwait Government online, 2013). However, the principle behind state schooling in Kuwait is that education is offered free of charge and tax-free to parents, and children are provided with books and midday meals also free of charge. In the private schools, by contrast, fees are charged for tuition and registration, books and transport must be paid for, and no meals are provided so the children have to bring a packed lunch with them from home. The results of our initial general analysis of parents' common expenses for KG and primary levels in each sector are illustrated in table 5.1, which shows clearly that the direct costs to parents of their child's education

[12] The income tax law in Kuwait does not impose taxes on individual incomes earned by Kuwaiti nationals or by non-Kuwaiti employees. No income taxes are paid unless it is a case of a non-Kuwaiti conducting a commercial activity in Kuwait. The income tax law only imposes taxes on the income of a non-Kuwaiti corporation owner, and this does not include companies incorporated in the GCC area and entirely owned by citizens of the GCC (Kuwait Government online, 2013; KPMG International, 2012). Corporate income tax is governed by Decree No. 3 of 1955 as amended by Law No. 2 of 2008 (the income tax law), which states that, "An annual income tax shall be imposed on the income of each body corporate carrying on trade or business from its activity in the State of Kuwait. The amount of tax applied under this Law shall be 15 percent of net taxable income" (Ministry of Finance (MOF), 2008, p. 1).

are considerably higher in the private schools than in the government schools. The cost to parents in government schools amounts to an average of between KD35/£70 and KD50/£100, while in the private sector the cost was found to be higher, with an average of between KD400/£800 and KD500/£1,000. The table shows that the most common expenses for parents were the sort of costs found in the private schools. However, the researcher looked beyond these types of expenditure and asked the parents about any other expenses they had to cover related to their child's schooling, and what emerged from their responses was that they do in fact pay for several things. Some of these expenses may be recognised by the schools, but obviously not everything is documented. Disregarding school dinners, textbooks and school admission, which, as indicated earlier, are provided free of charge in government schools but must be paid for in private schools, parents in both sectors do pay other costs for their children.

Expenditure for	Government schools		Private schools	
	Kuwaiti Dinars (KD)	British Pounds (£)	Kuwaiti Dinars (KD)	British Pounds (£) [1]
Tuition fees	Free of charge		309-455	618–910
Registration fees	Free of charge		15-20	30–40
Uniforms [2]	Approx. 25-30	50–60	6-26	12–52
Books	Free of charge		10-30	20–60
Lunch	Available for free		Approx.1–2 /lunch box	Approx. 2–4
Transport	Not available		15–20	30-40
Trips	Free		Free	
Graduation events	10–20	20–40	10–15	20–30

Table 5. 1: Cost to parents of children's schooling.
Note: [1]The exchange rate is taken to be KD1 = GB £2 (NBK, 17 July 2014)
[2] The cost of uniforms for government school pupils was obtained from the school managers in the interviews, and reflects an approximate price for uniforms on the Kuwaiti market, while for the private sector the figure is the exact price obtained from the schools' archive data and documents.
Source: Data gathered for this research from the schools' archive data, documents and schools managers' interviews, 2013.

However, as shown in table 5.2 below, the percentage of parents who pay additional school-related costs is higher in the government sector than in the private sector. Table 5.2 shows that the percentage of parents of children at state schools who indicated that they pay for school uniforms and sports kit (23%) was higher than that of parents of

children at the private schools (17%). The parents were also asked if they paid for stationery as part of school costs; it was found that a higher percentage of parents from the government schools (21%) indicated that they paid for stationery for their children than that of parents in the private sector (15%). The parents were then asked if they paid any tuition fees for private tutorials at home to improve their child's education. It was found that a higher percentage of respondents' parents from the government schools (14%) paid for these compared to the private sector, where only 9% of parents indicated that they paid for private lessons for their children. Likewise, a small number of parents answered that they paid for in-school revision lessons organised by the schools, and this number was higher for the government schools (8%) than for the private schools (5%). By contrast, with regard to school trips, it was found that a higher percentage of parents who had their children at the private schools paid for these (11%) than in the government schools, where only 8% of parents said they paid for school trips for their children.

School expenditure for parents	Private schools		Government schools	
Variables	N	Per cent	N	Per cent
Textbooks	345	73.9%	16	5.4%
Stationery	327	70.0%	217	73.3%
School uniforms and PE	361	77.3%	236	79.7%
Transport	128	27.4%	51	17.2%
Home private lessons	199	42.6%	140	47.3%
School sports	27	5.8%	8	2.7%
Reviewing classes	67	14.3%	47	15.9%
After-school activities	47	10.1%	24	8.1%
In-school activities	36	7.7%	36	12.2%
Exam fees	25	5.4%	8	2.7%
Computer classes	8	1.7%	4	1.4%
School trips	240	51.4%	86	29.1%
Lunch	212	45.4%	51	17.2%
In-school revision lessons	113	24.2%	86	29.1%
After-school club	32	6.9%	22	7.4%
Maximum number of respondents	467	95.5%	296	76.7%
Missing data	22	4.5%	90	23.3%
Total number of respondents	489	100%	386	100%

Table 5. 2: Percentages of parents paying for additional school-related items and activities
Source: Parents' questionnaires. Data gathered for this research, 2013.

5.2.2 Cost of education delivery

In this section the documented official data gathered from the schools and from the Ministry of Education are presented. The cost of the delivery of education in the private Pakistani schools and in the government schools is examined at KG and primary levels only, as these two levels were the focus of this study. Table 5.3 shows the cost for KG and primary levels (at both boys' and girls' schools) in the government sector according to statistics provided by the Department of Statistics and Planning at the Ministry of Education. With regard to the private schools, their budget is derived from their own resources, and thus no details of their expenditure are held by the Ministry. It was thus not possible to provide a similar breakdown for the private schools in the same table.

Therefore, as shown in table 5.3, the average cost of education delivery per student in the government sector at KG level was found to be KD4,031(£8,062) and KD3,262 (£6,524) at primary level (*total students* at KG = 44,630 and at primary = 131,892). The KG cost is higher than the cost at primary level; however, as stated in chapter 2, a large number of children (12,732 Kuwaiti and 24,734 non-Kuwaiti children: a total of 37,466) are registered officially at KG level in different types of private school (statement by the Educational Statistical Group, Ministry of Education, 2011/2012, p. 150) and thus are not benefiting from the education expenditure of the government. The fact that such a large number of Kuwaiti parents are leaving the government schools which are provided free of charge for all Kuwaiti citizens (non-Kuwaiti parents can only enrol their children at government schools under certain conditions: for instance, if the mother works at a government school she can enrol her non-Kuwaiti child there with her), preferring to pay the tuition fees necessary to send their children to the private schools, may reflect some issues related to the parents' level of satisfaction, which are discussed in detail in chapter 6.

However, in the private schools the costs of education delivery are derived entirely from tuition fees, registration fees, the purchase of books and uniforms, and the cost of transport to and from school; this was found to amount to a maximum cost (some schools may show an even lower cost) of KD516 (£1,032) (KD455+15+26+20), (£910+30+52+40) at primary level and KD436 (£872) (KD380+15+26+15), (760+30+52+30) at KG level.

Expenditure at government schools		Kindergarten		Primary	
		Kuwaiti Dinars (KD)	British Pounds (£)	Kuwaiti Dinars (KD)	British Pound (£)
Salaries		101,477,610	202,955,220	272,509,615	545,019,230
Commodity needs	Books	7,346	14,692	14,473,506	28,947.012
	Stationery	464,834	929,668	449,928	899,856
	Food	2,092,105	4,184,210	8,647,279	17,294,558
	Management	221,394	442,788	234,550	469,100
	Water	105,646	211,292	167,946	335,892
	Other	123,705	247,410	373,141	746,282
Services	Transportation	2,560	5,120	250,603	501,206
	Communicati-on	43,895	87,790	66,350	132,700
	Other	951,430	1,902,860	2,311,114	4,622,228
Consumption	Buildings	40,555,285	81,110,570	47,043,608	94,087,216
	Equipment	9,797,052	19,594,104	22,631,894	45,263,788
Administrati on services	General council	11,521,586	23,043,172	35,524,891	71,049,782
	General education	12,525,455	25,050,910	38,620,155	77,240,310
Total expenditure		*179,889,898*	*359,779,796*	*430,278,430*	*860,556,860*
Total number of students (Kuwaiti and non-Kuwaiti)		*44,630*		*131,892*	
Expenditure per student		*4,031*	*8,062*	*3,262*	*6,524*

Table 5. 3: Expenditure at government schools: kindergarten and primary levels.
Source: Ministry of Education, Department of Statistics and Planning (2011).

Table 5.4 presents the average expenditure on education delivery per student in the two sectors, comparing the expenditure at each level in the private and government sectors. As evident from the table, there are great differences in costs between the two management types. The figures show that at KG level, expenditure in the private sector equals 11.4% of the cost in the government sector, while at primary level it is 15.8 % of the expenditure in the government sector. This indicates that at KG level the

government school costs are on average 9 times higher than the private school costs, and 6 times higher at primary level.

Government schools: expenditure on education per student				Government sector expenditure expressed as % of private sector expenditure		Private schools expenditure on education per student				Private sector expenditure expressed as % of government sector expenditure	
KG		Primary		KG	Primary	KG		Primary		KG	Primary
KD	£	KD	£	%	%	KD	£	KD	£	%	%
4,031[1]	8,062	3,262	6,524	871	632.1	463	926	516	1,032	11.4	15.8

Table 5. 4: The average expenditure on education delivery per student at government and private schools.
Note: [1]The exchange rate is taken to be KD1 = GB £2 (NBK, 17 July 2014)
Source: Official data gathered from Ministry of Education (2011) and from the schools (2013).

5.2.3 Overall cost

The total expenditure on education at KG and primary level for both the private Pakistani schools and the government schools was calculated by adding the parental costs to the education delivery costs. As discussed earlier, in government schools the costs of education delivery per child are dramatically higher than the parental costs per child; in the government sector there are obviously two sources covering the costs of a child's education: the parents and the government. However, in the private schools, what parents spend on their child's schooling (tuition fees, uniforms, textbooks, lunch etc.) is roughly the same as the cost of education delivery per child, as the parents' payment is the principal source of funding in the private sector. From table 5.1, it is evident that the expenditure of parents in the private sector was more than the expenditure of parents with children in the government schools; however, the figures presented in table 5.2, taken from the quantitative data provided by the respondents, reveal that parents who had children in the government schools were spending more for things related to their child's schooling and education than those from the private Pakistani schools. Table 5.5 presents the figures for the cost (annually) of running the

government schools compared to that of all the other private systems; these figures reflect the fact that the average cost of running the government schools is higher than for any other system in Kuwait. From the case study statistics relating to the expenditure of both schools and parents, it is possible to state that expenditure on education in the private Pakistani schools is less than in the government schools. This initial conclusion gives rise to two significant questions: first, what is the quality of the education provided relative to the cost? And second, is the standard of education at the state schools considered to be better than that at the low-cost Pakistani schools by the parents? The following sections contain discussions relating to these questions.

School system	KG 1		Primary 1	
	KD	£	KD	£
Government schools	KD4031	£8062	KD3262	£6524
English schools (high)	KD2517	£5034	KD2800	£5600
American schools (high)	KD2228	£4456	KD3941	£7882
French schools	KD1761	£3522	KD2720	£5440
American schools (low)	KD1607	£3214	KD3686	£7372
English schools (low)	KD1100	£2200	KD1321	£2642
Philippine schools	KD465	£930	KD501/	£1002
Pakistani schools	KD334	£668	KD348	£696
Indian schools	KD290	£580	KD324	£648

Table 5. 5: Average total costs of education delivery in the various school systems, from highest to lowest.
Source: Finance data collected for this study from the Administration of Private Education at the Ministry of Education (2013).

5.3 Quality of schools: in the light of government restrictions and regulations.

Chapter 4 highlighted some of the government rules and restrictions on several issues relating to both the government and the private schools. It is possible that the government's aim in imposing such regulations is to ensure good quality in education. As a result, the effectiveness of these regulations is examined in the following section, taking into consideration the regulations 'in theory' and 'in practice' (see Dixon, 2003).

5.3.1 Quality of teachers, school management and accountability

The data presented in this section were collected from the managers' interviews and parents' questionnaires. The managers' interview data indicated that teachers in both sectors were a mixture of nationalities (Kuwaiti and non-Kuwaiti). The government school managers indicated that in the primary schools teachers were of Kuwaiti or Arab nationality, while in the government KG schools, although the music teacher could be of an Arab nationality all the rest of the teachers were Kuwaiti. Although the managers' interview data also revealed that in the private Pakistani schools teachers were of various nationalities at both levels, the managers of these schools emphasised the fact that the Arab teachers were only teaching Islamic and Arabic subjects, and the majority of teachers were non-Arabs who were teaching a variety of subjects in English.

The teachers' qualifications were examined through the head teachers' interviews and the data obtained were supported by data collected from the school archives. The data reveal that most teachers in both sectors held either a bachelor degree or a postgraduate certificate, with the exception of some older teachers, who, having been at the school for over 15 years, were allowed to hold just a diploma (obtained from a college after finishing high school). MOE regulations on employment require teachers in both sectors to hold at least a bachelor degree.

From the analysis of the 13 private Pakistani schools examined in this study it appeared that these schools were employing more teachers with qualifications higher than a bachelor degree than the 18 government schools. However, the data on the teachers obtained from the school archives and from the head teachers' interviews revealed that most of the 13 examined private Pakistani schools employed more teachers holding a master's degree and a doctorate or a PhD degree than the government schools, as in the 18 government schools examined in this research most of the teachers held only a bachelor degree. Only four out of the 18 schools stated that they had between one and three teachers holding postgraduate qualifications, three of these being primary schools and one being a KG school.

It is important to clarify the fact emphasised by the school managers that the majority of their teachers at the KG and primary levels in both the government and the private Pakistani schools are female; however, a higher proportion of female teachers was

found at KG level than at primary level. A similar finding was also obtained from the MOE's statistical data (2010-2011), which show that at KG level, the government schools have appointed 5277 female teachers and no male teachers, while the private Pakistani schools have 405 female teachers and 1 male teacher. At primary level, on the other hand, the government schools have appointed 2844 female teachers and 212 male teachers, and at the private Pakistani schools there are 454 female teachers and 123 male teachers.

As discussed above, teachers at the KG and primary levels in the private Pakistani schools have higher qualifications, and as the gender survey shows, there are far more female teachers than male teachers at these two levels; this implies that female teachers at the private Pakistani schools have higher qualifications. The archive data on teachers' qualifications and their gender from the P2 private Pakistani school provides a good example to support our findings, since most teachers at both KG and primary levels at P2 school were female and 5 of those teachers had high qualifications, while the rest held bachelor degrees (see table 5.6).

Gender	Frequency	Qualification	
		Postgraduate	Undergraduate
Female	52	5	48
Male	1	1	0

Table 5. 6: Gender and qualifications of teachers at KG and primary levels at the P2 private Pakistani school.
Source: Archive data collected for this research, 2013.

The managers were asked about the quality of the teachers and they insisted on the greater significance of talent in teaching than of possessing a high degree. The majority of the head teachers insisted that the best learning is linked to teacher effort in class and not to qualification. Several studies agree with these managers' views regarding high teaching qualifications and teaching abilities (e.g., Zey, Xu and Gulosino, 2006; Moujaes et al., 2011). The head teacher at school G15, for example, stated that experience is very important for teachers:

> " We have three teachers holding a PhD but they are not better than the older, experienced teachers who hold diplomas." (School head teacher, 9th May, 2013, government school G15)

Similarly, the head teacher at one of the private Pakistani schools (P1) believed that:

> "It does not always follow that if you have a PhD you will have an aptitude for teaching. It is like the artist who creates a painting and has not previously done a degree - it is the talent." (School head teacher, 12th May, 2013, private school P1)

And according to the head at school P10:

> "There are many teachers that have a master's degree in maths, in English or in science but they cannot manage four children. You have to be a born teacher in order to teach." (School head teacher, 16th May, 2013, private school P10)

The managers in both sectors emphasised the fact that a good teacher is a talented teacher. But the question that arises here is: do all school managers have the opportunity to seek and select their staff?

The interviews with the government school managers exposed the reality of their situation with regard to issues of management and accountability. It was found that managers of government schools are not given the opportunity to select their staff, as employing teachers is the MOE's responsibility. There are no instances of school managers being involved in the employment system at government schools. The employment procedure at government schools seems to contrast with that at the private schools. The managers at private schools have to get the agreement of the Ministry before employing any teacher; however, they all have the right and the opportunity to select their teachers as required. The MOE's employment system obliges the managers at government schools to accept any transferred Kuwaiti teacher into their schools whatever his or her teaching history, skills or capability. In the case of low performing teachers, the schools are obliged to train them in order to improve them. Such teachers are allowed to spend at least three years working in government schools before any action is taken on any evidence of his or her lack of ability.

However, the dismissal procedure is only activated (and even then not immediately) in the case of non-Kuwaiti teachers. It was also found from the interviews that the

managers in the government schools feel they have little authority in their positions. They felt that taking serious action with this type of low performing teacher, who is having a detrimental impact on the teaching standards at their schools, is at least demanding and often impossible. At school G14 the head teacher stated:

> "…It's only my title that says I'm a manager; in reality I have none of a manager's authority because of the Ministry's restrictions. Since I cannot refuse to have a particular teacher at my school even if in my opinion she is unprofessional, I am very limited in what decisions I can make at my school." (School head teacher, 30th May, 2013, government school G14)

The majority of the 18 interviewed head teachers criticised the MOE regulations for their rules regarding low performing teachers. In the government schools examined in this study, most of the managers found that a teacher who does not like his or her job puts the school in a dilemma, since no matter what the school provides for them in terms of development programmes, such teachers are highly unlikely to improve because they do not like their job as teachers. The school head teachers emphasised the fact that having such teachers means that the children are being affected every day. The manager at school G6 stated that:

> "I cannot dismiss unsuitable teachers from the school; the Ministry makes us wait and wait until those teachers become like a disease at the school. And even if I write a letter of complaint she will still have to remain at my school for at least three years to show evidence of her poor teaching performance. This means three years of disaster, with a teacher who does not want to teach; it means no classroom management, children hitting each other, and the teaching period being lost." (School head teacher, 14th May, 2013, government school G6)

Moreover, some of the other managers drew attention to another Ministry regulation, which obliges some newly qualified teachers to work in rural areas for a period of at least one year because of a shortage of teachers at these schools. However, as the managers pointed out, such teachers know that they will be transferred to another (urban) school at the end of the year, and therefore have no desire to remain at the rural school and lack passion for their teaching, so they do not perform as required.

The manager at one of the rural schools (G15) stated:

> "I really get exhausted; I face this problem every year. The authority acquire teachers from other areas to fill the gap at my school and the Ministry obliges those teachers to stay at least one year at my school. Those teachers see it like a transit stop before switching to another school, so no effort is given to my school. Approximately six to seven teachers leave the school every year."(School head teacher, 9th May, 2013, government school G15)

The system at the private schools, on the other hand, is quite different from that at the government schools. The managers of the 13 private Pakistani schools made it clear that they had all the authority to examine the teachers personally before accepting them at their schools; the teachers have to pass the managers' interviews and then be examined in order to be accepted. Any low performing or unprofessional teacher will not be accepted. In addition, any teacher at the school who is given a bad report is dismissed, as long as a serious report of her poor quality is provided to the Ministry.

The private Pakistani schools thus seem to have fewer problems with employing the needed staff of teachers. However, the government's regulations permitting Pakistani schools to be established in the country are contradicted by actual government practice. It is true that the Ministry gives the private schools the right to select or reject any teacher as required; however, in reality the government has closed the visa entry door to all Pakistani citizens, including teachers. Although the Pakistani schools have mushroomed in the country and the owners have been given the licence to open Pakistani schools in Kuwait, this restriction has existed for the last four years. This obviously imposes limits on the options of the managers of the private schools when it comes to selecting teachers, and also on the standard of teachers, as they are obliged to choose from among those who are available locally in Kuwait. The managers of the 13 private Pakistani schools examined in this research are calling on the Ministry to exclude academics and teachers from this visa restriction. Most of the private Pakistani school managers are struggling to replace their old good teachers who need to retire. They stated that if the government would cooperate with them they would be able to obtain elite and experienced new teachers from Pakistan and improve the education quality at their schools even further.

The manager at school P8 said:

> "My teachers have grown very old with the passage of time, and naturally, they have to retire…. we got one maths teacher from Pakistan, but because of the visa system, she went back and we tried our level best but we couldn't get her back. Literally it is hard to get [teachers] from Pakistan - they are not allowing us to. Ultimately the people are suffering and the children are suffering. We can hire teachers from here but the standard of my school means we need excellent teachers… they must open the visa door for schools. Because this is not only my problem, everybody feels the same." (School head teacher, 29th May, 2013, private school P8)

The manager at school P3 insisted on the importance of being able to hire new teachers from Pakistan, since this would save them the time involved in training local teachers:

> "Recruiting from Pakistan means fresh blood is coming all the time; it means fresh people, it means well trained teachers, whereas obtaining them locally means we have to try our best with what is available and improve them." (School head teacher, 26th March, 2013, private school P3)

The manager at school P5 found that Kuwaiti parents themselves are asking for more Pakistani teachers instead of other nationalities:

> "Kuwaiti parents are asking me to provide Pakistani teachers, but the visa was withdrawn four years ago. So where do I get them? I am getting what's available in Kuwait and I've got to train them." (School head teacher, 27th March, 2013, private school P5)

It therefore appears that the Pakistani school managers are suffering from the regulations in that they are finding that the rules are preventing them from maintaining the high standard of teachers at their schools. In this regard, the researcher was also keen to know the extent of the school managers' satisfaction with their teachers. In table 5.7 the managers' responses are presented. Surprisingly, in the government schools only four out of 18 head teachers were 'satisfied' with the quality of their teachers. The majority of the other head teachers seemed 'partly satisfied' (12 managers out of 18) with the quality of their teachers, as they believed that the teaching standards at their schools varied a great deal. Also, two managers indicated that they were 'not satisfied'

with the standard. Conversely, in the private schools the majority of the managers (9) were 'totally satisfied' with the standard of their teachers, while four out of the 13 managers were 'partly satisfied'. It was expected to find that no manager in the private sector was 'not satisfied' with the teachers' standards. This is owing to the flexible policy concerning the selection of teachers by managers in the private sector, compared to the limited authority given to managers of government schools. Thus, as table 5.7 shows, more private school managers were satisfied with the standard of teachers at their schools than state school managers.

Governm-ent schools	Managers' level of satisfaction with teachers	Private schools	Managers' level of satisfaction with teachers
G1	'There are individual differences and it is impossible for me to be satisfied with all the teachers, but in general I am sort of satisfied.'	P1	'Yes, I am satisfied.'
G2	'In general, I'm satisfied with some of my teachers.'	P2	'I would be more satisfied if I had more qualified teachers, the reason being of course the visa; if we had the visa from the beginning we would have taken good teachers - now we have to work with what we have.'
G3	'No, not at all. I am not satisfied. As Kuwaiti teachers know their salaries and their positions are secure, they just teach if they want to and not if they don't.'	P3	'Yes, thank God, even though we suffer from the visa problem, but what we have is the best. Teachers at Pakistani schools are hard workers.'
G4	"I am a 100% satisfied."	P4	'I am not totally satisfied with the teachers' standards. Because there is always the scope for the best. I do try to choose the best teachers. But still, if I can get better ones, why not?'

G5	'I am not very satisfied, as teachers are like the fingers of your hand - you can see some of them are serious and others have no mode of teaching or are low performing.'	P5	'Satisfied? Yes. But we have a little problem because I can't hire the good teachers from Pakistan because the visa is closed.'
G6	'Well, I have all levels of teachers. I have the top, the middle and the low performance teacher who needs lots of improvements, so I am not fully satisfied.'	P6	'Yes, they are all good. Because when I hire them I give them a training period.'
G7	'When they perform I am satisfied, but when they are absent, no, I am not satisfied.'	P7	'Yes. I am satisfied with the standard, but the room for improvement is always there.'
G8	'No, I'm not satisfied with the teachers, because they usually do very well in front of me but once I've left they don't perform as well.'	P8	'Thank God, more than satisfied.'
G9	'No, not all of them, but I can say that I am partly satisfied.'	P9	'Of course. They are all approved by the MOE.'
G10	'I can't say I am totally satisfied, the teachers need someone to follow up with them all time, and always keep observing them.'	P10	'Not with all. Most of them are very good. The new ones that I am getting now I am not really satisfied with. This is because of the laws in place.'
G11	'At my KG I couldn't say the teachers are all perfect, there's a lot of variation, from the excellent, to the very good, to the low performing. I am satisfied with some of them.'	P11	'Yes, the teachers who are with us they are very experienced.'

G12	'Yes, I am sort of satisfied.'	P12	'Not 100%. We have some good teachers, we have some average teachers.'
G13	'In general, yes, I'm satisfied with the teachers' level.'	P13	'I am 100% satisfied, I will not tell a lie, but it is too much on me because before I put any teacher into a class, we have to train her very well.'
G14	'I am almost satisfied, with a very few of them, I am not satisfied.'		
G15	'I have teachers of different abilities, but what I face is that every year I receive a new staff, that I have to train, then they leave the school and this makes me not very satisfied.'		
G16	'Not all of them, the old teachers are okay, but for the new teachers I would like to see more power and punishment from the Ministry, as their outcomes are not good.'		
G17	'Yes, so far, I am.'		
G18	'I am satisfied with most of the teachers.'		

Table 5. 7: Managers' satisfaction with teachers at the examined schools.
Source: Managers' interview data collected for this research during March, April and May, 2013.

Parents' views of the teachers and their teaching abilities were assessed by asking a related question, which was whether the parents had ever arranged for any private tutors for their children and if so, the reasons they needed to provide them: for instance, was it because of the quality of the teachers at the child's school or for some other reason? The quantitative data obtained from the questionnaires revealed that nearly half the

parents in all the examined schools were paying for private tuition for their children, with slightly higher figures in the government schools than in the private. However, the main reason for the government school parents was poor performance on the part of teachers, while for the private school parents the main reason they gave was their own inability to review homework with the child.

Table 5.8 shows the results of the independent-sample *t*-test that was conducted to compare the mean costs paid per month for the private home lessons by parents from both sectors. The means show that the cost in the government sector was higher (KD224/£448) than in the private sector (KD131/£262). There was also evidence of statistically significant differences in payments. However, the magnitude of the differences in the means was very small (see table 5.8).

Management type	Mean	N	Std. Deviation	Maximum	Minimum
Government	224.508	199	210.5564	1000	20
Private	131.76	262	149.8989	1500	20

Table 5. 8: The cost of private lessons per month in both sectors.
Note: Mean difference - 92.7, 95% Cl: 58.1 to 127.2. Difference very small, eta squared =.005.
Source: Parents' questionnaire data collected for this research, 2013.

The parents gave different reasons for having private tutors for their child. Table 5.9 shows that a plurality of parents (38%) at the government schools gave reasons related to the teachers' poor teaching performance, while the largest proportion of those at the private schools (39%) linked it to their own inability to review homework with the child. The reason parents were unable to review homework with a child at any of the private schools could have been because the parents found the English content of the subjects difficult, especially since several of the parents had a low educational level. It was shown in the previous chapter that there were more parents who had an educational level lower than a bachelor degree than those who had a bachelor degree or higher level (the education level data revealed that 68.4% of the fathers and 59.4% of the mothers had an educational level lower than degree level; the figures for those who had a higher level were 31% and 40.6% respectively.

However, parents in both sectors (27.3% from the private and 26.3% from the government) gave their wish to give their children extra work to improve their educational level as the second reason for employing private tutors. These quantitative data thus provide us with supporting findings regarding teachers' quality. Although a similar percentage of parents in both sectors stated that they were hiring private home tutors for their children to support their education, there appeared to be significant differences in the cost of these lessons between the two sectors, with a higher cost being paid by parents in the government than in the private sector.

Parents in the government schools gave their main reason for employing private tutors as being 'poor quality of teachers' while parents in the private sector found themselves 'unable to review homework with their child'. As a result we may assume that the hiring of private home tutors by parents in the government sector is correlated with teacher quality.

Variables	Private schools percentages	Government schools Percentages
As extra work for bright child	27.3%	26.3%
Child not bright and needs extra help	13.0%	15.2%
Because of teachers' poor teaching performance	20.8%	37.9%
Parents unable to review child's homework	38.9%	20.6%

Table 5. 9: Reasons for parents employing private home tutors for child in both sectors.
Source: Parents' questionnaire data collected for this research, 2013.

Teachers' commitment versus value of salaries

There were several aspects to the dissatisfaction of some managers with their teachers at the government schools, and most of these managers mentioned the issue of teacher absenteeism. The majority of the 18 government school managers believed that teachers' absences and late arrival was affecting the children's learning; however, they also believed that there are no serious regulations in force to prevent such a lack of care.

The managers explained that the penalty system of the MOE is not strict enough, since it is not preventing corruption at the schools. For instance, some teachers provide false medical reports in order to continue receiving their full salary from the government while they remain at home. As the manager at school G14 clarified,

> "The most severe penalty [I can impose on] a teacher who has been absent for many days and who has faked a medical report for herself is to write a note in her report at the end of the year showing that she is not attending regularly." (School head teacher, 30th May, 2013, government school G14).

Another school manager found that the regulations relating to uncommitted teachers at state schools are less effective than those governing teachers at the private schools:

> "At the private schools, it is a serious issue if a teacher does not follow the instructions and regulations at the school and she will be suspended, but at our government schools this has never happened. Even if she is not serious about her attendance or her work, the maximum possible punishment is to deduct a day's pay from her salary; this is a very minor thing and not a deterrent". (School head teacher, 14th May, 2013, government school G8)

In order to arrive at a more definite figure to represent what came out of the school managers' statements regarding teacher absenteeism, the researcher asked for the records of two weeks of attendances and absences from the school archives. The researcher collected teachers' peak attendance days (in other words, the days on which teacher attendance was at an optimum level) from both sectors. It was thought that more reliable information would be obtained by asking for attendance, rather than absence, figures, since some schools might prefer not to publicise the absenteeism of their teachers.

Also, to avoid being given false or misleading data, the researcher asked the school managers to provide her with details of periods of *peak* attendance, but which included also the details of teachers' absences during these periods (this gave the lowest figure for absences, as the data were collected for their weeks of peak attendance). The researcher considered that, rather than asking directly about teachers' absences, asking for teachers' peak attendance figures would be a tactful way of obtaining the required

information. It would avoid having to embarrass the school managers by asking them to provide information that might be seen as a negative indication of the extent of their teachers' negligence, which they would not want to disclose.

As a result, the researcher managed to obtain evidence from 17 out of the 18 government schools and from 11 of the 13 private schools. The results are presented in table 5.9 below. The figure presents the total number of teachers at each school in the two examined management types, as well as the number of teacher absences per week (this was calculated by adding the total number of days of absence for all teachers during each school week); the data for two weeks are presented in the form of frequencies and percentages. The researcher calculated the percentages of teachers' absences per week as follows: the number of teachers' total absences per week/the total number of teachers' attendances per week (total number of teachers' attendances = total number of teachers in school * 5 working days) * 100.

As may be seen from the comparative results presented in table 5.10, the maximum percentage of absences during the peak attendance week could reach 29.8% at the government schools but only 5.3% at the private Pakistani schools. It is interesting to note that the highest rate of absenteeism in the Pakistani schools (5.3%, week 2) was not dissimilar to the lowest rate of absenteeism in the government schools in the same week (3.7%). This reveals a substantial discrepancy between the commitment regarding attendance of the teachers in the private sector and those in the government sector.

This suggests that the children at the government schools suffer more from missed teaching periods than those at the private schools. Taking into consideration the fact that these data show the minimum figures for absences, since they are based on the peak attendance periods, it may be assumed that during the periods of lowest attendance, the figures for absences would be much higher.

Government schools	Total number of teachers at school	Teachers' total absences per school week		Absences in percentages/ 2 weeks		Private schools	Total number of teachers at school	Teachers' total absences per school week		Absences in percentages /2weeks	
		1st week	2nd week	1st week	2nd week			1st week	2nd week	1st week	2nd week
G1	28	26	37	18.6 %	26.4%	P1	75	19	20	5.0 %	5.3% ★
G2	38	35	40	18.4 %	21.0%	P2	123	14	16	2.2%	2.6%
G3	92	41	46	8.9 %	10.0%	P3	130	10	12	1.5%	1.8%
G4	24	4	7	3.3%	5.8%	P4	Data not provided				
G5	30	15	16	10.0 %	10.6%	P5	110	6	7	1.0%	1.2%
G6	105	39	40	7.4%	7.6 %	P6	99	15	14	3.0%	2.8%
G7	28	29	27	20.7 %	19.2%	P7	76	10	10	2.6%	2.6%
G8	68	40	38	11.7 %	11.1%	P8	Data not provided				
G9	65	59	49	18.1 %	15.0%	P9	27	2	1	1.4%	0.7%
G 10	116	22	22	3.7 %	3.7% ★	P 10	100	1	2	0.2%	0.4%
G 11	37	31	23	16.7 %	12.4%	P 11	81	5	7	1.2%	1.7%
G 12	75	31	35	8.2 %	9.3 %	P 12	32	8	7	5.0%	4.3%
G 13	93	139	120	29.8 %	25.8%	P 13	130	3	4	0.4%	0.6%
G 14	109	37	37	6.7%	6.7%						
G1 5	26	31	27	23.8 %	20.7%						
G 16	35	27	30	15.4 %	17.1%						
G 17	101	80	58	15.8 %	11.4%						
G 18	79	Data not provided									

Table 5. 10: Lowest figures of teachers' days of absence over two weeks - Figures from government and private Pakistani schools.
Source: Archive data collected from schools for this research, April, 2013

The managers at the 18 government schools also complained about teachers' late arrival at school, which resulted in more wasted teaching time. However, the managers in the private sector claimed that they had the authority to fire any teacher found breaking the labour laws at their school, which may be why the teachers at these schools are more disciplined than those at the government schools.

The researcher conducted a search in regard to MOE regulations concerning teachers who were absent and who arrived late for school. It was found that the regulation did not act as a deterrent to stop teachers being late or absent. One school manager explained that the rule in government schools was that if a teacher arrived 90 minutes late or less on different days this would not be considered a serious case and no action would be taken; even if a teacher was between 91 and 188 minutes late, only a quarter day's pay (around KD7/£14 or KD8/£16) would be deducted from her salary. And in cases of absence no penalty would be imposed as long as the teachers provided a medical report; the minimum deduction would be applied to her salary only if she gave no reason for her absence. By contrast, none of the head teachers at the private Pakistani schools complained about the teachers' lack of commitment; this is probably because they have more authority to punish such behaviour with less interference by the government. The penalties imposed in the government sector seem minor compared to the amount of the teachers' salaries.

These penalties are thus likely to be less of a deterrent than in the private sector, as the salaries of teachers at state schools are considered very high compared to those of teachers at the private Pakistani schools. Similar findings from different settings were reported by Tooley (2009) and Andrabi et al. (2002), who state that the salaries of teachers at the private schools are lower, and that teachers are absent less frequently and are more committed to their work and daily tasks than teachers in state schools. Some studies have stated that teachers' years of experience and level of qualifications are not necessarily indicators of a good teacher (e.g., Zey, Xu and Gulosino, 2006; Moujaes et al., 2011), and that rewards for teacher performance should be linked to their students' achievements (Kingdon, 1994; Harbison and Hanushek, 1992, cited in Dixon, 2003).

However in Kuwait, the government school teachers' salaries fall into categories according to the teachers' academic qualifications and years of experience, as well as

their ‘bonus’ figures (these are numbers allocated to each teacher in the end-of-year evaluations, so the best teachers (who are usually the oldest and most experienced teachers) are given number 1, while the least able are given number 4). However, regarding the latter, it is important to take into account the depth and accuracy of teachers’ assessments, as in the private sector the managers stated that they evaluate their teachers monthly, while in the government sector the managers said that teachers’ evaluations are conducted only twice during the entire academic year.

The salary scales for both sectors, shown in table 5.11, indicate that the salaries of teachers at the private Pakistani schools are much lower than those in government schools, as the government awards extremely high salaries to teachers. The table shows the salaries of teachers in Kuwaiti dinar and in British pounds and for different nationalities in both sectors. The salary scale for both sectors is fixed by the MOE (for the private Pakistani schools the government sets a minimum level, and a school can increase a teacher’s salary if they wish; however, most school owners stick to the minimum). The government sets minimum and maximum average salaries based on the teachers’ years of experience, postgraduate qualifications and bonus numbers. The salaries for the private sector are classified differently in the table, as all the teachers at the private schools receive similar salaries irrespective of their educational qualifications or teaching background, although one manager (at private school P7) mentioned that they do give incentives to effective teachers, based on student achievements. Salaries in the government sector are classified into three groups, the highest salaries are given to teachers of Kuwaiti nationality, followed by GCC nationality, and all other nationalities receive the lowest salaries. Each group has two levels: one for single persons and the other for married males, and each has a maximum and minimum level of salary depending on the bonus number and the teacher’s experience.

As may be seen from the table, the minimum salary for a newly qualified single Kuwaiti teacher (which is the minimum salary in the Kuwaiti group) at a government school is approximately four times higher than the maximum salary of a teacher teaching at level 11 (IGCSE) in the private Pakistani schools, and seven times higher than a teacher teaching at KG level. At the same time, the minimum salary for single GCC teachers is

three times higher than that of a level 11 teacher at a Pakistani school and five times higher than that of a KG level teacher at one of these schools.

Salaries in government schools						Salaries in private Pakistani schools			
Teacher Nationality	Gender and marital status	Minimum		Maximum		Minimum From KG to class 5		Maximum From class 7 to 11	
		KD	£ [1]	KD	£	KD	£	KD	£
Kuwaiti	Married Male	1,133	2,266	1,418	2,836	150–175	300–350	175–250	350–500
	Singles	1,030	2,060	1, 318	2636				
GCC countries	Married Male	820	1,640	1,030	2,060	150–175	300–350	175–250	350–500
	Singles	730	1,460	940	1,880				
Other nationalities	Married Male	520	1,040	536	1,072	150–175	300–350	175–250	350–500
	Singles	430	860	446	892				

Table 5. 11: Teachers' salaries/cost per month in Kuwaiti dinars at government and Pakistani private schools
Note: [1]The exchange rate is taken to be KD1 = GB £2 (NBK, 20th July, 2014)
Source: Ministry of Education, Department of Statistics and Planning (2011); Ministry of Education-Administration of Private Education, archive data collected for this research (2013).

Even single teachers from other nationalities, who fall into the lowest salary category at the government schools, receive a minimum income of KD430/£860, which is still obviously higher than that of a level 11 teacher at a private Pakistani school and more than twice as high as that of a KG teacher at the same school. It therefore emerges that the salaries of teachers at the Pakistani schools are set at a very low level by the Ministry compared with the lowest group in the government sector. The Ministry sets the Pakistani schools' tuition fees and salaries at a low level according to criteria which are related mainly to the teachers' nationality, since they are not native English speakers (see chapter 4, section 4.2.1). These figures help to explain the reason why some state school teachers do not worry about having penalties imposed. This finding also provides supporting data for the view expressed in previous studies that increasing the salaries awarded for any form of labour will not necessarily increase the quality of the work done, nor will it lead to a higher standard of teachers (Chapman and Miric, 2009; Winters, 2011).

Summary

The discussion of the data presented above has shown that there were more female than male teachers at both KG and primary levels in the government and private Pakistani schools, with higher frequencies of female teachers found at KG than at primary level, and the government KG schools had no male teachers at all, while there were a small number of male teachers at the private Pakistani schools. The data also reveal that there were more teachers holding postgraduate degrees at the Pakistani schools examined in this study compared with the government schools. The interview data also revealed that the managers of the examined schools emphasised the importance of having teachers with talent and experience, and some managers felt that these are more important than high qualifications; however, owing to government regulations, the managers of government schools have less authority to select their teachers than those of the private schools. This seems to influence the level of dissatisfaction with their teaching staff of some of the managers at the government schools. In the private schools, although restrictions on visas have been in place for the past four years, and these are having an obvious effect on employment possibilities for many private Pakistani school managers, these limitations seem to have less impact on these managers' satisfaction than the limitations that exist at the government schools. It was also shown that managers in the private sector have the authority to terminate any low performing or poorly attending teachers in order to maintain standards and to eliminate from their schools any less efficient worker. This is not, however, the case in the government schools, where MOE policies appear not only to have reduced the managers' power and control over accepting or rejecting teachers, but also their power to impose penalties on uncommitted and inefficient teachers. This may ultimately lead to a situation where teachers at the state schools fall below the target quality.

With regard to the parents' views, the quantitative data show that the majority of parents at the government schools gave the reason for hiring a private home tutor as being the poor quality of the teachers, while the private school parents stated that it was their inability to review homework with their child that had led them to engage a private tutor. The data also suggest that the level of commitment of teachers in terms of their

attendance, the teachers' qualifications, and the managers' level of satisfaction with their teachers at the private schools are higher than in the government schools. This is despite the fact that, as shown in the last section, teachers at the private Pakistani schools receive much lower salaries than those in the public schools.

5.3.2 The quality of buildings and facilities

As may be expected, the buildings of the government schools in Kuwait are usually constructed by the MOE, and the Ministry is also responsible for the building after it has been constructed. With regard to maintenance or renovation, the Ministry allocates an annual capital budget to fund the school buildings through their local authorities; this fund may be drawn on to pay for any renovation or major maintenance work, and ensures that the schools are kept in good condition and operate efficiently in the interests of the children. Part of this budget is also allocated for essential school needs, such as vehicles for school trips and transport, and the transportation of furniture and teaching equipment etc. However, minor maintenance is the responsibility of the schools themselves, and is normally managed through the school budget, which is provided annually by the MOE.

Accordingly, the researcher asked the school managers of both the government and the private schools about their finance issues. The managers of the government primary schools were found to have a slightly lower budget than the KGs. The primary school managers said they receive KD4,585/£9,170 annually from the local authority. This is divided into KD3,439/£6,878 for the first term and KD1,146/£2,292 for the second term; the kindergartens receive KD5,736/£11,472 annually, which is divided into KD4,000/£8,000 in the first term and KD1,736/£3,472 in the second term. However, the Ministry also requires the management in the primary schools to distribute KD2,630/£5,260 among various school departments, and in KG schools the same amount is designated for purchasing teaching resources for the class teachers. In addition, fundraising communities such as cooperative markets sometimes support the government schools with a small annual budget, and the primary schools benefit slightly from the sale of food from the school cafeterias.

The private Pakistani schools, on the other hand, are not given any sort of financial assistance by the government or any other source. The researcher was unable to determine the exact amount of the private schools' annual budget. All the interviewed managers were able to do was to confirm that no such support is provided to them from any institution, and that most of their budget is derived from the school tuition fees, from the school canteen, and from the sale of uniforms and textbooks. Although government schools receive an annual budget from the Ministry while the private schools do not, a number of the government primary school managers complained of a shortage of finance, as after distributing the first term budget among the different departments, the remaining amount of KD809/£1,618 is not sufficient for the extremely high expenses they have. Most of the managers of the primary schools felt that the Ministry's policies and restrictions were not working to the school's advantage. For instance, they were required to distribute a large proportion of the budget among the school departments even if the departments did not need these funds while the school as a whole had an extreme need of it. They acknowledged that most of their budget was spent on repairing and improving the buildings. Several of the interviewed managers found that the local authority was not quick to respond to maintenance issues, while others found the local authority ineffective in some cases. The managers identified several issues associated with deficiencies of the school building, either weaknesses or faults, whether it was a new or an old building. The researcher asked about the efficiency of the buildings for educational purposes, and most of the school managers who were interviewed felt that their building was not well designed or that there were many problems associated with it. The manager at school G8 said,

> "We are a very hot country with lots of dusty weather, but we have no enclosed hall for PE. I have only one hall and it's called a multipurpose hall, and I use it for everything. This school wasn't built according to a study. They attached two concrete buildings together with walls and insulators. We had a massive leak and a flood, the water came from everywhere out of the ceiling. It was very dangerous because the water was falling on the electricity box. The authority took around 6 months to fix the problem and the children were without lighting or air-conditioning in the classrooms." (School head teacher, 14th May, 2013, government school G8)

The manager of school G17 said:

> "Our school has been established since 2002…11 years is not very old compared with other schools, but we can see leaks everywhere, one of the floors they installed is not level and slopes, it seems that they just bought the cheapest product, so we spend most of our budget on maintenance. We have problems with toilets and drains, the ceiling is very weak and the paint keeps peeling off, and the tiles are coming off. It is overall a weak building." (School head teacher, 20th May, 2013, government school G17)

The G6 school manager said,

> "The Ministry did not sign a maintenance contract with any company this year and we couldn't find out why. I had a broken piece of metal fall from the shed - thank God no child was around at the time. I can't wait for the inefficient Ministry mechanism to get around to fixing it. It is a dangerous situation, so I called the technician and I will pay for it out of my own money. Also the air conditioning compressor stopped working suddenly; the weather is very hot, the children are sweating, but the Ministry asked us to wait - this is impossible." (School head teacher, 14th May, 2013, government school G6)

A similar question was asked of the private school managers, who usually lease old school buildings, either from the Ministry through the BOT system, or by renting any permitted building. Most of these schools appear old, so the researcher expected to hear of similar situations to those going on in the government schools. However, most of the private school managers seemed to have no major problem with the buildings, as no manager mentioned any serious situation related to the efficiency of their schools, although most of them did emphasise their need to improve the facilities at their schools. They wanted to have better finance to enable them to develop many things in the building, but the shortage of finance was preventing them. The manager at school P4 said,

> "We have to go a long way, I will never say yes at all, I really look for the 100%, but I'm happy with what I'm doing and I can see that."(School head teacher, 15th May, 2013, private school P4)

The manager at school P3 said,

> " We are not meeting the standard, because although in 2005 we started with a small number of students, today we have 2000; this is above the building's strength, but we are working on it." (School head teacher, 26th March, 2013, private school P3)

Another manager said,

> "We have tried our best - we want to improve the building - but so far everything is going fine." (School head teacher, 16th May, 2013, private school P10)

The researcher asked the managers about the age of their school buildings. The government school managers replied that most of their buildings had been completed at the same time as the school started teaching children. Most of the private Pakistani school managers, on the other hand, stated that their buildings were built in the sixties, but most of them were unable to give the exact age of the building. Figure 5.1 shows the educational age of the schools. The managers of nine of the private schools estimated their schools' age at between seven to 18 years and four said their schools were built between 40 and 53 years ago, while in government sector, nine schools had been established and built between 30 and 50 years ago and seven were between 10 and 28 years old. Only two of the examined schools could be considered new, as they had been built within the last three years.

Therefore, the data show that although some of the private schools were newly established, they were still hiring an old building for the school. This could be owing to their low budgets, derived from the tuition fees they charge, which are also quite low; renting older buildings is therefore more sensible as they are cheaper. In the government sector, on the other hand, most of the case study schools were in renovated old buildings.

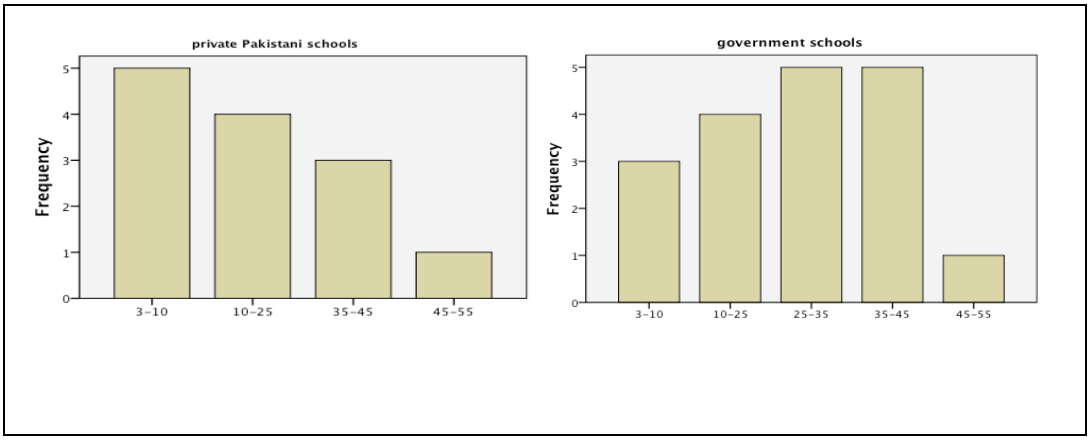


Figure 5. 1: Age differences of school buildings: in the examined government and private schools.
Source: Data collected from the managers' interviews, between March and May, 2013.

Building quality

The researcher conducted observations of the exterior and interior structure of the buildings. Each observation included a checklist of several things: for instance, the modernity of the building in terms of style, cleanliness, also the condition of the toilets, the size and location (outdoors or indoors) of the playground, size of the library, condition of the classrooms, availability of a dining room, an infirmary etc., as well as teaching resources (for more information see chapter 3, section 3.6.3).

The exterior structure of schools in the government sector looked either new and in good condition or recently renovated. All the government school buildings were made of brick and surrounded by a high fence. Also, most of the government primary school buildings appeared to be fully furnished, large, with wide open spaces on two levels, with several basic facilities, such as toilets, a theatre, an outdoor play area and science labs. The KGs were single-storey buildings and were colourful, bright and fully furnished with big classrooms, a food hall, a theatre and many other facilities, which appeared to be better than those in the primary schools. With regard to the private schools, although all the buildings were made of brick and concrete, they appeared older than the government school buildings in both style and features. Some buildings were small but high and on three levels, while others seemed large with at least two levels. Most of the KG classrooms were on the ground flour and appeared to be less nicely decorated than the government KG schools.

Although the cosmetic appearance of the government school buildings was better than that of the private Pakistani schools, the government school managers seemed to be less satisfied with their school buildings, which were suffering from several problems, most of which were associated with the bureaucratic procedures of the local authorities which affected the speed of maintenance at the schools. This was in addition to the restrictions on the school budget, which were regarded as preventing the improvement of the school buildings. The managers at the government primary schools in particular emphasised the fact that they ended up with a budget too small to fix the faults. In the case of the private schools, on the other hand, the owners appeared to be able to improve the school buildings, and to fix any damage to maintain the standard of the building, as far as they were able within the limits of their budget, without any restrictions imposed on them by the Ministry.

However, most of the private school managers were not satisfied with the school facilities and they hoped to raise their budget in order to improve them. Having found that the external building structure was the same for most of the government schools, the observation was extended to include the internal facilities of the schools as well as an investigation of health and safety issues. The government schools which had been built recently seemed to have better facilities and provisions than the old schools; in addition, schools located in lower-class areas or which accommodated more non-Kuwaiti nationalities seemed to be of poorer quality and to have inferior facilities to those built in middle-class areas and attended mainly by Kuwaiti students.

With regard to the private Pakistani schools, on the other hand, the standard of school facilities was roughly the same at all the schools; however, the standard of the buildings varied, with as some appearing to be very old and others that were old and had been renovated. No special facilities (such as a swimming pool, carpets on the classroom floors, a dining hall etc) were noticed in any Pakistani school during the observation, with the exception of one school that provided a lounge area, more teaching equipment in the science lab and more computer devices for children. This could be a result of the schools' limited budgets that are derived principally from the tuition fees they charge, which are low.

Teaching resources

It can be seen from figure 5.2 that most of the government schools (especially the KGs) provide laptops, projectors, televisions and recording devices, which are not as common in the Pakistani schools. This is an indication of the difference in teaching resources between the two types of school. There is also a marked difference between the state and the private schools in terms of the provision of a dining hall. The private Pakistani schools appeared to have quite different teaching resources from the government schools: very basic and not at all diverse, consisting mainly of teaching wall posters, textbooks for children of all levels, a praying mosque and outdoor areas for sport. The government and the private Pakistani schools were found to be similar in providing the classrooms with tables and chairs, in having a library—either large, medium, or small (the size of the library was measured by finding out the number of books available). Computer devices were also found to exist in both sectors; these were located in the information and communication technology (ICT) rooms in the government primary schools and at the private schools, and in classrooms at the government KGs.

However, from the observation it appeared that most of the examined government KG schools (eight out of nine) as well as some (three out of nine) of the rural government primary schools, were unable to use the computers in their lessons. This was because the devices had faults and so the teachers could not use them in their teaching, nor could they train the children to use them. The managers had stopped them switching on the computers in the classrooms at all, either because the devices were versions too old to be operated or because of technical issues that could not be fixed, and in some cases, no technician had been sent by the local authority.

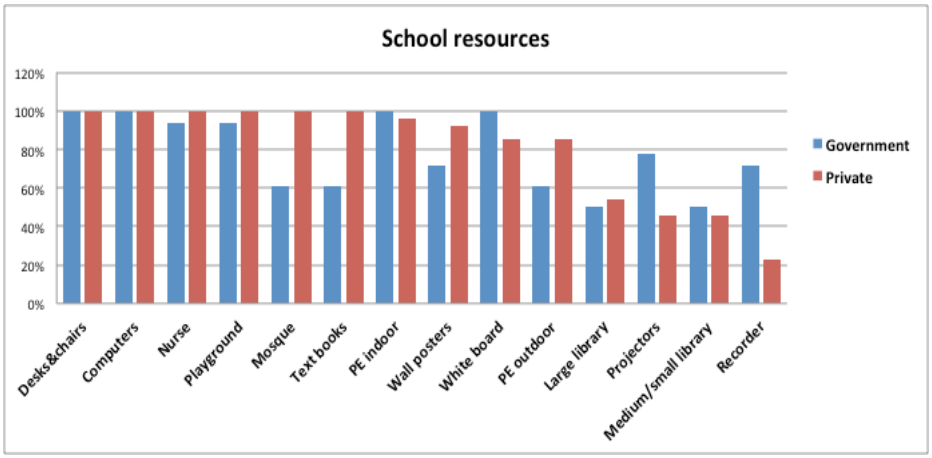


Figure 5. 2: Facilities and teaching resources at schools.
Source: School observations conducted for this study, 2013.

Health and safety

The researcher sought to appraise the quality of the schools further by examining the hygiene and safety elements through the checklist observation method. These elements were observed during the researcher's visits to the schools. Various elements were considered, including the standard of hygiene of the school toilets, presented in table 5.12. The data show that the toilets in nine of the 18 government schools examined in this study seemed to be new, clean and operating efficiently; four schools were old but the toilets were still clean and functional, but in five of the government primary schools the toilets were quite old, not clean and not all were operating efficiently. In the private sector no schools were found that did not have operating toilets; in seven of the 13 schools the toilets seemed old, while in the other six they were new, but all were clean and operating.

With regard to the safety of the water provided at the schools, all the government schools provided still water for the children with the free dinner; however, the researcher also examined the filters for the water that the children drink at other times. The researcher checked the water safety by checking the colour of all the drinking water filters. All the filtered water at the schools in both sectors was kept in transparent bottles. White and clear water indicated clean water and regularly changed filters, while darker coloured filters and yellow or brown water around the filter indicated unchanged

filters, and thus it may be assumed that the water was unsafe. It was found that in the private schools all the water provided was safe: it was clean and the filters appeared to be changed regularly. The managers confirmed that inspectors do come regularly from the Ministry to check on the water filters at their schools. However, in the government schools it seemed that regular inspections were not carried out at all the schools as not all the schools' drinking water filters were changed. At 15 of the 18 government schools the water seemed safe to drink; however, in two of them the water filter had not been changed and at one school no water was provided at all. The manager at this school complained that the water supply had been cut off for three days and no maintenance had been provided by the Ministry.

Hygiene at school	Government schools		Private schools	
	Frequency	Percentage	Frequency	Percentage
Toilets: New, clean and operating	9	50	6	46.2
Old, clean and operating	4	22.2	7	53.8
Old, not clean, some are operating	5	27.8	0	0
Total	18	100	13	100
Safe Water	15	83.3	13	100
Not safe	2	11.1	0	0
No water	1	5.6	0	0
Total	18	100	13	100

Table 5. 12: Hygiene at private and government schools.
Source: Data collected through school observations, 2013.

Table 5.13 presents further information regarding classroom hygiene in the case study schools. It was found from the observations made of most of the classrooms at each participating school that 15 of the government schools had clean walls in the classrooms and the other three schools had dirty walls. Among the private schools, 12 had clean walls and only one school had dirty walls in the classroom. In regard to the flooring, 14 of the government schools had clean classroom floors which seemed to have been wiped, while four had floors that did not seem to have been cleaned. Twelve of the

private schools had clean, wiped floors and in only one school were the classroom floors dirty.

Variables	Government schools		Private schools	
Hygiene in classrooms	Frequency	Percentage	Frequency	Percentage
Clean wall	15	83.3	12	92.3
Dirty wall	3	11.1	1	7.6
Total	18	100	13	100
Clean floor	14	77.4	12	92.3
Dirty floor	4	22.2	1	7.7
Total	18	100	13	100

Table 5. 13:Hygiene in classrooms.
Source: Data gathered through school observations, 2013.

The observation data summarised in table 5.14 relate to health and safety aspects, and show that all the examined schools had bright lights in the classrooms and windows for ventilation. It was found that most schools in both sectors provide a nurse and clinics for emergencies, with the exception of one government KG school which had no nurse. Most schools in both sectors had undamaged doors in the classrooms, except for one government school. However, in the private sector it appeared that less attention was paid to providing emergency double doors to the classrooms, as none of the schools had them, while 15 out of the 18 government schools provided such doors. It was also found that nearly all the schools in both sectors provided fire alarms and fire extinguishers; only two of the government schools had no fire alarm or extinguisher. During the checking tour the researcher enquired if the alarms and extinguisher were regularly checked. It appeared that the fire safety systems in the 13 examined private schools are checked regularly by the Ministry, and that a warning letter may be sent to any school found disobeying the law.

However, surprisingly only three out of the 18 government schools took steps to ensure that the fire safety system was checked on a regular basis. The manager of one of these schools confirmed that they only started checking the fire safety system at her school after they began using the school premises for the area elections. The managers of 13 of the government schools confirmed that the fire alarm system was not checked. As the

weather in Kuwait is very hot most of the year, and may affect children's health and concentration in class, it was important to check the operation of the air-conditioning (AC) systems. During the observation the managers of some of the government primary schools complained about the poor functioning of the AC system and of poor maintenance. Three of the observed schools had several problems with the system, which obliged them to teach some of the children in hot classes. However, none of the private schools had a problem with the AC; in all the case study school classrooms the AC system was operating efficiently.

Variables	Government		Private	
Health and safety	Frequency	Percentage	Frequency	Percentage
Fire alarm and extinguisher available and always checked	3	16.7	13	100
Fire alarm and extinguisher never been checked	13	72.2	0	0
No fire alarm or extinguisher	2	11.1	0	0
Total	18	100	13	100
Emergency double doors	15	83.3	0	0
One door	3	16.7	13	100
Total	18	100	13	100
Bright lighting	18	100	13	100
Total	18	100	13	100
Windows in classrooms	18	100	13	100
Total	18	100	13	100
Undamaged classroom door	17	94.4	12	92.3
Damaged classroom doors	1	5.6	1	7.7
Total	18	100	13	100
Nurse and clinic	17	94.4	13	100
Nurse, no clinic	0	0	0	0
No nurse	1	0	0	0
Total	18	100	13	100
AC operating in classrooms	14	77.7	13	100
AC not operating	1	5.6	0	0
Some AC systems operating	2	11.1	0	0
Total	18	100	13	100

Table 5. 14: Health and safety elements in government and private schools.
Source: Data gathered through school observations, 2013.

During the observations, several hazards within the buildings were noticed; these were in the government primary school buildings. Some of the schools had water leaking from the ceiling, broken stairs, broken toilets, and tiles which were liable to fall off suddenly. Two of the observed schools had large, empty fields, which represented a risk to the school.

In this regard, one of the managers said,

> "This is a very old and semi-derelict school building. I put a fence around some areas so the girls can't go there; there is a scary yard with accommodation the Ministry once built for teachers but which has now been left derelict."
> (School head teacher, 8th April, 2013, government school G3).

In brief, the collected data show that the government schools do not offer parents a comparable level of services and quality in their buildings and facilities to that offered by the private schools. Schools located in rural areas offer fewer services and have several problems. Moreover, several problems relating to health and safety were identified in the majority of schools, with some schools providing a lower level of safety than others.

Summary

In the above discussion the quality of the school buildings in terms of an adequate provision of facilities and health and safety issues was reviewed, as well as the provision of teaching instruments for low and middle-class parents. Most of the private schools appeared to have older buildings, and only basic facilities and teaching equipment. The government school buildings at both KG and primary level appeared to be more pleasing to look at compared to the private Pakistani schools and most of the schools were rich in teaching resources and equipment, particularly the KGs. The Ministry provided most teaching equipment and resources and good annual finance, but most of the primary school managers in particular found this budget insufficient, owing

to the weak delivery of maintenance, and budget restrictions that limited the scope for improving the schools.

However, it appeared from the observation and interview data that the private schools were outperforming the government schools in several fundamental aspects relating to school maintenance issues, and most significantly in health and safety matters. The government schools at both KG and primary school level were found to be lacking in terms of the inspection and maintenance of safety equipment, while the data showed that the examined private Pakistani schools were providing the children with safer school buildings with adequate standards of health and safety. The government schools located in the areas of the low class parents appeared to have poor maintenance quality, a lower level of safety and more risks that were affecting the quality of the building.

5.3.3 Curriculum quality

In chapter 4 the source of the curriculum at the different schools examined in this research was discussed. In this section the focus is on the efficiency of the curriculum from the perspective of school managers and parents. As stated previously, the Department of Curriculum in the Kuwaiti Ministry of Education designs, supervises and revises the curriculum for the government schools. Although the curriculum for the Pakistani private schools (for both KG and primary levels) is adapted from one designed by Oxford University in the United Kingdom, however, it is revised and supervised by the Pakistani Ministry of Education. Therefore, when the content and books arrive in Kuwait, the MOE in Kuwait rechecks and reviews the content again before giving the private Pakistani schools their permit and allowing them to teach the syllabus.

The researcher conducted an interview with the manager of the inspectorate of foreign private schools, and she asked about what exactly the MOE revised within the curriculum. What emerged is that the MOE revises all the content of the books to make sure that it contains no information that can influence the children's religious beliefs or their love of and loyalty to their own country, Kuwait.

As the teaching content and curriculum for the government KGs is based on the concept of playing and exploring, and departs from the formality of proper mathematics, reading or writing. Therefore KG children only learn aurally the Arabic letters, simple numbers and the basics of science, plus other thinking skills and social studies. At this stage, no English language or any other foreign language is taught. The primary school curriculum is based on semi-formal education, as no formal exams are given during the first three years —just teachers' evaluations and simple tests. The formal official exams start in year four and upwards. In primary year 1, children learn most basic science subjects, English language for the first time, and other arts subjects.

In the private Pakistani schools, on the other hand, the syllabus is very strict and formal starting from KG1. The content setting requires the child to perform in English, Arabic reading and writing, doing arithmetic, understanding science, plus other Islamic, social and arts subjects. And the English language is considered the schools' medium of instruction.

As the curricula in the two sectors have obviously different structures and content, the researcher anticipated that the curriculum could be an important factor in changing parents' orientation from the government to the private sector. Consequently, the researcher asked the school managers and the parents about their satisfaction with the curriculum and any deficiencies they thought it contained. In the following two sections the school managers' views are discussed, followed by those of the parents.

Managers' satisfaction with school curriculum

Unlike the government school managers, the private school managers indicated their full satisfaction with the curriculum they had at their schools for KG and primary level. They explained that the reason behind this was because there were no restrictions on their updating the curriculum regularly and improving it when needed. Most managers at the private schools stressed that they do take into consideration children's achievements, teachers' views and parents' opinions when improving the curriculum.

The manager of private school P3 said:

> "We do an evaluation every 6 months, mid-term and final. What happens is, if I find things in a chapter that are difficult for my children, I change them, I make them easier. In the school curriculum, day-to-day improvements are also made, if something comes my way and I can improve it, I will do so." (School head teacher, 26th March, 2013, private school P3)

At school P5 the manager said that they do consider several issues for improving the curriculum:

> "In the curriculum we do not have any problem with things we want to introduce, we are very satisfied about this. Because we meet the teachers and discuss with them any problems we may face and we make adjustments according to the standards of the parents and the children." (School head teacher, 27th March, 2013, private school P5)

Similarly at school P2 the manager said:

> We do update the books if there is a new addition or if we find another book that is better than the last one. Whatever comes to us in the way of new books we ask the teachers to give us their opinion whether they're OK or not. (School head teacher, 28 th May, 2013, private school P2)

It was not surprising to find that most government school managers at both KG and primary level indicated their dissatisfaction with the Ministry curriculum, since the Kuwaiti Minister of Education, D. Naif Al Hajraf, has already announced in the *Alwatan* newspaper (2013) that 'the file accomplishment' (the official name for the primary school curriculum-see note 3, section 2.3.3) which was applied in primary schools is 'a failure'. He stated: "The file accomplishment system is unsuccessful and marred by too many deficiencies" (p. 40). In addition, in an interview published in the 13th November 2013 issue of the *Al Rai* newspaper, the Minister admitted that the public education outcomes are poor, and global studies and reports confirm that education in Kuwait is in a 'dangerous situation' (*Al Rai* newspaper, 2013) and that there is a need for a highly experienced team to design a new curriculum.

Similarly, the Teachers Assembly stated clearly in the *Al Anbaa* newspaper (2013) that 76% of teachers and 59% of inspectors in government schools are not convinced about

the quality of the government primary school curriculum. The Teachers Assembly stated that, "Since the application of the file accomplishment system at primary level, we were the first to call for expediting the resolution and for cancelling it after it proved to be a failure" (p. 23). They added "The Ministry of Education started the system for primary schools in the academic year 2005/2006; since then, the project has faced great difficulties and students in the primary stage have become weak in reading and writing… it is a danger that threatens the future generations of Kuwait" (*Al Anba* newspaper, 2013, p. 23).

In the government KG schools, the managers seemed unhappy that the children did not learn to read and write. Their argument was that the Ministry's KG syllabus does not prepare a child well for the primary stage and does not meet with the parents' satisfaction.

At school G15 the manager said:

> "Parents always say to us …our children learn in private better than in government [schools]; they said, at your schools they seem only to have entertainment which they do not need - our children play enough at home. The parents said, I want my child to know how to hold a pencil when he goes to primary school." (School head teacher, 9th May, 2013, government school G15)

At the G5 KG school, the manager similarly thought that the curriculum needed urgent improvement:

> "I want to talk honestly: there are many obstacles within the curriculum. This curriculum was supposed to be changed 10 years ago - I am talking about the content and the curriculum itself. This curriculum has been established since the 1980s, they must change it and take the fact that a child needs to be able to write seriously. This curriculum should be stopped." (School head teacher, 1st April, 2013, government school G5)

In the primary schools, by contrast, the managers emphasised the fact that the children come from the KG with little knowledge and find themselves receiving intensive content. The teachers give the children a great deal of information in an effort to cover the content in the time allocated by the Ministry. Most of the managers stated simply

that this method of 'stuffing' the children with information could put them under too much pressure and mean they were less able to absorb the knowledge. The government school managers said they would like to modify several things but they did not have the right to change or simplify things within the content provided by the MOE. One manager emphasised the fact that even when they offered their opinions to the local authority they were ignored.

The manager at school G9 said,

> "Usually when there is new content, the local authority asks us to write to them telling them [what we think are the] positive and the negative points, or make any suggestions. So we write to them every year, but so far I have never seen any legislation or regulation made according to our suggestions. Even our criticism is not taken into account." (School head teacher, 12th May, 2013, government school G9)

Most of the primary school managers felt that the curriculum failed to prepare the child in Arabic, and Arabic is considered the foundation that enables a child to understand other subjects. The manager at school G18 said in this regard:

> "In general, all the curriculum content needs to be re-formulated. Especially in Arabic - a child needs to be able to read and write letters in order to understand and read other subjects, so we are facing a big problem." (School head teacher, 29th May, 2013, government school G18)

The interviewed managers also found the curriculum inappropriate. They related this to the fact that no formal exams are held for the first three years of primary schooling, and the child passes on the basis of his attendance alone, since the teachers' evaluation is not taken into account; then in year four it changes into the classic system whereby a child can only pass on the basis of his achievements. The managers said this made the curriculum confusing and that it did not work well, especially for the culture of Kuwait, as in the first three years many parents do not bother to help their child with homework, owing to the automatic guaranteed pass system. Most of the managers said that it was a shock for the children when the official examinations started in year four. They added that one of the most significant deficiencies of the curriculum is that during the first three years, teachers are unable to identify any children with special needs, as many of

the children appear to have a similar level of ability. This is because most children do not study at home, since parents know they will pass this stage automatically and therefore do not take it seriously, nor do the children make much effort in the classroom to answer the teachers' questions or to pass the short tests they are given, for the same reason. Thus, teachers are unable to evaluate them properly.

The manager at school G14 said:

> "The curriculum is a failure from all points of view; it has no any positive results at all. There are children with disabilities and others with low learning abilities, but I have no choice: as long as these children attend school they will automatically pass the year without us finding out about their disabilities, but when they reach year 4 they mostly fail." (School head teacher, 30th May, 2013, government school G14)

Similarly, at school G6 the manager said:

> "There is a clear fault within the curriculum - it causes complications. The difficult content causes great pain: the teachers do not teach well, they are tired, and the parents complain about the high cost of private lessons to manage teaching their children." (School head teacher, 14th May, 2013, government school G6)

Parents' satisfaction with the school curriculum

The researcher also investigated the parents' views of any deficiencies in the curriculum they may be concerned about. Table 5.15 shows the parents' responses in percentages; the parents were allowed to tick more than one box if appropriate. The parents in both sectors and from both KG and primary levels had several concerns regarding the teaching content at their children's schools; however, with regard to the government schools, the parents' views on certain issues appeared to be similar to those of the school managers. The intensity of the content was a major factor selected by the parents: The highest percentage of respondents (46%) found the content very intensive, and 33% of parents thought the curriculum lacked proper revision opportunities for the child, while 28% found the curriculum failed to teach their child the Arabic studies they

expected. Similarly, 40% of parents at the private schools thought the teaching content was intensive, 36% found it gave their child a heavy load of homework, and a higher percentage than in the government sector (33%) mentioned that the content was poor in respect of Arabic studies, considering the fact that the Arabic content and supervision at the private schools are all provided by the MOE.

Variables	Government schools		Private schools	
	N	Percentage of cases	N	Percentage of cases
Poor Arabic studies	87	27.6%	153	32.7%
Poor Qur'an reading	64	20.3%	103	22.0%
Poor Islamic studies	43	13.7%	66	14.1%
Poor maths studies	61	19.4%	29	6.2%
Poor reviews prior to exams	103	32.7%	54	11.5%
Poor science studies	36	11.4%	20	4.3%
Homework load	45	14.3%	167	35.7%
Intensive content	144	45.7%	188	40.2%
Other	27	8.6%	26	5.6%
Not applicable	63	20.0%	85	18.2%
Total	315	81.6%	468	95.7%
Missing data	71	18.4%	21	4.3%

Table 5. 15: Curriculum deficiencies in parents' view.
Source: Parents' questionnaire data collected for this research, 2013.

The parents at the private schools were also asked about their reasons for not selecting the government free schools for their child's schooling and asked why they were more oriented towards private education. They were given the option of ticking more than one reason where appropriate. Among the different reasons, the highest percentage of parents (73%) selected 'poor English studies', while 45% selected 'poor curriculum quality' as the first main reasons for their orientation. The parents seemed concerned about the availability of English in the curriculum content at the schools; however, the KG government schools do not offer English at this stage (see table 5.16).

Most selected possible reasons	N	Percentage of cases
Poor curriculum quality at government schools	196	45.4%
Poor teacher quality at government schools	191	44.2%
Poor English studies at government schools	315	72.9%
Child's preparation for university is poor at government schools	194	44.9%
Poor discipline at government schools	113	26.2%
Poor classroom environment at government schools	66	15.3%
Poor basic subjects studies at government schools	159	36.8%
Weak educational system at government schools	181	41.9%
Other	54	12.5%
Total	342	88.3%

Table 5. 16: Reasons for parents in the private sector not choosing the government schools for their child's education.
Source: Parents' questionnaires data collected for this research, 2013.

Therefore, the parents were asked about the importance of the English language to them and the extent to which the schools provided it. To arrive at a clear statement of the parents' opinions at KG and primary levels, the responses were divided into parents who had a child at KG and those who had a child at primary school. Table 5.17 shows that parents from both sectors and from both levels, KG and primary, indicated that English is a very important subject for their child (74% from the government KG schools and 91.5% from the private KG schools; while at primary level the figures were 82% from the government sector and 92.5% from the private sector).

English importance in early stage	Frequencies and percentages		
School level and management type	Very important	Important	Unimportant
Government KG	118 (74.2 %)	29 (18.2%)	6 (3.8%)
Private KG	107 (91.5%)	7 (6%)	0 (0%)
Total	225	36	6
Government Primary	188 (82.8%)	36 (15.9%)	3 (1.3%)
Private Primary	343 (92.5%)	26 (7%)	0 (0%)
Total	531	62	3

Table 5. 17: Parents' views of the importance of the English language: data from KG and primary schools in both sectors.
Source: Parents' questionnaire data collected for this research, 2013.

Although the parents thought English was very important for their child, the majority (58.3%) of parents at KG level stated that English was not provided at their child's school, while at primary level, 67% of parents indicated that English was provided at their child's school, either to a small or to a 'certain' extent.

In the private schools, by contrast, the majority of parents who had a child at primary level (35.3%) and at KG level (42.9%) said that the child's school provided English language to a large extent (see table 5.18).

Extent of satisfaction with English language provision	Government KG/ Frequency and Percentage	Government Primary/ Frequency and Percentage	Private KG/ Frequency and Percentage	Private Primary/ Frequency and Percentage
Not provided	77 (58.3%)	1 (0.5%)	0 (0%)	0 (0%)
Small amount	10 (7.6%)	67 (30.5%)	3 (2.7%)	11(3%)
Certain extent	31 (23.5%)	67 (30.5%)	5 (4.5%)	46 (12.4%)
Moderate extent	10 (7.6%)	58 (26.4%)	21 (18.8%)	86 (23.2%)
Large extent	3 (2.3%)	16 (7.3%)	48 (42.9%)	131 (35.3%)
Very large extent	1 (0.8%)	11 (5%)	35 (31.3%)	91 (24.5%)

Table 5. 18: Parents' extent of satisfaction with English language provision at the child's school: data from KG and primary schools in both sectors.
Source: Parents' questionnaire data collected for this research, 2013.

The general differences between the government schools and the private Pakistani schools as revealed by the data obtained from both the school managers' interviews and the parents' questionnaires are presented in the following table (5.19).

Curriculum Characteristics	Government schools		Private Pakistani schools	
	KG	Primary	KG	Primary
Flexibility in upgrading the curriculum	No flexibility; many restrictions imposed by the LA and the MOE	No flexibility; many restrictions imposed by the LA and the MOE	Flexible and related to teachers' and school managers' assessment	Flexible and related to teachers' and school managers' assessment
Opinions involved in curriculum upgrade	The MOE, department of the curriculum	The MOE, department of the curriculum	Schools managers, teachers, children's	Schools managers, teachers, children's assessments and parents

decisions			assessments and parents	
Curriculum formality	Not formal	Not formal from 1-3. Formal 4-5	Formal	Formal
Teaching formality and child's ability to read and write in Arabic	No formal teaching. No reading or writing in Arabic is available	No formal teaching in the first 3 years; the children learn only the basics of reading and writing in Arabic. In year 4 more formal teaching is available, and the child is expected to read and write in Arabic	Formal teaching. The child learns the basics of reading and writing in Arabic	Formal teaching. The child reads and writes in Arabic
Teaching formality and child's ability to read and write in English	No formal teaching. No English is available in KG	No formal teaching in the first 3 years. Minor English lessons are provided in first 3 years. In year 4 formal teaching is available and daily English lessons are provided	Formal teaching. The child is given English tuition on a daily basis. The child is able to read and write the basics in English	Formal teaching. The child is able to read and write fluently in English. Daily lessons are provided
School's medium of instruction	Arabic	Arabic	English	English

Children's assessment	Based on teachers' assessment of child's appearance and behaviour in class during lesssons	Year 1-3 based on teachers' assessment of child's homework and behaviour during lessons. Year 4-5 based on child exams and teachers assessment.	Based on child's exam results and teachers' assessment of child's homework and behaviour during lessons.	Based on child's exam results and teachers' assessment of child's homework and behaviour during lessons.

Table 5. 19 The differences between the government schools and the private Pakistani schools' curriculum from the case study data.
Source: Parents' questionnaire data and school managers' interview data collected for this research, 2013.

Summary

In the previous section the school managers' views regarding the curriculum and the extent of their satisfaction with the curriculum and the teaching content were discussed. The qualitative and quantitative data indicated that the managers at the government schools and from both school levels were not satisfied with the limited authority they have at their schools that prevents them from improving several things related to the curriculum, and they found it inappropriate. The majority identified several obstacles and mistakes, which they found were affecting the educational process. By contrast, from the interviews it seems that the managers at the private Pakistani schools were satisfied with the curriculum, and that they often evaluated and amended it in consultation with the teaching staff as required.

The parents' views of the curriculum were also discussed, and it was shown that parents in both sectors are not completely happy with the curriculum provided. In the government sector the parents' views corresponded with those of the school managers

in respect of the curriculum's intensity and the poor Arabic studies. Parents who had selected the private schools for their child found the government schools offered poor English studies and a poor curriculum. Parents in both sectors indicated that teaching a child English is very important. However, they also indicated that unlike the private schools, the government KG schools did not offer their child tuition in English, while the primary schools only offered it to a low or 'certain' extent.

5.4 Conclusion

This chapter has discussed the cost of various aspects of education at both the government and the private schools, including parents' and MOE expenditure on education, the MOE's budget for funding the government schools compared to the private schools' budget, and the educational services provided by the two different sectors. The chapter has also discussed the meaning of quality in relation to teachers' attitudes and performance, school buildings and facilities, as well as curriculum provision and efficiency, in light of the school managers' views, the parents' responses to the questionnaires as well as information collected from the schools' archive data and official documents.

The analysis of the data shows that the expenditure of parents in the private sector was higher than that of parents with children in the government schools, although parents who had children in the government schools appear to spend more on things related to their child's schooling and education than those with children at the private Pakistani schools. However, a major finding is related to government expenditure on education delivery, as the cost of education delivery at the government schools is approximately 9 times higher than that at the private Pakistani schools at KG level, and an average of 7 times higher at primary level. Surprisingly, the high cost of government educational delivery does not correspond with teachers' and parents' satisfaction, or with the quality of educational services at the government schools.

The data show that managers at the government schools are not totally satisfied with their teaching staff, unlike the private school managers who expressed more satisfaction with their teachers. This is despite the fact that teachers at the private Pakistani schools receive much lower salaries than those in the public schools.

It was found that teachers at the examined government schools held lower qualifications than those at the private schools, but this was not the main reason for government schools' dissatisfaction with their teachers. The data suggest that the managers' lower satisfaction level with the teachers was owing to restrictive government regulations, which mean that government school managerial operations such as hiring and dismissing staff are under central control, and the Ministry also intervenes regarding curriculum content and suggestions for adjustment. Government school managers were thus dissatisfied with their limited authority. The private school managers, by contrast, have more flexible, independent roles that, and this appears to work to their advantage, in that it makes them very satisfied with their curriculum and happy with the quality of the teachers at their schools. This is despite the fact that the restrictions applied by the government on visas affect employment possibilities at these schools. The government school parents' views also indicated a decline in the quality of teachers; they indicated that the poor quality of teachers was the reason they had to go to the expense of hiring a private home tutor for their child. This was not the case with the private school parents. In addition, the parents' views corresponded with those of the school managers in respect of the efficiency of the curriculum at the government schools, which is of poorer quality than they would have expected.

With regard to the efficiency of the school buildings, although most of the private schools appeared to have older buildings, and only basic facilities and teaching equipment, it appeared from the observation and interview data that the private schools were outperforming the government schools in several fundamental aspects relating to school maintenance issues, and most significantly in health and safety matters. This is despite, the fact that the government school buildings were more pleasing to look at and most of the schools were rich in teaching resources and equipment. Most of the primary school managers in particular found the school budget insufficient, referring to the weakness of the buildings, various complications associated with the buildings, and low levels of maintenance.

Chapter 6: Parents' perspectives, school choice and satisfaction with children's schooling

6.1 Introduction

In chapter 5, aspects relating to the quality of the schools surveyed in this research were discussed, and the differences between the private Pakistani schools and the government schools in terms of the services they provide for low-income families were examined. In this chapter the factors that motivate parents when selecting a school for their child and the extent of the parents' satisfaction with the services provided are explored, as well as those factors that are most likely to be having an impact on the low-income parents' decision to turn to private Pakistani schools. The intention behind the discussions in this chapter is to provide a comprehensive answer to the following sub-questions:

"What are the key motivating factors for parents to select either the Pakistani schools or the government schools?"

"To what extent are parents satisfied with their child's school?"

Quantitative data collected from the parents' questionnaires and some supporting qualitative data collected from the managers' interviews were employed in an attempt to provide a comprehensive answer to the above key question.

Since the term 'motivational factors' is used frequently in this chapter, it is important to clarify here what is meant by the term. As used in the following discussion, the term 'motivational factors' refers to those preferences that have encouraged and influenced parents' selection of their child's school and the sector in which their child is currently enrolled. The motivational factors are thus the mechanism that leads the parents to their choice of their child's school. Buckley and Schneider (2006) found that parents' motivational factors are linked to their personal values, and there is also a link between the motivational factors and their subsequent level of satisfaction, after they have enrolled their child in the school they have chosen. Bosetti and Michael (2008), on the other hand, found that parents' preferences and aspirations for their children may also be considered as motivational factors for their choice.

In other words, parents' preferences for the values or approach to education that characterise a particular school or educational system are assumed to be the factors that motivate them to select that school. According to the 'rational choice theory', parents' preference for values are based on

> "calculations of the costs, benefits, and probabilities of success of various options; that they are able to demand action effectively from local schools and teachers; and that they can be relied upon to pursue the best interests of their children." (Bosetti, 2004, p. 387, citing Fuller et al., 1996; Goldthorpe, 1996; Bosetti, 1998; Hatcher, 1998)

This chapter investigates the motivational factors of the parents in this research in relation to the above theory. The parents' satisfaction with their child's school and the factors that may be having an impact on the level of their satisfaction as well as the parents' aspirations for their children are examined. Parents' preferences are also discussed with regard to what has mainly influenced them in selecting their child's school. The chapter also highlights the significant motivational indicators that have influenced the parents' choices.

6.2 Parents' satisfaction

In this section, the level of satisfaction of parents in both sectors with their child's school, and various factors that may be affecting that level are discussed. The quantitative and qualitative data obtained from the parents' questionnaires and managers' interviews respectively are utilised in this section in order to present a coherent analysis.

6.2.1 To what extent are parents convinced by their child's school system?

To explore the extent to which parents were convinced that the government schools were right for their children, or if they had selected the government schools simply for economic reasons as these schools are provided free of charge, the researcher asked them to state whether they would still select the same educational system for their child if all the private schools were available to them free of charge through a voucher

scheme. Table 6.1 shows that 59% of parents in the government sector indicated that they would prefer to send their children to a private school, while 41% said they would prefer their child to remain at the government school. On the other hand, perhaps not surprisingly, 90% of parents from the private sector said they would remain in the same sector and only 10% said they would prefer to change to the government sector.

Management type	Voucher provision and sector preference			
Government		Government	Private	Total
	Count	153	224	377
	% within management type	40.6%	59.4%	100%
Private	Count	48	432	480
	% within management type	10.0%	90.0%	100%
Total	Count	201	656	857
	% within management type	23.5%	76.5%	100%

Table 6. 1: Parents' preference for different schools if voucher option was provided.
Source: Parents' questionnaire data collected for this research, 2013.

The parents were also asked to identify the system they would prefer their child to be educated in, being asked to select from among four different systems (the American, British, Pakistani and Indian) or to state if they preferred another system. These systems were suggested because they are the most well known foreign systems in Kuwait; the official statistical data of the MOE have suggested that these systems have a high number of Kuwaiti children enrolled in them. However, the question also included the option of 'other', so that if the parents' option was not one of the mentioned systems, they would be able to state which system they would like to their child to be in. Table 6.2 shows that parents in both sectors selected the British schools as their first preference (56% in the private sector and 42% in the government sector). With regard to the second and third options for parents in the two sectors, the parents from the private schools selected the American system as their second choice (23%) and the Pakistani system as their third choice (15%), while the parents from the government schools selected the government system as their second preference (36%) and the American system as their third (17%). Although the differences between the government school parents' first choice (English schools) and second choice (government schools) was small, as shown in figure 6.1, their responses reflect the fact that a number of parents in the government sector indeed prefer the private system.

However, it was also found that several parents with children at the private Pakistani schools would prefer to pay the high tuition fees charged by the British and American systems in order to send their children to these types of school. Furthermore, as shown in table 6.2, a comparison between the two low-cost private school systems (the Pakistani and Indian systems) indicated that the Indian system was preferred by the smallest proportion of parents (0.8% in the private sector and 0.3 % in the government sector). This may indicate the parents' preference for having Islam as the school's main religion, as well as English as the medium of instruction, which is the case in the Pakistani system; in the Indian system, English is also offered as the medium of instruction, but Islam is not the schools' main religion.

School system	Government		Private	
Classification	Frequency	Percentage	Frequency	Percentage
British	157	41.8	269	56.0
Government	134	35.6	15	3.1
American	64	17.0	109	22.7
Pakistani	11	2.9	74	15.4
Indian	1	0.3	4	0.8
Other private system	9	2.4	9	1.9

Table 6. 2: Parents' preference between different systems: Responses from parents in private and government sectors.
Source: Parents' questionnaire data collected for this research, 2013.

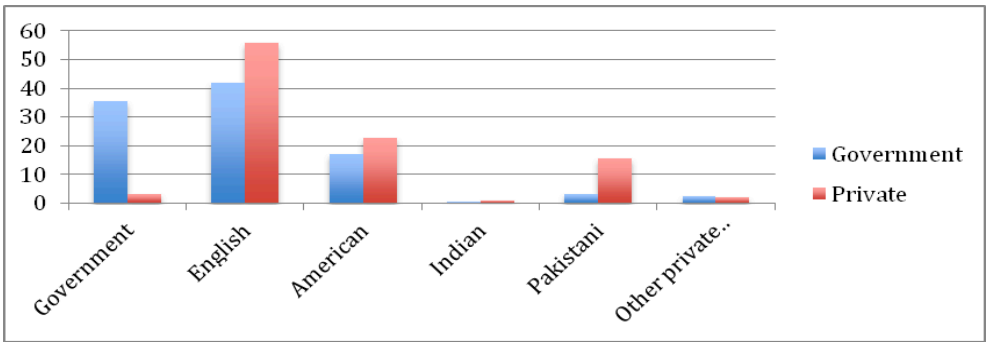


Figure 6. 1: Parents' preference between different systems: Responses from parents in private and government sectors.
Source: Parents' questionnaire data collected for this research, 2013.

As shown in figure 6.1, the two education systems they found most desirable (British schools (56%) and American schools (23%) appeared to be different from the current school they had chosen for their child (Pakistani schools (15%); their responses thus indicate the possibility that they are unable or unwilling to pay the cost of these expensive private schools to which they would like to send their children. This confirms the hypothesis that parents select the option of the low-cost private Pakistani schools as these private schools offer them the alternative educational level they desire for their child at affordable, low-cost tuition fees.

6.2.2 What is the parents' level of satisfaction with their child's school?

The researcher asked the parents to state their overall level of satisfaction with their child's school, on a scale ranging from 'dissatisfied' to 'strongly satisfied'. The parents' responses are presented in a cross-tabulation table (table 6.3, below), showing the parents' level of satisfaction against the management type of the school. As may be seen from the table, a difference was found in the parents' level of satisfaction between the two different sectors: in the government schools the highest percentage of responses (40.7%) was obtained for 'Neither satisfied nor dissatisfied', while in the private sector, the highest percentage of responses (39.5%) was obtained for 'satisfied'. There was also a higher percentage of parents from the private schools than of those from the government schools who were 'strongly satisfied' with their child's school (25% and 14% respectively).

Overall, the highest percentage indicated in range of 'strongly satisfied', to 'satisfied' was of parents from the private schools (64.8%), while in the government schools only 37% of parents' responses fell within this range. The Chi-square test results for independence indicated significant differences between the private and government sector parents in terms of levels of satisfaction (by dividing the levels into 3 main categories: dissatisfied, neutral and satisfied), with a medium difference in effect size (See note, table 6.3).

Management type		Strongly dissatisfied	Dissatisfied	Neither satisfied nor dissatisfied	Satisfied	Strongly satisfied	Total
Gov	Count	25	59	154	87	53	378
	%within management type	6.6%	15.6%	40.7%	23.0%	14.0%	100%
Priv	Count	6	12	151	189	121	479
	%within management type	1.3%	2.5%	31.5%	39.5%	25.3%	100%
Total	Count	31	71	305	276	174	857
	% within management type	3.6%	8.3%	35.6%	32.2%	20.3%	100%

Table 6. 3: Parents' satisfaction within the management type of the school where their child was enrolled.
Note: χ^2=96.393, df=2, p=0.000, N=857, Cramer's V = -.335.
Source: Parents' questionnaire data collected for this research, 2013.

The variations in satisfaction between the two sectors are illustrated in figure 6.2, which shows a higher average level of satisfaction among parents in the private sector than among those in the government sector. Moreover, the parents' satisfaction with the schools according to the managers' views was considered. It should be pointed out that since the researcher employed a snowball data collection method (see chapter 3), the parents' responses in the questionnaires were used to develop the questions for the managers' interviews. From the questionnaire responses the researcher found that the school curriculum was the factor that attracted most interest among the parents and also one of the main factors influencing their satisfaction with the school (see section 6.3).

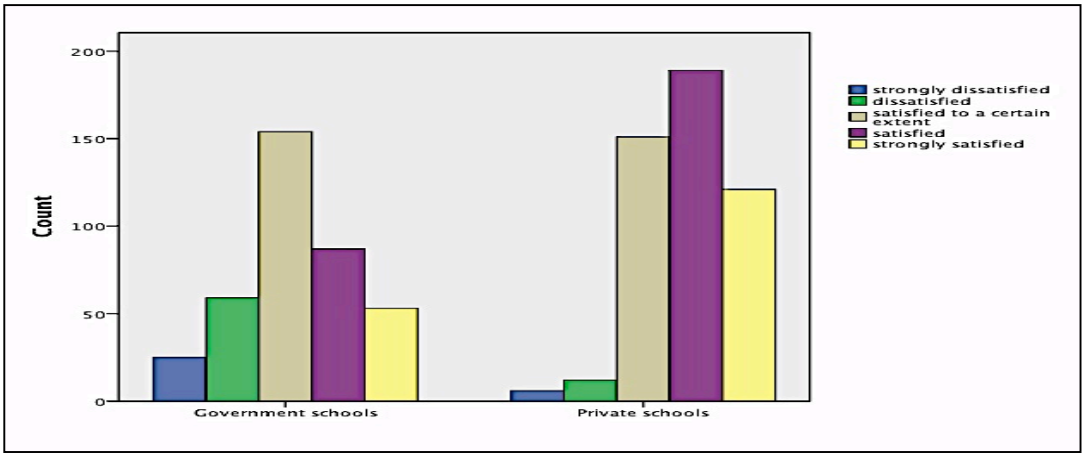


Figure 6. 2: Parents' satisfaction level with their current school: Variation between the two management types.
Source: Parents' questionnaire data collected for this research, 2013.

The researcher therefore asked the school managers about the parents' satisfaction with the school by asking them about the parents' satisfaction with the school curriculum. Furthermore, the researcher carried out a Chi-square test to determine the relation between the school curriculum and parents' satisfaction with the school. As shown in table 6.4, the Chi-square test showed that there is a highly significant relation between parents' level of satisfaction with the school and the provision of a good curriculum (see note, table 6.4).

Manage-ment type	School Provision of good curriculum	Variable	Dissatisfied	Neutral	Satisfied
Government	No	Count	77	139	105
		% within satisfaction	92.80%	90.30%	75.00%
	Yes	Count	6	15	35
		% within satisfaction	7.20%	9.70%	25.00%
	Total	Count	83	154	140
		% within satisfaction	100.00%	100.00%	100.00%
Private	No	Count	15	74	90
		% within satisfaction	83.30%	49.00%	29.00%
	Yes	Count	3	77	220
		% within satisfaction	16.70%	51.00%	71.00%
	Total	Count	18	151	310
		% within satisfaction	100.00%	100.00%	100.00%

Table 6. 4: Chi-square results for the relation between parents' level of satisfaction with the school and the provision of a good curriculum.
Note: Government= χ^2=18.394, df=2, N=377, p=.0000, Cramer's v = 0.221,
private = χ^2=34.192, df=2, N=479, p=0.000, Cramer's v = 0.267.
Source: Parents' questionnaire data collected for this research, 2013.

When asked about *parents'* level of satisfaction with the school curriculum, several of the private school *managers'* responses indicated that the parents' satisfaction with the curriculum had an impact on their overall satisfaction and decision to enrol their child in their school. The managers' responses are presented in table 6.5. As may be seen from the table, most (12 out of 18) of the managers at the government schools believed that the parents were dissatisfied with the curriculum, in contrast to the private school managers, most of whom (11 out of 13) claimed that the parents at their schools were generally satisfied with the school curriculum. This shows that the managers believed

that parents in the private sector are more satisfied with their child's school than those in the government sector.

Government schools	Parents' level of satisfaction with the school curriculum	Private schools	Parents' level of satisfaction with school curriculum
G1	"No, parents are not satisfied… they are not quite happy with the education."	P1	'Yes, parents are happy with the curriculum.'
G2	'In general, I think they are satisfied."	P2	'… depends on the parents - how much time they give the child to revise with him.'
G3	'If parents are educated and are fully aware of the content they can be satisfied… but if parents are ignorant, as most of them are, they complain.'	P3	'Parents are satisfied with curriculum.'
G4	'No they are not satisfied, because they see their children being taught nothing at Kindergarten.'	P4	'Yes, parents who cooperate and are interested in their child's education are happy with the curriculum.'
G5	'Parents are really not satisfied, and they complain during the school parents' meeting.'	P5	'Parents have said to us: we are not satisfied with the government schools, but we are happy in the private sector: our children can speak English now.'
G6	'Parents complain about the curriculum… parents complain that they cannot follow up on the content and they start to look for private tutors for their children'.	P6	'Almost all satisfied.'

G7	'Yes, satisfied to some extent'.	P7	'Yes of course they are satisfied.'
G8	'Parents are not satisfied, especially after the [introduction of the] new maths content… they cannot teach their children and they are really annoyed with the content.'	P8	'Yes, thank God, because we have improved our school from better to much better.'
G9	'No, parents are not satisfied.'	P9	'Of course. If they were not satisfied they would not come to us.'
G10	'Only a small percentage of parents have criticised the curriculum, but the rest are satisfied.'	P10	'They are not very satisfied because they say the curriculum is very hard, but if they revise for 2 hours at home they will be fine.'
G11	'It is different from one person to another; it depends on parents' education and knowledge.'	P11	'Yes, the majority of parents are satisfied.'
G12	'Yes, parents are satisfied.'	P12	'Yes, mostly satisfied.'
G13	'No, most parents complain about the density of the curriculum.'	P13	'Of course, I have large numbers of waiting parents who want to come to my school.'
G14	'Parents are really not satisfied; they claim that their children are exhausted, and that the subjects we teach them, such as in maths and science, are difficult to understand and there is an overload of content.'		
G15	'Most parents are not satisfied - they want the child to read and write.'		

G16	No, parents are not satisfied with the outcomes of the curriculum; they find their children academically very weak and unable to read or write.'		
G17	'No, parents are not satisfied with curriculum… they find it stuffed with information and very difficult for parents' to review with the child.'		
G18	'Parents are not satisfied; there are many issues which are not clear to them, and they are not confident about their child's education.'		

Table 6. 5: School managers' responses regarding parents' satisfaction with the school curriculum.
Source: School managers' interviews, data collected for this research, 2013.

6.2.3 What are the factors that impact parents' level of satisfaction with their child's school?

In the previous section the school managers' views on the curriculum as an influential factor on parents' satisfaction with the schools were examined. This section looks at the parents' responses in the questionnaires in order to identify those areas that may be influencing parents and having an impact on their satisfaction. Various factors were identified from the data; these may be divided into two categories: factors that have an indirect impact on parents' level of satisfaction with the school, and factors that are having a direct impact on their satisfaction. These two categories are discussed in the following sections.

Factors having an indirect impact on parents' satisfaction:

As shown in chapter 5, there is a difference between the government and private sectors in respect of the parents' options to change their child's school. This is because in the government sector, admission to a school is based on the district where the parents live. Thus, even if the parents are unhappy with the school their child is enrolled at, they may not be able to do anything about it. In the private sector, on the other hand, the parents have more choice, since they can send their child to a private school in any district they choose. Since this factor affects the freedom of choice for government school parents, it may be having a negative indirect effect on their level of satisfaction with the child's school, which may be causing them to be less satisfied than parents in the private sector.

However, it was also expected that the factor of the school's location would be having an indirect positive effect on parents' satisfaction with the child's school. Part of this research mission involved visiting the schools. The mere fact of visiting them suggested that the MOE in Kuwait is very keen to satisfy parents indirectly with regard to the location of schools; the Ministry appears to be making efforts to ensure that parents are provided with government schools very close to where they live. This was not found to be the case with the private schools. However, it was important to confirm this view statistically, and so the researcher asked the parents which districts they lived in and in which district their child's school was located. This was followed by a correlation analysis to find out if there is a relation between parents' level of satisfaction with the child's school and the school location.

Table 6.6 shows the differences between the private and public sectors in terms of the districts where the parents live and the school locations. It shows that most of the parents from the government schools had enrolled their child in a school in the same district where their house is located; however, the table also shows that a number of parents from the private schools live in a different district from the one where the private school is located, the highest percentage was found for those parents who lived in Al Ahmadi (AH) district and sent their children to private schools located in either Al Jahra (J) or Hawalli (H) districts. To illustrate the distance between these districts, Figure 6.3 shows the districts location on the map of Kuwait.

District of parent's house	Management type	District where the schools are located Frequencies/Percentages						
		F[1]	M[2]	A[3]	J[4]	AH[5]	H[6]	Total
F[1]	Government	70 97.2%	0 0.0%	1 1.4%	0 0.0%	0 0.0%	1 1.4%	72 100%
	Private	92 83.6%	0 0.0%	0 0.0%	0 0.0%	10 9.1%	8 7.3%	110 100%
M[2]	Government	0 0.0%	54 94.7%	1 1.8%	0 0.0%	0 0.0%	2 3.5%	57 100%
	Private	12 23.5%	0 0.0%	0 0.0%	0 0.0%	21 41.2%	18 35.3%	51 100%
A[3]	Government	0 0.0%	0 0.0%	55 100%	0 0.0%	0 0.0%	0 0.0%	55 100%
	Private	6 14.2%	0 0.0%	0 0.0%	0 0.0%	15 35.7%	21 50.0%	42 100%
J[4]	Government	0 0.0%	0 0.0%	0 0.0%	68 98.6%	0 0.0%	1 1.4%	69 100%
	Private	5 35.7%	0 0.0%	0 0.0%	0 0.0%	2 14.2%	7 50%	14 100%
AH[5]	Government	0 0.0%	1 1.5%	0 0.0%	0 0.0%	63 96.9%	1 1.5%	65 100%
	Private	36 9.5%	0 0.0%	0 0.0%	150 39.6%	3 0.7%	189 50.0%	378 100%
H[6]	Government	1 1.5%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	66 98.5%	67 100%
	Private	11 18.6%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	48 81.4%	59 100%
Total	Government	71 18.4%	55 14.3%	57 14.8%	68 17.7%	63 16.4%	71 18.4%	385 100%
	Private	162 37.1%	0 0.0%	0 0.0%	0 0.0%	181 41.4%	94 21.5%	437 100%

Table 6. 6: Comparison between the private and public sectors in terms of the districts where the schools are located and where the parents live.

Note: [1]Al Farwaniyah, [2]Mubark Al Kabeer, [3]Al Asema, [4]Al Jahra, [5]Al Ahmadi and [6]Hawalli

Source: Parents' questionnaire data collected for this research, 2013.



Figure 6. 3: Map showing location of districts in Kuwait.
Source: Kuwait Location Map (2013).

The quantitative data suggested that the Ministry of Education is providing most of the parents who took part in this study with government schools located in their district and close to their house. This may be assumed to be an indirect positive effect that would lead to a high level of satisfaction among parents. However, further analysis was applied in this regard to discover whether there was any association between the parents' satisfaction with the child's school and the distance from the child's house to the school, and the correlations are presented in table 6.7, below. As may be seen from the table, no association was found between these two variables, which indicates that whether the school is located near to or far from the child's house does not affect the parents' level of satisfaction with the school. Thus, the location of the school close to the child's home is not considered to be a factor having a positive indirect influence on parents' satisfaction with the school, as may have been expected by the MOE. However, there may be other factors that are having a direct impact on parents' satisfaction with their child's school. The following section examines those factors that may be having a direct impact on parents' satisfaction as indicated by the parents themselves through their responses in the questionnaires.

Management type	Correlation		Parents' satisfaction	Distance between house and current school
Government	Parents' satisfaction	Correlation Coefficient	1	0.046
		Sig. (2-tailed)		0.431
		N	378	300
	Distance between house and current school	Correlation Coefficient	0.046	1
		Sig. (2-tailed)	0.431	
		N	300	306
Private	Parents' satisfaction	Correlation Coefficient	1	-0.041
		Sig. (2-tailed)		0.402
		N	479	417
	Distance between house and current school	Correlation Coefficient	-0.041	1
		Sig. (2-tailed)	0.402	
		N	417	424

Table 6. 7: Analysis of correlation between the variable of district where parents live and district where child's school is located on the one hand and parents' level of satisfaction on the other.
Source: Parents' questionnaire data collected for this research, 2013.

Factors having a direct impact on parents' satisfaction:

The researcher then sought to find out which factors were having the most significant direct impact on the parents' level of satisfaction with their child's school. The data used were the quantitative data gathered from the parents' questionnaire responses. The parents were asked to select more than one factor that had an impact on their level of satisfaction with the child's school or to choose from among several options (poor review of lessons, poor social community, poor party arrangements, teachers frequently absent, poor curriculum quality, poor teaching quality, poor safety standards, no transport, poor management cooperation, strict teachers, careless teachers and high school fees) the one that was applicable to them. It appeared from the parents' responses that these factors differed between the two sectors. Their responses are illustrated in figure 6.4. For parents who had children at government schools, the four factors that affected their satisfaction with the school most negatively were 'poor reviewing of lessons with the child', 'over-absenteeism of teachers', 'poor quality of curriculum' and

'poor teaching quality'. For those who had children at the private schools, 'poor school social community', 'poor party arrangements', 'poor reviewing of lessons with the child' and 'poor safety standards' were the chosen factors.

Thus, the parents in both sectors selected 'poor reviewing of lessons with the child' as the factor that affected their satisfaction with the school most negatively. However, a higher percentage of the parents from the government schools selected this factor than of those in the private sector (43% and 28% respectively). Apart from this factor, in the government schools the factors influencing parents' satisfaction most negatively fell into the category of teaching and learning issues, while for parents from the private schools the corresponding factors were related to social and safety issues. The responses of the parents were correlated with the government school managers' responses that were addressed earlier in section 6.2.2. The school managers were asked about the influence of the curriculum on parents' satisfaction. The government school managers stated that poor curriculum quality, intensive content and poor teaching standards were the reason for parents' dissatisfaction with the school, which was in contrast to the responses of the private school managers. Thus, it may be assumed that the curriculum affected parents' satisfaction positively in the private sector and negatively in the government sector (see table 6.5).

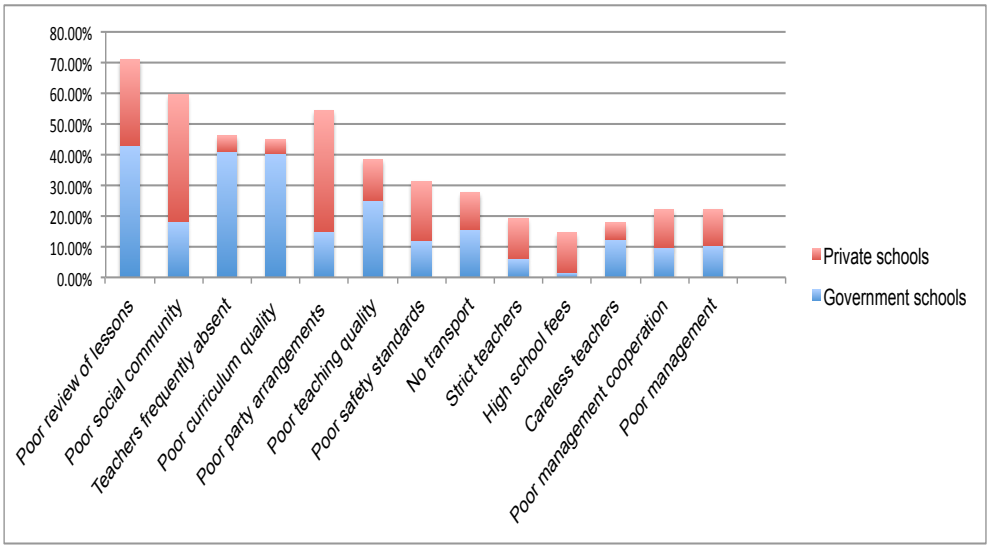


Figure 6. 4: Factors affecting parents' dissatisfaction with the schools
Source: Parents' questionnaire data collected for this research, 2013

6.2.4 Are parents' aspirations for their child's educational future related to the school system?

It was expected that the parents' aspirations for their children's future education could be affected by their level of satisfaction with the school system, and the Chi-square test results presented in table 6.8 show that there is a significant association between parents' aspirations and their satisfaction with the system (see note, table 6.8). In the previous section parents' satisfaction was discussed and it was shown that parents in the private sector had a higher level of satisfaction than parents in the government sector.

Parents aspiration for their child future	Variable	Dissatisfied	Neutral	Satisfied
Diploma degree	Count	4	2	4
	% within parents aspiration for their child	40.00%	20.00%	40.00%
Bachelor degree	Count	13	50	49
	% within parents aspiration for their child	11.60%	44.60%	43.80%
Professional degree	Count	42	128	164
	% within parents aspiration for their child	12.60%	38.30%	49.10%
Postgradate degree	Count	42	120	231
	% within parents aspiration for their child	10.70%	30.50%	58.80%

Table 6. 8: Crosstab showing the association between parents' aspirations for their child's future education and their satisfaction with the system.
Note: χ^2=19.655, df=6, N=849, p=0.0001, Cramer's v = .108.
Source: Parents' questionnaire data collected for this research, 2013.

To define parents' aspirations for their child's future education, the parents were asked to select one option only from among the following: 'diploma degree', 'bachelor degree', 'professional degree' and 'post-graduate degree'. A cross-tabulation analysis was therefore utilised to determine whether parents in the private or the government system had higher aspirations for their child's future education. Table 6.9 demonstrates that the highest aspiration of parents in the private sector was higher than that of parents in the government sector. 40% of parents from the government schools wanted their

child to study for a professional specialist degree such as medicine, engineering etc., while parents from the private schools wanted their children to have a higher than professional degree: 53% wanted their child to continue on to postgraduate studies in the future. The Chi-square test results show a significant difference between the two sectors with regard to parents' aspirations for their children's future education (See note, table 6.9).

Figure 6.5 presents a comparison between the two management types in terms of parents' aspirations, and shows that more parents from the government schools had low aspirations for their child's future education than from the private schools (no parents from the private sector wanted their child to hold only a diploma and only 8% wanted their child to have just a bachelor degree; in the government sector, by contrast, 3% said they would be happy for their child to obtain only a diploma and 19% wanted their child to have a bachelor degree).

Management type		Diploma degree	Bachelor degree	Professional degree	Postgraduate degree	Total
Gov	Count	10	72	151	146	379
	% within management type	2.6%	19.0%	39.8%	38.5%	100.0%
Priv	Count	0	40	187	253	480
	% within management type	0.0%	8.3%	39.0%	52.7%	100.0%
Total	Count	10	112	338	399	859
	% within management type	1.2%	13.0%	39.3%	46.4%	100.0%

Table 6. 9: Crosstab showing parents' highest aspirations for their child's future education within school management type.
Note: χ^2=40.354, df=3, N=849, p=0.0001, Cramer's v = .217.
Source: Parents' questionnaire data collected for this research, 2013.

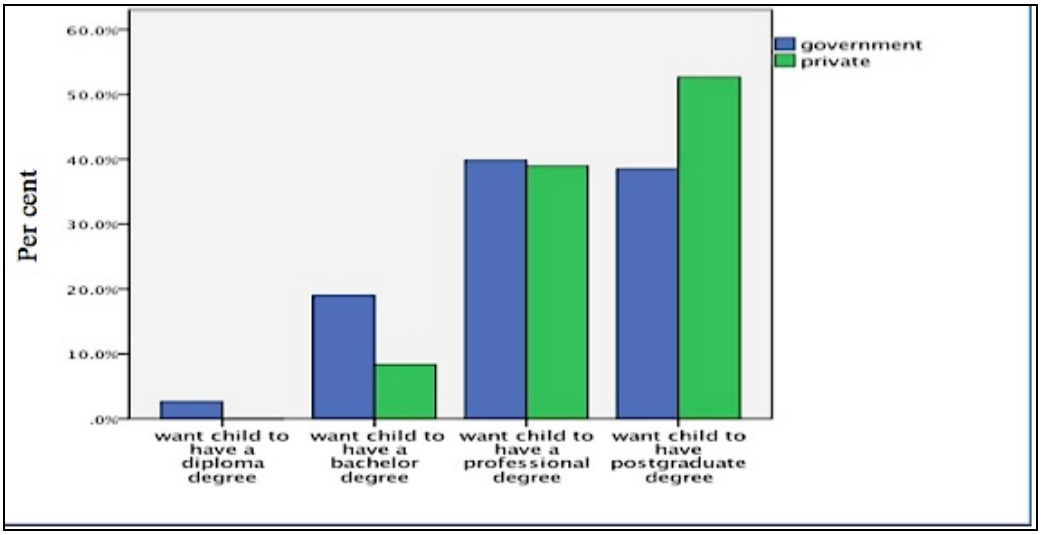


Figure 6. 5: Parents' highest aspirations for their child's future education within school management type.
Source: Parents' questionnaire data collected for this research, 2013.

6.3 Factors motivating parents to send their child to the current school

In the questionnaire, the parents were asked to identify those factors that may have motivated them to enrol their child in his current school. The parents were asked to select more than one factor as being applicable to them. Table 6.10 shows the first four highest responses. From the government schools, 63% of parents stated that the government regulation of following the home address registration as it appears in their civil ID (civil ID: this is a personal identity card showing proof of a person's name, age and home address registration; the Kuwaiti term may be translated as 'zoning requirement for schools') was the reason for their child's enrolment in his current school. Also, parents from the government schools were motivated by factors of the school location being close to home (62.0%), good school reputation (32.0%) and good school environment (27.0%). By contrast, the private school parents' responses indicated that 74.0% of parents had been motivated to send their child to his current school by the provision of good English as the medium of instruction at the school; also, a good school curriculum (63.5%), the provision of English as the medium of instruction together with Islam as the main religion at the school (55.5%) and the low tuition fees (52.0%) were found to be influential factors.

The responses thus revealed that private school parents were motivated mainly by issues related to the school curriculum. However, the school's low-cost tuition fees was also identified as a motivational factor for parents; this may reflect the socio-economic status of the parents who formed the sample for this research (low-income parents).In the government schools, some parents stated that the school's reputation and environment were motivational factors for them, but the percentages of those parents were small compared to those who selected civil ID registration (please see the definition above) and the school's location as the main factors motivating them to send their child to his current school.

Variables	Government		Private	
	N	%	N	%
Low tuition fees	5	1.6	250	52.2
Follow ID address registration	192	63.0	11	2.3
Good educational curriculum	58	19.0	304	63.5
School have good reputation	97	31.8	181	37.8
Recommended by family member	20	6.6	75	15.7
Good English teaching	23	7.5	354	73.9
Good teachers	63	20.7	141	29.4
School location is close to home	190	62.3	86	18.0
Good social community	52	17.0	27	5.6
School provides English and Islam religion	43	14.1	266	55.5
Flexible school policies	34	11.1	55	11.5
Small number of children in the class	30	9.8	23	4.8
Good educational environment	82	26.9	58	12.1
Good discipline	65	21.3	127	26.5
Easily pass the level	28	9.2	34	7.1
Teachers are strict with students	29	9.5	127	26.5
Good technology provision	26	8.5	16	3.3
Provides safe atmosphere	71	23.3%	60	12.5%

Table 6. 10: Motivational factors for parents that lead them to enrol the child in his current school.
Source: Parents' questionnaire data collected for this research, 2013.

To determine which factor motivated parents the most in selecting the child's current school, the researcher asked the parents to select one factor only, which may be considered the most important factor. The parents' responses are illustrated in figure 6.6, which shows very similar responses to those presented in table 6.10. The most influential motivating factor in the government sector was the school being located

close to home, while for the private school parents the provision of good English at the school was the most important factor.

These responses confirm our previous hypothesis that government school parents would have limited options concerning the factors that motivated them to select their child's school as a result of the registration regulations. The importance of the "school located close to home" factor must be seen as an inevitable outcome of the regulation of registering the child according to his residential address, since most of the government schools were located near to the children's houses. By contrast, the private school parents' responses may reflect the parents' higher interest in curriculum content issues, and specifically the provision of English as the medium of instruction. This initial outcome corresponds with Al-shatti's (2009) finding that parents in Kuwait prefer to send their child to the private schools because these schools offer better English studies compared to the government schools.

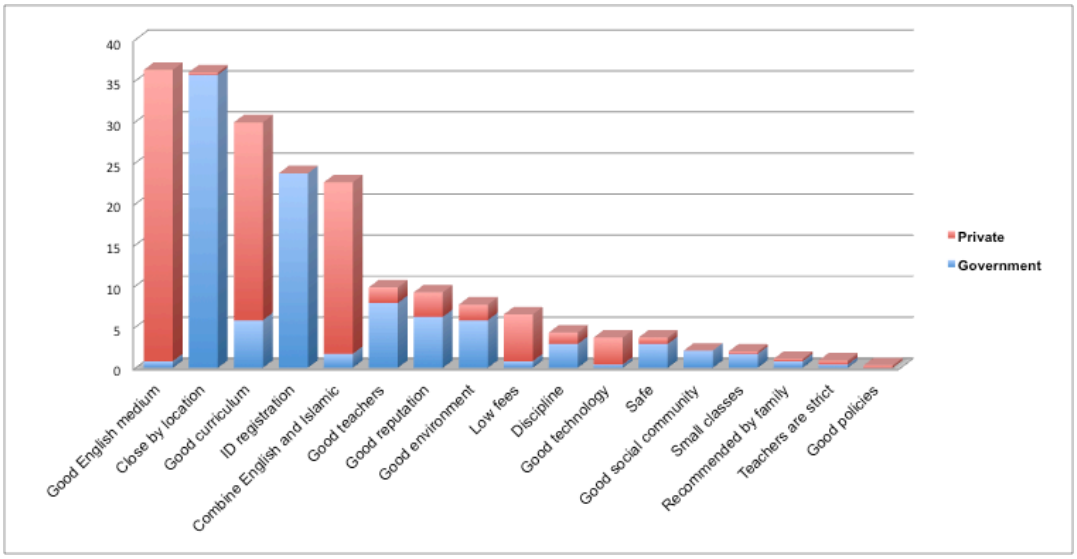


Figure 6. 6: The most influential motivating factors that encouraged the parents to enrol their children in their current schools
Source: Parents' questionnaire data collected for this research, 2013

Summary

From the data analysis presented above, it is evident that there were differences between the two sectors in terms of parents' levels of satisfaction and their aspirations for their child's future education. Parents in the private sector indicated higher levels of

satisfaction with their child's school compared to those in the government sector. In addition, the parents in the private sector had higher aspirations for their child's future education than parents of children at the government schools. The above discussion has also shown that more than half of the participating parents in the government sector had a strong desire to change to the private sector, while the majority of the private sector parents were satisfied with the private school their child attended. One surprising finding from the analysis was that, although most of the government schools are located near to the children's homes and the MOE seems keen to provide this service to parents, there is no correlation between the parents' satisfaction with a school and the school's location. It also appears that the factors directly affecting the parents' satisfaction the most differ between the two sectors. Parents from the government schools were mainly affected by poor educational factors at the school, while in the private sector the factors affecting parents' satisfaction most negatively were related to social factors. The data also show that parents in the private schools were motivated by curriculum quality, English as the school's medium of instruction and the low tuition fees. However, it appears that the most influential factor for private school parents was the provision of English as the medium of instruction, while in the government sector what motivated parents to select their child's current school were the fact that they had to follow the home registration regulation and the factor of the school being located close to home.

6.4 Managers' perceptions: factors influencing parents' orientation towards the private Pakistani schools

The official data reveal that in recent years parents in Kuwait have had a considerable change in orientation towards the private schools; this research was concerned with the orientation towards the private Pakistani schools in particular, as these schools charge low tuition fees and so it was assumed that these schools are serving low-income Kuwaiti families. However, the hypothesis in this research was that there are various other factors which may be influencing the decision of parents to turn to the private sector and abandon the free public schools. In this section, therefore, the factors that are influencing parents' orientation towards the private Pakistani schools are examined through the school managers' interviews, in which they were asked about their views on Kuwaiti parents' orientation towards the private sector.

The private and government school managers were asked to define their views and perceptions of what could be causing a number of Kuwaiti parents to enrol their children in the private Pakistani schools and neglect the free government schools. It was found that the private and the government school managers believed that similar factors might be influencing the Kuwaiti parents. These factors mainly centred around concepts of the nature and content of the curriculum. The majority of the 12 private school managers believed that the reason many Kuwaiti parents are choosing the private Pakistani schools is because these schools offer academic services very similar to those offered by other, higher-cost foreign schools. They all offer English language as the medium of instruction; the British Oxford University Press (OUP) is the source of their teaching books and syllabus (see chapter 4, section 4.4), and this is all provided in an Islamic environment and at a relatively low cost, if one takes into account the competitive educational market.

The manager of school P2 stated that,

> "The main thing that makes parents come to us is that the medium of instruction is in English. If parents put their child in a British school, for example, they would have to pay three or four times more. Here they pay less and they get the English level they want." School head teacher, 28th May, 2013, private school P2)

The manager at school P4, on the other hand, believed that the main reason for Kuwaiti parents' orientation was their discontent with the government schools. She stated,

> "I'm so sorry to say that what I have found by asking the parents is they are not satisfied with the academic standards at the government schools. And this is the main reason for Kuwaiti parents. In particular, at kindergarten level the government schools seem to have no studies, it's more like a play group." School head teacher, 15th May, 2013, private school P4)

The manager at school P1 believed that their work in a competitive educational market and the richness of their school system were good enough reasons to make them different from the government schools and attract Kuwaiti parents to them.

He stated,

> "I believe that there is a great deal on offer in the Pakistan system… Obviously, what we provide is definitely different from the government schools. The Pakistani and Indian systems are doing very well and I have to say that there is a lot of competition now between the schools". School head teacher, 12th May, 2013, private school P1)

The manager at school P3 gave four major factors for parents' orientation, which may be summarised as a good school administration:

> "There are a lot of attractive factors for Kuwaiti parents. First, the Pakistani schools offer low-cost, affordable fees. Secondly, inside the school the environment we offer is within the Islamic culture. Thirdly, our curriculum is in English and our school medium of instruction is English, and parents mainly come for the English language. Fourthly, our teachers are very hard-working with the students, because we believe in the complete growth of the child." School head teacher, 26th March, 2013, private school P3)

Fifteen out of 18 of the government school managers believed that the main reason parents are oriented towards the private Pakistani schools may be because they are concerned that their child should receive a comprehensive formal education in his early years, with an advanced standard of English language, while the other three managers gave other reasons: for instance, that the private Pakistani schools may offer better teaching staff and stricter discipline.

The manager at school G1 stated that,

> "Parents want the English language. Parents want a formal education, here at kindergarten they don't give us the chance to let children learn well." School head teacher, 16th April, 2013, government school, G 1)

The manager at school G2 stated that,

> "Parents want their children to learn to read and write at kindergarten level, [but] this is against the instructions of the Ministry of Education. Parents have found the private education better than the public, as they prepare the child well for primary level." School head teacher, 22nd April, 2013, government school, G 2)

The manager at school G3, on the other hand, thought that Kuwaiti parents were switching to the private sector was because

> "They have greater awareness now, and parents want a good English as a second language standard for their children. Personally, I encountered problems when I was at university because of my poor English language level that I had acquired at the government schools. People with low budgets still they want their children to have a better education. Everyone wants the best." School head teacher, 8th April, 2013, government school, G 3)

The manager at school G13 stated that besides the advantage of the English language at the private schools, these schools also offer better control of and care for the students. She said,

> "the first reason is to acquire the language. Parents really care that their children learn the English language, and the private Pakistani schools provide all subjects in English, and all their conversation during the day is also in English and this is what parents want. It's also because the private schools are able to control student violence. They have strict monitoring of students. They give full attention and care." School head teacher, 18th April, 2013, government school, G 13)

Summary

In brief, the managers in both sectors believed that the Kuwaiti parents were influenced to choose the private Pakistani schools instead of the free government schools mainly because they want their children to acquire a good basic English, for which they found the government schools are not making adequate provision. The school managers also stated that the informal nature of the government education system and school curriculum at KG level and the first 3 years of primary level, many parents look for alternative education; the fact that the private Pakistani schools offer a formal educational system, with English as the medium of instruction but within the Islamic culture, while charging only low tuition fees are highly influential factors for low-income Kuwaiti parents.

6.5 Conclusion

In conclusion, the data set shows the satisfaction level of the low-income parents with their children's schools and what may be influencing those parents to select the private Pakistani schools for their child. With regard to parents' level of satisfaction, a variety of criteria were taken into consideration and various analytical approaches were adopted in order to achieve reliable results; it was demonstrated that overall, parents in the private sector are more satisfied with their child's school than parents in the government sector. Also, the data show that parents in the private sector had higher aspirations for their child's future education than those in the government sector. As the satisfaction level does not reflect what could be influencing low-income parents to choose the private Pakistani schools, the school managers' perceptions was employed in order to identify factors that may possibly be motivating parents. Although the private school managers' views were similar to those of the government school managers regarding the factors that are influencing parents to turn to the private schools, as both claimed that the provision of the English language and the formality of education were the main motivational factors for the parents, the private school managers believed there were other factors that were motivating parents to be oriented towards their schools. These factors were the provision of the Islamic culture at these schools, as well as the low tuition fees. In the following chapter, the entire corpus of analysed data is assembled together in order to produce a final conclusion to the study.

Chapter 7: Conclusion, Discussion and Recommendations

7.1 Introduction

The subject of this research was the phenomenon of some low-income parents changing their orientation from government schools (provided free at the point of delivery) to private low-cost schools in Kuwait. At the core of the phenomenon is the recent decision of those low-income parents to enrol their children in the private low-cost Pakistani schools in Kuwait. It should be pointed out that these private Pakistani schools were not originally established to serve those of Kuwaiti nationality, but to serve the Pakistani community who are living and working in Kuwait (Serageldin,1983; World Data on Education, 2007; Garcia, 2009).

The aim of this study was to discover exactly which factors are influencing these low-income Kuwaiti parents to make such a decision. It was therefore essential to assess the quality of education provided by each sector, and a select number of schools were examined for this purpose. However, as educational quality is made up of numerous features, the scope of this research was limited to the features of policies, the curriculum, teachers' commitment, school buildings and safety, since it was considered that not only would these aspects be of interest to the parents and school managers, but also that these would be influential factors in determining their level of satisfaction with the educational standard provided.

Since the research also had a comparative aspect, in that comparisons were made between how well the government and the private schools were serving low-income people, in order to enrich this aspect, several interesting studies were mentioned. As the focus of the research was on the private Pakistani schools in Kuwait, comparative studies from Pakistan were examined, since it was assumed that they would enhance our understanding of the phenomenon, and also enable us to see if there was a link between the reasons for the expansion of such private schools in both countries. The fact that the poverty level of low-income families in Pakistan is different from that of low-income families in Kuwait was of course taken into account: what is considered to be poverty in Kuwait may not be considered as such in countries in places such as Africa and south Asia (see chapter 2).

Interestingly, the results of these studies conducted in poor areas (the Probe Team, 1999, Aggarwal, 2000; Tooley & Dixon, 2003; Tooley, 2004, 2009; Andrabi et al., 2007; Liu, 2007) indicated that the standard of educational services provided by the low-cost private schools was higher than that offered by the government schools, and also revealed that these low-cost schools are offering a better service for low-income parents. Only a very limited amount of similar research was found that focused on the quality of private low-cost schools and their capacity to serve the poor in the MENA and GCC regions, and studies in this field in Kuwait were even more scarce; thus, this research aimed to fill the gap by concentrating on schools in Kuwait.

Chapter 1 provided a general background on Kuwait in respect of location, economics and education. The overall intention, focus, aim and dimensions of the study were also discussed in this chapter. In chapter 2, the literature review, the current government education system in Kuwait was discussed. The experience of Pakistan with low-cost private schools was also described (Alderman et al., 2001; Andrabi et al., 2007), followed by the experience of countries in the MENA region with both private and government education (Akkari, 2004; Moujaes et al., 2011; Masah, 2014).

In chapter 3 the research plan, research area, research questions, and the methods of collecting and analysing the data were presented, in addition to the use of both qualitative and quantitative instruments. The qualitative data were obtained from interviews with the school managers and the manager of the inspectorate of private schools at the MOE, in addition to MOE documents. The quantitative data were acquired from questionnaires administered to parents, observations of schools themselves, documented statistical data and schools' archive data. A variety of techniques were used to analyse the data: the qualitative data were analysed manually through identifying similarities and differences, while the primary quantitative data were analysed using the SPSS program.

Chapter 4 presented the census data obtained for the research. All the quantitative data gathered from parents' questionnaires, documented statistical data and archive data were displayed in this chapter, in order to give an overall picture of the census data for the schools, children and parents, and also to set them against the official documented

statistical data collected from government sources and the Ministry of Education so that a clear comparative analysis could be made.

In chapters 5 and 6 an attempt was made to combine all the information derived from the qualitative and quantitative data into clear answers to the research sub-questions. Chapter 5 presented answers to sub-question 1; the cost of education compared to the quality was assessed, and a comparison was made between teachers' salaries and their commitment in respect of their attendance and their discipline in teaching. The adequacy or inadequacies of the school budget, school managers' accountability and their satisfaction with their ability to control teachers' performance and with their involvement in designing the school curriculum were discussed. In chapter 6 sub-questions 2 and 3 were answered; parents' level of satisfaction with the schools was discussed, and reasons for parents' orientation towards private Pakistani schools was analysed. The analysis also revealed factors that could be leading to dissatisfaction on the part of parents. The importance of curriculum provisions in affecting parents' orientation was also highlighted in this chapter.

In the current chapter all the qualitative and quantitative findings of this comparative case study will be discussed, bringing together the results of all the analyses presented in chapters 4, 5 and 6, in order to present a comprehensive answer to the key research questions. The findings are linked to the research background and literature so that a final conclusion to this research can be drawn.

7.2 The discussion:

This section contains a discussion that demonstrates the link between the theoretical foundation of the study and the results of the research, which provides an overall answer to the key research question. A more detailed answer is then provided through a discussion of the research sub-questions.

It should be pointed out here that the scope of this study was limited to an assessment of *low-cost* private schools and their capacity to serve a particular group of people (low-

income families in Kuwait), compared with the capacity of the government sector. It did not include expensive, private schools, and with regard to the government schools it did not examine areas in which people on high incomes live (according to house type, see chapter 4, section 4.4.3). It is also important to emphasise here that this study utilised data triangulation (Yin, 2009) to ensure the reliability, trustworthiness and accuracy of the findings.

13 Pakistani private schools and 18 government schools participated in this research. The quantitative data consisted of those extracted from 873 questionnaires distributed to low-income parents (384 parents from the government sector and 489 from the private sector), the schools' observation data obtained through the checklist, the documented statistical data and the schools' archive data. The qualitative data were gathered from the 32 interviews, one of which was with the manager of the inspectorate of foreign private schools at the MOE, while the remaining 31 interviews were conducted with the school managers. For the purposes of this research the selection of participating parents was made by calculating the means of the parents' incomes and by observing the types of house they lived in.

7.2.1 A general discussion of the key research question

This section contains a general discussion of the data related to the key research question, which asked: Why are some low-income Kuwaiti families choosing to send their children to low-cost private Pakistani schools?"

Discussion 1: Government policies in education – in relation to the theoretical foundation of the study

The study reveals that the government of Kuwait has applied several policies to regulate education in both the government and the private sectors. The MOE maintains full control over policies in the government schools, such as regulations governing children's admission, the employment of teachers and other staff, the major and minor managerial practices at the schools etc., and has a monopoly of power in financing state education (Al-Shehab, 2010). From the analysis, it appeared that the Kuwaiti

government's school policies are not very different from those in several other MENA countries, in terms of their centralised management and the "bureaucratic structures that emphasize a top-down approach to learning" (Akkari, 2004, p. 151). School managers are given limited authority and restricted decision-making power, and the schools are administered mainly by governors' bodies through the LAs and MOE. The finding of this study was that the managers of the government schools are dissatisfied with their limited authority; they specifically emphasised their poor accountability, limited power over teachers and limited authority to make modifications to the curriculum.

At the private Pakistani schools, by contrast, the school managers appear to be more accountable in most managerial affairs and they are able to be flexible in designing their schools' policies and setting their goals in terms of the school curriculum, the school staff and the children's education, with no restrictions on their decision-making power. However, government intervention in policies is not entirely absent. MOE intervention is minor with regard to school management policies, but may seem radical with regard to controlling the private school market.

The MOE's minor interventions consist of things like checking that the school landscape specifications meet their criteria; ensuring that the private schools are applying the MOE textbooks for Arabic language, social studies and Islamic subjects; checking teachers' qualifications before giving them permission to work at the private schools; checking school activities and the number of children in classes; checking health and safety aspects, and reviewing the private schools' curriculums, making sure that no content opposes Islamic religious beliefs or encourages the children to go against their allegiance to their country or to their Arab nationalism. The findings of the study showed that MOE inspections of all the remaining subject lessons at the foreign private schools is limited because of their lack of experts able to inspect subjects taught in the English language, and also because no quality assurance company for such inspections has yet been set up.

With regard to the major intervention, the study has shown that the MOE does control the private school market and teachers' salaries. The MOE classifies the school tuition fees (see chapter 4, table 4.1) according to its own criteria, giving serious consideration to buildings, facilities and teachers' nationalities, which determine the tuition fees.

Teachers' salaries are also set by the MOE according to certain criteria related to teachers' nationalities and specialist subjects. Such government regulations may be preventing the private schools from operating in a free market, generating competition within the schools market, and giving rise to competition between different types of teacher.

On other hand, the study has shown that parents' free choice is also likely to be absent within MOE policies concerning children's admission to government schools, since parents are obliged to send their children to the schools located in their zone (zoning system), and are not free to select any government school they like. Moreover, the centralised type of management imposed by the MOE and the LAs at government schools also contributes to the managers' degree of accountability (this is discussed further in the following sections).

Our study placed its emphasis on the minority group of low-income families in Kuwait, and found that those families who were educating their children at some of the government schools in Kuwait appear to be receiving a low standard of services. This was then set against the very high budget allocated by the MOE to serve each child at the government (KG and primary) schools and compared with the services and the cost per child at the private Pakistani schools (the following paragraphs will further discuss the findings concerning school expenditure).

As the following discussion will show, the private school system exhibits the features of the free market and gives free choice to parents; the private Pakistani schools decide their own curricula and adapt them to suit the requirements of parents. Their school policies are run through a decentralised type of management that allows them to satisfy parents and meet their needs.

7.2.2 A discussion of research sub-question 1

This section contains a discussion of the data related to the sub-question: "What are the key differences between the Pakistani private schools and the government schools in Kuwait in terms of the cost of education delivery, the quality of the school curriculum,

the quality of the school buildings, and teachers' commitment in terms of their attendance?"

Discussion 2: Educational expenditure versus student outcomes

The findings of this study confirm those of Al-Shehab (2010) and Watfa and Almotawaa (2008) with regard to finance policy in Kuwait. As stated earlier, the MOE provides full financial support for the government schools only, while the private schools derive their budgets from parents' payments of their school tuition fees, and from selling uniforms and textbooks. However, the school managers in both sectors found their budgets inadequate to meet school expenses and they were more likely to refer to the lack of things related to school buildings and facilities. It was not surprising to find that the budgets of the private Pakistani schools were insufficient, owing to their low-income obtained from their low-cost tuition fees; this income has to be used for things of the highest priority, which means that little is left over for the refurbishment of school buildings and adding more facilities.

However, it was surprising to find similar situations described by the managers of the government schools, since the government school budgets are considered to be very high—exceeding KD4500 (£9000) annually. The insufficiency of the budget was explained by the school managers as being caused by various problems associated with the practices of senior management. They emphasised the LAs' lack of commitment in providing the schools with urgently required maintenance, which had obliged several managers to take money from the school budget for repairs. The primary school managers described additional problems related to their limited authority to distribute the budget to departments that really needed funds, being required instead to allocate it evenly, even to those departments that did not need it.

The study also compared the educational expenditure in the private and government schools and found that the government of Kuwait spends an enormous amount of money financing the state schools. This amount was found to be approximately double what the private middle-cost schools spend (Alramzi, 2009), and approximately 9 times higher than what the low-cost private Pakistani schools spend at KG level and 7 times

higher that what they spend at primary level. A similar situation has also been described by Andrabi et al. (2002) in Pakistan and by Moujaes et al. (2011) in other GCC countries (Saudi Arabia, Kuwait, Qatar and the United Arab Emirates); they found that government sector expenditure is nearly double that of the private schools in terms of average cost.

The study further discussed educational expenditure on the part of parents; the findings revealed that, although Kuwaiti government schools are supposed to be free of charge to all Kuwaiti citizens (Kuwait parliament, 1962), parents in both sectors were paying for several aspects of their children's schooling. This reflects the fact that the government schools are not totally free of charge, and parents still have to pay for several things in order to have their children educated at these schools. These expenditures are obvious in the private sector, but are, however, concealed at the government schools. At the private schools the parents were obviously required to pay the school tuition fees, and there were some additional expenses (uniform, lunch and textbooks). It was found that parents of children at the government schools were also paying for school uniforms, stationery, school parties (such as the graduation parties), and after-school lessons and revision. The most interesting finding of this research, however, was that government school parents were paying a higher monthly cost to hire private home tutors to develop their child's education compared to parents using the private Pakistani schools. At the government schools parents appeared to be paying KD224 (£448) per month - nearly double what was being paid by parents at the private Pakistani schools (KD131/£262 per month). As Phillipson (2008, p. 18) points out, "If one has to pay for private tutoring in addition to the government school, then it is this total cost which must be compared with the alternative private school".

Surprisingly, the findings of this research indicated that in Kuwait the MOE spends a similar amount on government education to Singapore, a country with a much higher educational standards. In international tests (TIMMS & PIRL, 2011), the results of students from Kuwaiti government schools were well below the average benchmark (Bouhlila, 2011;TIMSS & PIRLS, 2011; UNESCO, 2014; Araa, 2014). The situation with Kuwaiti government schools' performance compared to the country's expenditure on education appears similar to that of many countries in the MENA region, which also spend a considerable amount on education, but whose students obtain poor results in

international tests (Moujaes et al., 2011; Salehi-Isfahani et al., 2011; Salehi-Isfahani et al., 2013; Valverde, 2005).

The literature also shows that students at Kuwaiti private schools are outperforming those from the government schools in most basic subjects, and it was found that private school students monopolised the first places within the top fifty students every year in their final results in year 12 (Watfa & Al Motawaa, 2008, p. 85). A similar situation was found in other MENA countries; for instance in comparative studies between the two sectors in Iran (Salehi, 2007; 2011), in Lebanon (Nabhani et al., 2012) and in Abu Dhabi (Abu Dhabi Council, 2012-2013).

Discussion 3: Teachers' efficiency, teachers' salaries in light of policies

It appears that the MOE in Kuwait has been attempting to increase teachers' efficiency by increasing their salaries. Most of the MOE's budget (80%) is used for teachers' salaries (General Secretariat of the Supreme Council for Planning and Development in Kuwait, 2010). This study found that the salaries of teachers at government schools were four times that of the salaries of teachers at the private Pakistani schools, and that these were increased still further in 2011 (MOE, 2011). Although the teachers at the private Pakistani schools had higher qualifications than those at the state schools, this did not change the fact that their salaries were lower than those of the government school teachers (Al-Dahes, 2012).

In this respect, several studies have shown that giving teachers higher salaries does improve teaching quality (Figlio, 1997; Leigh, 2012) and student achievements (Kingdon et al., 2007; Akiba et al., 2012). However, the current research had a similar finding to Andrabi et al. (2007), indicating a negative association between teachers' higher salaries and their attendance and level of commitment during the school week in government schools. The extent of their absenteeism is assumed to be having a detrimental effect on the children's education, since they do not receive a sufficient amount of teaching. Thus, the findings of this study confirm those of Chapman and Miric (2009) and Winters (2011), who argued that an increase in salaries awarded for

any form of labour will not necessarily increase the quality of the work, nor will it lead to a higher standard of teachers.

It was therefore unsurprising to find that several of the government school managers who took part in this study were dissatisfied with their teachers. They related the teachers' frequent absences to the lack of deterrent regulations applied by the MOE. They also related the problem to the centralised management and the school managers' weak accountability with regard to the teachers in terms of their lack of the right to make the decision to dismiss or hire any staff at their schools. The findings of this study are similar to those of Nofel and Alhendy (2000), in that teachers at Kuwaiti private Pakistani schools are unlike the government school teachers in terms of their commitment in attendance and in classroom discipline. This is mainly because the private schools' labour system includes a deterrent mechanism that encourages teachers to avoid such irresponsible practices, and managers are held strongly accountable for their teachers. Furthermore, despite the fact that visa regulations in Kuwait have restricted the number of Pakistani nationals, including teachers, entering the country, most of the private Pakistani school managers expressed their satisfaction with their teachers on account of the low rate of absenteeism and the teachers' high level of commitment to their daily tasks.

Discussion 4: The quality and flexibility of the curriculum in light of the educational policies of both sectors

In Kuwait the government school curriculum is designed and controlled by the curriculum management department at the MOE, and school managers and teachers play no part in this process. It has been suggested that this centralised control by the MOE led to several deficiencies arising during the production of the curriculum (Akkari, 2004), and that the participation of managers and teachers in the process is essential. Thus, the literature reveals that several teachers and inspectors at primary government schools in Kuwait are not convinced about the quality of the curriculum (Teachers Assembly report published in the *Al Anbaa* newspaper, 2013). Our research finding reflected similar views held by the government school managers, in that most of them were dissatisfied with the quality of the curriculum. The school managers in this

study identified several problems with the content at both KG and primary level. At the same time, the school managers referred to their inability to improve the curriculum; this is because the local authorities do not wish them to interfere in the curriculum and have actually forbidden them to do so. One significant deficiency in the curriculum identified by the school managers is that children move up from KG to primary level without a good grasp of basic English or mathematics and a very low ability to read and write in Arabic, but at primary school they are still only given a very weak foundation that will be reflected in their subsequent educational process.

Some researchers have claimed that the poor curriculum design at Kuwaiti government schools is affecting children's education in basic subjects and this results in a lack of progress when they move up to higher levels (Ayoob, 2012; Alramzi, 2009). The primary stage curriculum has been criticised for the intensive amount of content, with its focus on quantity rather than quality, particularly in Arabic and maths, which means that children are not being adequately prepared (MOE 2011, cited in Al kandery, 2012 and Al Duwaillh, 2012). The literature on other countries in the MENA region has also criticised the government education curriculum for similar reasons, finding it too intensive and traditional in style (Fergany, 2008), and that it focuses on the acquisition of a shallow type of knowledge and the repetition of learning, resulting in poor problem solving abilities and a lack of critical thinking abilities on the part of pupils (Valverde, 2005; World Bank, 2008).

By contrast, the findings of this research revealed that the private Pakistani school managers were satisfied with the curriculum, resulting from the decentralisation of management that allows them to update the school curriculum regularly. The fact that government intervention is limited in the private sector and does not affect the school managers' action in developing their curriculum as required was also taken into account (see section 7.2.1). Most of the private school managers made it clear that when they do change the curriculum, the opinions of teachers, parents and the head teacher are all taken into account. This statement has been confirmed by Al Duwaillh (2012), who stated that in Kuwait there are statistically significant differences between the private and government schools in terms of the quality of the curriculum. Other researchers have found that the private schools' curriculum is much more efficient and more

attractive to students than that applied in the government schools (Watfa & Al Motawaa, 2008; Al-shehab, 2010).

Discussion 5: School efficiency: buildings, resources and safety

With regard to the school buildings, the observations conducted for this study revealed that, from a cosmetic point of view, the appearance of the government school buildings was better than that of the private school buildings; most of the state school buildings looked in good condition from the outside, and were either newly built or recently repaired. The government schools also appeared to have better teaching resources than the private schools.

However, the cosmetic appearance of the government school buildings did not appear to be an adequate indication of the buildings' quality, as the managers of the examined government schools expressed their dissatisfaction with the school facilities and the efficiency of the buildings. This situation seems to have been a problem for a long time, as in older study Al-Enezi (2002) found that the government schools were in need of more facilities and a better quality of building; both the old and the new buildings were found to be suffering from several problems and deficiencies that were affecting the interior facilities. According to the government school managers, the bureaucratic procedures of the local authorities were the main factor affecting the speed with which school maintenance was carried out, together with an insufficient budget and LA restrictions on budget expenditure that was preventing the managers from organising the maintenance themselves. The finding of this study corresponds with Al-Enezi's (2002) results; he emphasised the slowness of the maintenance mechanism at government schools in Kuwait, which means that many children have to study in schools with leaking roofs. The findings of the current study provide further evidence of this, in that a lack of maintenance had put a number of children from low-income families at risk from problems involving the interiors of the school buildings. Most of these were related to interruptions in the electricity supply resulting from water leaks, uneven flooring, and having to learn in classes with no air-conditioning in the extremely hot summer weather. In addition, many schools had broken computers or computers that were not operating properly, which meant that the children lacked knowledge of how to

use computers, even though this is part of the curriculum (this was especially the case at the KGs).

Furthermore, the results of the observation conducted in this study confirm the results of Shaaban's (2012) survey, in that he revealed that several of the examined government schools lacked a safe environment; for instance, some of the schools for children from low-income children families had no fire alarm, the fire extinguishers had not been checked, the toilets were in poor condition and not working properly. Also, not all the schools were meeting the required standard of hygiene and not all were providing clean drinking water.

Surprisingly, the data revealed that the inspections carried out by the MOE to regulate health and safety at the private schools are not also carried out at the government schools. This finding confirms a report that appeared in the *Al-Anbaa* newspaper (2013), that regular inspections of health and safety issues (fire alarm, fire extinguisher, safe water etc.) are conducted at the private schools. The data obtained for the current research showed that the examined private Pakistani schools provide the children with a safer school environment than the government schools in respect of safe drinking water, efficiently operating air conditioners in classrooms, better hygiene and better interior facilities. The private school managers did not complain about serious problems with the buildings or the facilities. They did express the desire to improve and update both these aspects; however, they were facing budget limitations which were preventing them from refurbishing the buildings, as any profit is derived from their low tuition fees, and the amount is really too small to enable them to develop the entire school building and provide more developed teaching resources.

7.2.3 A discussion of research sub-question 2

This section contains a discussion of the data related to the sub-question: "What are the key motivating factors for parents to select either the Pakistani schools or the government schools?"

Discussion 6: Factors that have motivated the Kuwaiti parents to select the private Pakistani schools

Although, as mentioned earlier, the private Pakistani schools were found to be superior to the government schools in a variety of aspects (teachers' efficiency, school buildings, health and safety, better school curriculum and content), the parents' degree of satisfaction with the private schools appeared to be linked primarily to the quality of the curriculum and the provision of English language instruction. It was found that parents from both sectors considered the English language to be a very important subject for their children to learn in their early years. This may be because the government KG schools in Kuwait do not provide English tuition, while at the primary schools English is offered only at a low level. Thus, the English language issue appears to be one of the most influential factors leading many parents to become dissatisfied with the government KG schools and to shift to the private Pakistani schools. Most Pakistani schools offer English as the school's medium of instruction, and most of their textbooks and syllabus content are obtained from Oxford University in the UK. In their final year at the private Pakistani schools, students are eligible to receive the IGCSE certificate approved by the British Council in Kuwait. The fact that this service is provided by the private Pakistani schools means that children of low-income parents can obtain similar qualifications to those from high-income families who have studied at the expensive private British schools, but at a lower cost. A similar situation exists in Dubai, where government schools are provided free to all Emirates students, but more than half of those students are enrolled in the private schools, and 21% of them in the low-cost schools (Government of Dubai, 2012). Parents in Dubai have expressed their satisfaction with the private schools and stated that these schools provide a better education and a higher standard of learning, particularly in the English language (Government of Dubai, 2011). Similarly, the school managers in both sectors believed that Kuwaiti parents are motivated to choose the private Pakistani schools instead of the free government schools mainly because the private Pakistani schools offer a good educational standard in terms of the use of the English language as the medium of instruction, but within the scope of the Islamic culture, and for low tuition fees. The school managers also thought that the formal education system offered at the private Pakistani schools is likely to be motivating the parents, especially since the government

education system at KG level and the first 3 years of primary level is of a very informal nature.

Several studies conducted in Kuwait (Watfa and Al Motawaa, 2008; Al Shatti, 2009) appear comparable to those conducted in some of the countries in the MENA region, and have confirmed the fact that the main aim of parents who abandon the free government schools to enrol their children in the private schools is to obtain a higher standard of education for their children; for instance, in the Lebanon, the UAE and Iran (Nasser, 2009; Knowledge and Human Development Authority, 2014; Salehi-Isfahani et al., 2013). The literature also indicated that the situation in Pakistan is similar to that in Kuwait; low-income families looking for a better quality of education for their children as a result of a decline in the standards at state schools are turning to the low-cost private schools (Alderman et al., 2001, Harleach-Jones et al., 2005, Aslam, 2009, Andrabi et al., 2002). The literature also reveals that in Pakistan (Raju, 2011) and in Kuwait (Benard, 2006) the government schools are unlikely to attain the 2015 Millennium Development educational goals for primary education

7.2.4 A discussion of research sub-question 3

This section contains a discussion of the data related to the sub-question: "To what extent are parents, using both Pakistani and government schools, satisfied with their child's school?"

Discussion 7: Parents' satisfaction with their child's school

The findings revealed that the parents from the private Pakistani schools were more satisfied with their child's school than those from the government schools, and also had higher aspirations for their child's future than parents from the government schools. A higher percentage (64.8%) of private school parents were either 'strongly satisfied' or 'satisfied' with their child's school, while only 35% of the government school parents fell within the same range. The Chi-square test also indicated significant differences between the two sectors.

Furthermore, in large countries such as Pakistan, studies have revealed that there are fewer government schools than private schools in villages and rural areas (Andrabi et al., 2007), which makes the distance from school to home one of the significant factors encouraging parents to turn to the private schools (Alderman et al., 2001). In the current study, by contrast, it was found that although in Kuwait most children live in a zone where a government school is located and the MOE seems keen to provide this service to parents, the statistical analysis revealed no correlation between the distance factor (school location) and parents' satisfaction with the school, and that most parents appeared to be motivated more by the better quality of schooling. Most of the participating parents from the Pakistani private schools indicated that they had chosen to enrol their children in schools in districts a long way from their homes, even though free government schools were available within their zones. The findings also revealed that half of the participating parents from the government sector indicated a strong desire to change to the private sector. This may be because parents who enrol their children at the private Pakistani schools are free to choose any school they wish, and are not limited to schools available in the particular zone where they live.

7.3 Conclusion

The key research question for this study was "Why are some low-income Kuwaiti families choosing to send their children to low-cost private Pakistani schools?"

In conclusion, this comparative case study, which involved comparing the KG and primary levels at government and private Pakistani schools in Kuwait, has suggested that low-income parents are turning to the private sector to educate their children, as a result of perceived low quality in various aspects of educational quality and provision at the state schools, combined with government school policies. This is despite the fact that the MOE in Kuwait has promised "to provide a suitable opportunity to help individuals progress in a comprehensive and integrated way…." (Ministry of Education, 2008, p. 5), and also despite the fact that a large budget has been allocated for this purpose – a budget much higher than that available to the private Pakistani schools. Most significantly, it was found that the MOE's aim is to provide "Education for All" and to achieve the planned development goal by 2015 (MOE, 2014); however,

surprisingly the Millennium Development Goals report indicates that "it will be difficult for Kuwait to achieve the 100 per cent net enrolment ratio in primary education by 2015" (MDGs, 2010, p. 9). In this regard, the results of this study also revealed that although in teachers at government schools in Kuwait receive high salaries, this is not reflected in their commitment in terms of attendance. It has been suggested that the high rate of absenteeism on the part of teachers is affecting the overall amount of time available for teaching at the government schools, and that children are not receiving enough teaching hours to meet the MOE's schedule.

At the private Pakistani schools, on the other hand, although teachers' salaries were found to be considerably lower, the teachers at these schools showed better commitment in terms of attendance and the managers were more satisfied with their performance compared to the government schools. The findings suggested that the MOE's polices are not helping to prevent the government school teachers from being absent, unlike the private schools, which have decentralised management, and in which the deterrent policies are applied. The government schools were found to be suffering from a coercive, centralised and bureaucratic type of management, which was affecting many practices within the schools and preventing many managers from acting as required to develop the schools. This was combined with the government schools' poor curriculum and syllabus at KG and primary levels, poor quality of school buildings and maintenance, poor teaching resources and poor health and safety standards. These problems were causing many school managers to become dissatisfied with the government schools.

7.4 Recommendations

There is no doubt that the private Pakistani schools are playing an active role in developing education in Kuwait, helping to meet the MOE's target of education (MOE, 2009) and helping to support the educational level of low-class children in Kuwait. Therefore, although the results of this case study are not generalisable, they have made it possible to put forward certain recommendations which could improve the educational opportunities offered to children, especially low-income children, in Kuwait. These recommendations are made in a spirit of humility.

First, it is recommended that the government in Kuwait accord more recognition to the service these schools are providing. One way the government could do this is to review the visa regulations in order to allow newly graduated Pakistani teachers and experienced educators to gain access to the country to provide these schools with the workforce they need.

It is also recommended that the MOE provides a loan scheme, or encourages local and foreign entrepreneurs to assist these low-cost Pakistani schools financially to help them improve the condition of their school buildings and update their teaching facilities and teaching resources. These interventions should be minor and policies should not be coercive, so that these schools are still able to operate in a free educational market; this will encourage schools to compete with each other and keep tuition fees low.

It is also suggested that more liberal principles be applied within the private low-cost schools market, allowing private investment and finance by foreign investment rather than limiting them to Kuwaiti ownership. It is also suggested that the school fees and teachers' salaries be set by the private schools themselves, rather than by the MOE, as long as the schools are privately financed, since this would create better competition between the schools and between different types of teacher, and thus give rise to higher school standards and better performance and greater effort on the part of teachers.

It is suggested that government schools registration should not be restricted to the zones where the family lives. This move may also stimulate competition between schools so that they produce better outcomes. It is also recommended that the MOE explores a possible voucher scheme to help parents from lower-class families, and gives them the right to choose between different educational systems. The government can benefit from the voucher system, as it is argued to be much cheaper than the system the government currently uses (West, 1996). An alternative strategy would be for the government to consider offering scholarships for low-income families, thus abiding by the concept of equality and ensuring that poor people have the same access to private schooling as higher class people.

However, in order to improve efficiency, it is suggested that the MOE first reviews its centralised system of managing government schools, and reduces the extent of its control by decentralising some authority to the school managers so they can act more

autonomously. It is also recommended that they give fuller consideration to education history and to managers' and teachers' experiences in developing education in general and the schools' curriculum in particular.

7.5 Suggestions for further research

This research was conducted on low-income Kuwaiti families who were accessing the low-cost private foreign schools. However, it would be very interesting to examine the orientation of Kuwaiti and non-Kuwaiti families towards the low-cost private Arabic and bilingual schools that are also available and compare their educational standard with other school types. These low-cost private schools have started to spread widely across the country in recent years.

Moreover, it would be highly beneficial to conduct a comparison between children's outcomes and educational level in the three types of educational management: the private low-cost Pakistani schools, the high-cost private schools and the government free schools, to find out which management type is providing the best education service for the children and whether the high-cost private schools produce better student outcomes than the low-cost or government schools.

Appendices

Appendix A: Parents' Questionnaire

In the name of God

Dear parents,

I am a student at the University of Newcastle, UK. I am doing a Phd in Education and Communication in the comparative education field. I am at the stage of collecting data for my research, which will investigate both government and private schools in Kuwait.

In this respect, I would like to emphasise the importance of scientific research in developing education; educational research and studies have had a great impact on and benefit in changing and improving the quality of education in all parts of the world. However, this research is meant specifically to develop education in Kuwait, and since I have a great belief in the essential and influential role of parents in the educational process, I consider that collecting information from parents will enrich this research.

In order to assist me in doing this, I would highly appreciate it if you could spend some time answering the questions contained within the questionnaire overleaf. Please try to answer with all possible transparency and credibility so the answers output can be sound and reliable for fulfilling the fundamental objectives of this scientific research.

Finally, I would like to assure you that any data collected will be treated with all anonymity and remain confidential; any answers provided will only be used for academic purposes.

Yours faithfully,

Hadeel Al Shatti

Each Child Who returns a COMPLETED questionnaire will receive a reward presented by the School Secretary.

Parents' Questionnaire *(For Kuwaiti Parents only)*

About the child's parent

1. What is the name of your child's school and in which area is the school located?

.....

2. Which local authority is the school related to (for public schools only) ?

.....

3. In which area do you live?

.....

4. Is your child's school government or private?

A. Government

B. Private

5. How old is your child? .....

6. What is the gender of your child?

A. Male B. Female

7. What is your child's grade?

A. Kindergarten, level 1

B. Kindergarten, level 2

C. Primary level 1

D. Primary level 2

E. Primary level 3

F. Primary level 4

G. Primary level 5

8. Is your child

A. Kuwaiti?

B. Non Kuwaiti?

9. What is the first language spoken at your home?

A. Arabic

B. English

C. Other. If other, please specify .....

10. What is the highest level of education that the child's father (guardian) received? Please tick one box only.

A. None

B. Primary

C. Secondary

D. High school

E. Diploma

F. University (BCA, BSc, etc..)

G. Master (MA, MSc, M.Phil. etc.)

H. Doctorate (Phd etc.)

I. If Other, please specify ……

11. What is the highest level of education that the child's mother (guardian) received? (Please tick one box only).

A. None

B. Primary

C. Secondary

D. High school

E. Diploma

F. University (BCA, BSc, etc.)

G. Master (MA, MSc, M.Phil. etc.)

H. Doctorate (Phd etc.)

I. Other. If other, please specify ……

12. Please describe the father's (guardian's) main occupation. Tick only one box (leave blank if not applicable).

A. Not employed

B. Self-employed (family business or self business)

C. Employed in government sector

D. Employed in private sector

E. Retired

13. Please clarifies the nature of the main work for the father.

A. Managerial position or administrator

B. Doctor

C. Engineer

D. Lawyer

E. Teacher

F. Businessman

G. Other, please specify .....

14. What best describes the mother's (guardian's) main occupation?

(Tick only **one** box).

A. Housewife/ not employed

B. Self-employed (family business or own business)

C. Employed in government sector

D. Employed in private sector

E. Retired

15. Please clarify the nature of the main work of the mother.

A. Managerial position or administrator

B. Doctor

C. Engineer

D. Lawyer

E. Teacher

F. Businesswoman

G. Other, please specify .....

16. What is your total income (mother and father/guardians) per month?.....

17. What is your household expenditure per month? .....

Parents' desires and perspectives

18. If your child is in a private school, why did you not choose the public school?

A. Poor curriculum content and quality

B. Poor quality of teachers

C. Poor English studies

D. Public schools not able to prepare my child adequately for university

E. Poor discipline

F. Bad class environment

G. Poor basic studies (maths, English and science)

H. Weak educational system

I. Other, please specify.....

19. What motivated you to enrol your child in his/her current school? (You can tick more than one box)

A. Providing low tuition fees

B. We follow our civil ID registration for the region

C. Providing good educational curriculum

D. Having good reputation

E. Some of my family's children attend and they recommended the school to me

F. Providing good English teaching

G. Having good educational staff (teachers)

H. Location close to our house

I. Good children's social community

J. The school combines good English plus good Islamic studies

K. Flexible school policies

L. Number of children in the classes is small

M. Providing good educational environment

N. Good discipline

O. My child can pass easily and go on to the next stage

P. Teachers are strict with students

Q. Good technology

R. The school provides the safe

S. None of these. Please specify ……

19.1 If you were to tick the most important factor which motivated you from the list in the previous question, which one would you tick?.....

20. In your view, what are the problems with the educational curriculum in your child's school? (You can tick more than one)

A. Poor Arabic studies

B. Poor Qur'an and practice

C. Poor Islamic studies

D. Poor maths studies

E. Poor lessons review before the exams

F. Poor science studies

G. Load of homework

H. Intensive curriculum

I. Other, please specify……..

J. Not applicable

21. What are the things that dissatisfy you about your child's school?

(You can tick more than one).

A. Poor quality of teachers

B. Excessive teacher absenteeism

C. Teachers are very strict

D. Teachers are careless

E. The social community in the class or school is bad

F. The arrangements for the school parties is below the standard

G. The curriculum quality is poor

H. The school management is not cooperative with the parents

I. Poor school management in general

J. Poor reviewing of lessons

K. No self-grading or health standards

L. High school fees

M. No transport

N. Other, please specify .....

O. Not applicable

Nearest school

22. What is the distance between your house and the nearest public school which is of a suitable educational level for your child?

(Please select the methods and the unit of measurement).

The nearest **public** school ..... (Minutes/Km/Miles) by (Car, Walking)

[Please circle the applicable terms]

23. What is the distance between your house and your child's current school? (Please select the method and the unit of measurement).

The distance to my child's current school is ..... (Minutes/Km/miles) by (Car, Walking) **[Please circle the applicable terms]**

About school tuition fees and other expenditures

24. If your child is in a private school, please indicate how you pay the school fees.

A. Full fees at the start of the academic year

B. Instalment at the start of each school course

C. Monthly instalments

D. My work pays my son's/daughter's school fees

E. Other, please specify.....

F. Not applicable

25. How much do you pay annually for your child's school admission fees? (for private schools only) .....

26. Do you have to pay for any other expenditure for your child? (You can tick more than one as appropriate).

A .Textbooks

B. Stationery (pencils, exercise books etc.)

C. School uniform and PE kit

D. Transport

E. Private lessons

F. School sports and club

G. Classes for reviewing lessons (maths, English etc.)

H. After-school activities

I. Participation in school activities participation

J. Computer classes

K. Examination fees

L. Trips

M. Lunch

N. Private lessons

O. After-school club

P. If Other, please specify ……

27. How much do you estimate the total expenditures on your child's schooling annually? (Including the tuition fees if your son or daughter is at a private school).

A. Less than KD500

B. Between KD500 and KD1500

C. Between KD1500 and 2000

D. Between KD2000 and 3000

E. Between KD3000 and 4000

F. More than 4000

Extra lesson help

28. If your son/ daughter has home private classes after school, how much does it cost you per month? ..... per month

29. If your child has home private lessons after school, why is this? (You can tick more than one box).

A. My son or daughter is bright and needs extra work as a challenge

B. My son or daughter is **not** as bright as some students and needs extra help

C. The teachers lack good teaching ability so extra tuition is needed

D. We are unable to review our child homework and lessons as much as he or she needs

E. Other, please specify .....

F. Not applicable

English language

30. How important is it to you that your son/daughter learns English in the early stages?

A. Very important

B. Quite important

C. Quite unimportant

D. Not important at all

31. How important do you think the English language is for your child's future career and education?

A. Very important

B. Quite important

C. Quite unimportant

D. Very unimportant

32. Was the English language factor one of your priorities which lead you to choose your son's/daughter's current school?

1) Yes

2) No

33. Does your child current school provided the early English base that satisfies you?

A. Very little

B. To a certain extent

C. To a moderate extent

D. To a large extent

E. To a very large extent

Expectations of your child

34. What is your highest aspiration for your son/daughter ? (Tick one answer only)

A. I want my child to take a diploma or certificate

B. I want my child to take a university bachelor degree

C. I want my child to become a professional engineer/doctor/lawyer

D. I want my child to take a higher degree – Master's/Doctorate

Your belief about kinds of education

35. If you had the opportunity to choose between private and government schools, with the private school fees being paid by voucher or scholarship, which type of school would you prefer to send your child to? Please tick the one you prefer.

A. Government

B. Private

36. If fees in all private schools were the same, where would you want to send your son/daughter? (Please tick one sort of education.).

A. Government school

B. Private English

B. Private American

C. Private Indian

D. Private Pakistani

E. Other private school

F. Other, please specify .....

37. Would you recommend your school to your neighbours, relatives and/or friends?

A. Yes

B. No

38. Are you satisfied with your child's education?

A. Strongly dissatisfied

B. Dissatisfied

C. Satisfied to a certain extent

D. Satisfied

E. Strongly satisfied

Thank you for completing this questionnaire.

Please hand it to the schoolteacher or the school secretary by tomorrow.

V.K.G.J

بسم الله الرحمن الرحيم

Hadeel Alshatti

Email:h.y.a.j.alshatti@newcastle.ac.uk

عزيزي ولي الامر:

أنا طالبة دكتوراه في مجال التربية والإتصالات, تخصص تربيه مقارنة من جامعة نيوكاسل في بريطانيا,حاليا أنا في صدد جمع معلومات البحث العلمي لغرض أهداف الدراسة التي اقوم بها , حيث أن الدراسه تبحث في التعليم الحكومي و الخاص بدولة الكويت.

وفي هذا الصدد , أود أن أسلط الضوء على أهمية تلك البحوث العلميه وما لها من شأن في تنمية عجلة التعليم حيث أن نتائج تلك البحوث و الدراسات لها الفضل الكبير في تغير وتحسين مستوى التعليم في جميع انحاء العالم , بيد أن الغرض من هذا البحث هو تنمية وتطوير التعليم في دولة الكويت.

وبما أن لدي القناعه الكافيه بأن لولي الأمرالدور الأساسي والمؤثر في العملية التعليميه, فتحصيل المعلومات من ولي الامر سوف يساعد الي حد كبير في تطويرهذا البحث وإثرائه. ولمساعدتي لإتمام ذلك يرجى الإجابه على أسئلة الاستبانه المرفقه ، بكل شفافية ومصداقية وذلك للحصول على نتائج سليمة نستطيع من خلالها بلوغ الهدف الأساسي من غرض البحث العلمي. ولكم كل الشكر والتقدير للوقت الذي سوف تخصصونه للإجابه علي الاسئلة.

وختاما, أريد أن أأكد لكم بأن جميع معلومات البحث سوف تعامل بكامل السريه و جميع الأسماء سوف لن تذكر في سياق البحث,حيث أن الإجابات سوف تستخدم **فقط** لغرض البحث الاكاديمي والعلمي.

ولكم خالص الشكر والإمتنان ،،،

هديل يوسف الشطي

وزارة التربية

إدارة البحوث والتطوير التربوي

ملاحظة: كل طفل يعيد الإستبانة بعد استكمالها من ولي أمره سوف يحصل على هدية يستلمها من سكرتارية المدرسة أو معلمة الفصل.

استبانة أولياء الأمور (*الكويتين فقط*)

أسئلة عن ولي أمر الطفل

1. ما أسم مدرسة طفلك وفي أي منطقة تقع المدرسة ؟

.....

2. ما هي المنطقه التعليمية التابعه لها (للمدارس الحكومية فقط)؟

.....

3. في أي منطقة تسكن؟

.....

4. هل مدرسة طفلك ؟
   - A. حكوميه ☐
   - B. خاصة ☐

5. كم عمر طفلك؟

.....

6. يرجي تحديد جنس الطفل؟
   - A. ذكر ☐
   - B. أنثى ☐

وزارة التربية
إدارة البحوث التربوي

7. ما هي المرحلة التعليميه لطفلك؟

A. رياض الأطفال مستوى أول ☐

B. رياض الأطفال مستوى ثاني ☐

C. الإبتدائي مستوى أول ☐

D. الإبتدائي مستوى ثاني ☐

E. الإبتدائي مستوى ثالث ☐

F. الإبتدائي مستوى رابع ☐

G. الإبتدائي مستوى خامس ☐

8. هل أبنك –أبنتك؟

A. كويتي ☐

B. غير كويتي ☐

9. ما هي اللغة الأولي التي تستخدم في المنزل؟

A. العربية ☐

B. الإنجليزية ☐

C. لغة أخرى ☐ كانت الإجابة لغه أخرى يرجى التحديد.....

10. ماهوأعلى مستوى تعليمي لوالد (ولي الأمر) الطفل؟ (الرجاء اختيار إجابه واحده فقط)

A. غير متعلم (أمي) ☐

B. ابتدائي ☐

C. متوسط ☐

D. ثانوي ☐

E. دبلوم ☐

F. باكالوريوس ☐

G. ماجستير ☐

H. دكتوراه ☐

I. تحصيل علمي اخر ☐ يرجى التوضيح .....

11. ماهوأعلى مستوى تعليمي لوالدة (ولية الأمر) الطفل ؟ (الرجاء اختيار إجابه واحده فقط)

A. غير متعلمة (أمية) ☐

B. ابتدائي ☐

C. متوسط ☐

D. ثانوي ☐

E. دبلوم ☐

F. باكالوريوس ☐

G. ماجستير ☐

H. دكتوراه ☐

I. تحصيل علمي اخر ☐ يرجى التوضيح .....

12. الرجاء تحديد العمل الرئيسي لوالد (أو ولي الأمر) الطفل؟ (الرجاء اختيار اجابة واحدة فقط)

A. غير موظف ☐

B. أعمال حرة ☐

C. موظف حكومي ☐

D. موظف قطاع خاص ☐

E. متقاعد ☐

13. الرجاء توضيح طبيعة العمل الرئيسي لوالد (ولي الأمر) الطفل؟ (الرجاء اختيار اجابة واحدة فقط)

A. منصب قيادي أو مدير ☐

B. طبيب ☐

C. مهندس ☐

D. محامي ☐

E. مدرس ☐

F. تاجر ☐

G. أخر , الرجاء التوضيح ..... ☐

وزارة التربية

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14. الرجاء تحديد العمل الرئيسي والدة (ولية الأمر) الطفل؟ (الرجاء اختيار اجابة واحدة فقط)

A. ربة منزل. غير موظف ☐

B. أعمال حرة ☐

C. موظف حكومي ☐

D. قطاع خاص ☐

E . متقاعدة ☐

15. الرجاء توضيح طبيعة العمل الرئيسي لوالدة (ولية أمر) الطفل؟ (الرجاء اختيار اجابة واحدة فقط)

A. منصب قيادي أو مديرة ☐

B. طبيبة ☐

C. مهندسة ☐

D. محامية ☐

E. مدرسة ☐

F. تاجرة ☐

G. أخر , الرجاء التوضيح ..... ☐

16. كم تقدرحاصل مجموع دخلك المالي (الأب مع الأم أو أولياء أمر الطفل) بالشهر؟.....د.ك

17. كم تقدر حاصل الالتزامات أو مصروفاتك الشهرية؟.....د.ك

نظرة ودوافع الأباء و الامهات

18. إذا كان طفلك **بمدرسة خاصة** لماذا لم تختار التعليم الحكومي المجاني؟(ممكن اختيار أكثر من إجابة حسب ما يتناسب مع رؤيتكم).

A. لضعف المنهج الدراسي الحكومي	☐
B. لقلة جودة المعلمين	☐
C. لضعف عامل اللغة الأنجليزية	☐
D. لأن المدارس الحكومية غير قادرة على تاهيل طفلي بالشكل كافي للالتحاق بالجامعه في المستقبل	☐
E. لضعف انضباط	☐
F. بيئة الفصل دراسية غير جيدة	☐
G. لضعف تدريس المواد الأساسية (حساب,علوم,انجليزي)	☐
H. نظام تعليمي ضعيف	☐
I. سبب أخر , يرجى التوضيح.....	☐

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19. ما دفعكم وشجعكم لتقيد طفلك في مدرسته الحالية؟ (**يرجى وضع علامة صح في المكعب المناسب يرجى أختيار أكثر من إجابه و حسب ما يتناسب معكم**).

A. المدرسة توفر رسوم منخفظة	B. التحاقنا بالمدرسة حسب تسجيلنا في البطاقة المدنية و المنطقة التابعين لها	C. المدرسه لديها منهج تعليمي جيد
D. جيدة المدرسة سمعه	E. أحد أقربائنا/أصدقائنا امتدح المدرسة لنا	F.المدرسة توفر تعليم جيد للغه الإنجليزية
G. المدرسة لديها كادر تعليمي جيد (مدرسين)	H. موقع المدرسة قريب من المنزل	I. المدرسه توفر وسط اجتماعي جيد
J. المدرسة تجمع بين تعليم جيد لمادة الاسلامية والقرآن الكريم بالاضافة للغة الانجليزية	K. المدرسة توفر سياسات إدارية مرنة	L. عدد التلاميذ في الفصل قليل
M. توافر بيئة تعليمية سليمة	N. المدرسة توفر انضباط جيد	O. لسهولة نجاح طفلي وذهابه للمرحلة التالية
P. تشدد و صرامة المعلمين أو المعلمات لإنظباط التلميذ	Q. توفر الامدرسة تكنولوجيا جيده	R.المدرسة توفر الأمن الكافي لطفلي
S. ليس أيا مما ذكر, الرجاء التوضيح		

1.19. من اجاباتك للسؤال السابق, إن كنت ستختار أهم عامل دفعكم لاختيار مدرسة طفلك فماذا سوف تتختار؟

.....

20. من وجهة نظركم، ماهي عيوب **المنهج التعليمي** في مدرسة إبنك أو إبنتك ؟ (ممكن اختيار أكثر من إجابة).

A. ضعف اللغة العربية	
B. ضعف التركيز على تلاوة القران الكريم	
C. ضعف تدريس الإسلامية	
D. ضعف تدريس الرياضيات	
E. ضعف المراجعات قبل الإختبار	
F. ضعف تدريس موادالعلوم	
G. كثرة الواجبات المدرسية	
H. كثافة المنهج	
I.أخرى يرجى التوضيح.....	
J.لا ينطبق	

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21. ما هي الأمور التي أنت غير راض عنها في مدرسة أبنك أو إبنتك؟ (ممكن اختيار أكثر من إجابة)

A. ضعف الكادر التعليمي (معلمين أو معلمات)	
B. كثرة غياب بعض المعلمين أوالمعلمات	
C. التشدد و صرامة الكادر التعليمي	
D. تسيب الكادر التعليمي	
E. بيئة الفصل (أوالمدرسة) الإجتماعية غير جيدة	
F. التنظيم للحفلات المدرسية غير جيد	
G. ضعف جودة المنهج التعليمي	
H. الإدارة المدرسية غير متعاونة مع ولي الأمر	
I. سوء الإدارة المدرسية بشكل عام	
J. قلة توافر دروس التقوية	
K. عدم توافر الأمن والسلامة	
L. الرسوم الدراسية عالية	
M. عدم توافر المواصلات	
N.أخرى ، يرجى التوضيح	
O. لا ينطبق	

اسئلة عن قرب المدرسة

22. ما هي المسافه بين منزلك و بين أقرب مدرسة **حكومية** لنفس المرحلة التعليمية لطفلك ؟ **(الرجاء اختيار الوسيلة ووحدة القياس بوضع دائرة حول ما يتناسب مع اجابتكم)**

- أقرب مدرسه **حكوميه** عن منزلنا تقدر ب .....(دقائق,كيلومتر, ميل) بواسطة (السيارة, المشي).

23. ما هي المسافة بين منزلكم و مدرسة طفلك **الحالية**؟ **(الرجاء اختيار الوسيلة ووحدة القياس بوضع دائرة حول ما يتناسب مع اجابتكم)**

- المسافة من منزلنا إلي مدرسة **طفلي الحالية** تقدر ب .....(دقائق,كيلومتر, ميل) بواسطة (السيارة, المشي).

اسئله عن الرسوم المدرسه و الالتزامات الأخرى

24. إذا كان طفلك في مدرسه خاصة, الرجاء توضيح كيفية دفع الرسوم؟

A. دفع الرسوم كامله مع بداية العام الدراسي ☐

B. دفع بالأقساط مع بداية كل فصل دراسي ☐

C. دفع الرسوم بالأقساط شهريا ☐

D. الرسوم تدفع عن طريق جهه العمل او مؤسسه أخري ☐

E. أخرى , الرجاء التوضيح .....☐

F. لا ينطبق ☐

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25. في حال التعليم الخاص, كم تدفع سنويا للرسوم المدرسية فقط؟ .....

26. هل تقوم بدفع أي مصروفات أخرى لطفلك سواء بالتعليم الخاص أو الحكومي؟ **(يرجي اختيار الإجابات المناسبة بوضع علامة صح في المربع المناسب,ممكن اختيار أكثر من اجابه)**

A. الكتب دراسية	B.أدوات مكتبية وقرطاسية (دفاتر, أقلام...الخ)	C.الزي المدرسي وملابس الرياضة
D. وسائل النقل (باص المدرسة)	E.لدروس خصوصية منزلية	F.اشتراك بالنادي الرياضي المدرسي
G. فصول التقوية المدرسية (رياضيات , انجليزي, علوم الخ...)	H.أنشطه مابعد المدرسة	أنشطة| مدرسية
J. فصول الحاسب الألي	K. رسوم اختبارات	L. رحلات
M. وجبات الفطور او الغداء	N. دروس خصوصية	O. نادي ما بعد المدرسة
P. أخرى , الرجاء التوضيح.....		

27. كم تقدر إجمالي مبالغ المصروفات المدرسيه لطفلك سنويا ؟ **(إذا كان ابنك أو أبنتك بالتعليم الخاص يرجى ذكرالمصروفات المدرسية بالإضافة الى الرسوم)**

- ☐ A.أقل من 500 د.ك
- ☐ B.ما بين 500 د.ك و1500د.ك
- ☐ C.ما بين 1500 د.ك و 2000 د.ك
- ☐ D. من 2000 د.ك الي 3000 د.ك
- ☐ E. من 3000 د.ك الى 4000 د.ك
- ☐ F. أكثر من 4000 د.ك

<u>اسئلة عن الدروس الخصوصية</u>

28. في حال انفاقك على الدروس الخصوصيه المنزلية كم تقدر تلك المصروفات شهريا؟ .....

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29. إذا كان طفلك بحاجه الي الدروس الخصوصية المنزلية فبما تعلل سبب ذلك؟ (ممكن اختيار أكثر من إجابة)

A. أبني - أبنتي متفوق(ة)ولكن أرغب بزيادة التحصيل العلمي لنمو روح التحدي له- لها	
B. قدرات الذكاء لإبني - إبنتي ليست متساويه مع تلاميذ فصله فهو-هي بحاجة إلى زيادة تحصيله (ها) العلمي	
C. إبني أو إبنتي بحاجه الي دروس إضافيه بسبب قصور قدرات المدرسة بعض المعلمين من تدريسة بصورة جيدة	
D. لأننا لا نتمكن من مساعدة إبننا- بنتنا من مراجعة الدروس والواجبات بقدر حاجتها-حاجته	
E. لسبب أخر , يرجى التوضيح	
F. لا ينطبق	

اسئلة عن عامل اللغه الانجليزى

30. لأي درجة من الأهميه لك تعلم أبنك أو إبنتك اللغه الانجليزيه في مراحل مبكرة ؟

A . مهم جدا ☐

B. مهم ☐

C. ليس مهم ☐

D. ليس مهم على الإطلاق ☐

31. ما أهمية تعلم اللغة الإنجليزيه لمستقبل طفلك التعليمي و الوظيفي ؟

A. مهم جدا ☐

B. مهم ☐

C. غير مهم ☐

D. غير مهم على الإطلاق ☐

32. هل كان عامل اللغة الإنجليزيه من أولوياتك اختيارك(ي) لمدرسة طفلك الحالية؟

A. نعم ☐

B. لا ☐

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33. هل مدرسة طفلك الحالية توفر التأسيس للغة الإنجليزيه في مراحل مبكره و بشكل مرضي لكم؟

A. بقدر بسيط جدا ☐

B. إلى حد ما ☐

C. إلى حد متوسط ☐

D. إلى حد كبير ☐

E. إلى حد كبير جدا ☐

اسئلة عن التوقعات لمستقبل طفلك

34. ما هو أقصى طموح لديك لمستقبل أبنك- إبنتك؟ (يرجى أختيار إجابه واحدة فقط)

A. أتطلع لإبني أو لإبنتي الحصول على شهادة الدبلوم ☐

B. أتطلع لإبني أو لإبنتي الحصول على شهادة الباكالوريوس الجامعيه ☐

C. أريد إبني أو إبنتي أن يصبح- تصبح ذات مهنه وظيفيه , (مهندس- طبيب- محامي..الخ) ☐

D. أريد إبني أو إبنتي الحصول على شهادة عليا في مجاله (ماجستير- دكتوراه) ☐

اسئلة عن قناعتكم لأنواع التعليم

35. إذا توافرت لديك الفرصة للإختيار بين التعليم الخاص والحكومي مع العلم بأن رسوم التعليم الخاص سوف تدفع عن طريق نظام البعثة الدراسية (مدفوعة التكاليف) أو الوصل المدفوع (voucher), فما نوع التعليم الذي سوف تفضل أن تبعث إبنك او إبنتك له؟ (الرجاء اختيار ما تفضله)

A. التعليم الحكومي ☐

B. التعليم الخاص ☐

36. لو كانت جميع الرسوم الدراسيه في جميع المدارس الخاصة متساوية, أين تريد أن تلحق أبنك او ابنتك ؟ (الرجاء اختيار نوع التعليم)

A. التعليم الحكومي ☐

B. التعليم الخاص الإنجليزي ☐

C. التعليم الخاص الأمريكي ☐

D. التعليم الخاص الهندي ☐

E. التعليم الخاص الباكستاني ☐

F. تعليم خاص أخر, يرجى التوضيح ☐ .....

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37. هل سوف توصي أو تمتدح مدرسة بنتك أو ابنك لجيرانك, عائلتك او أصدقائك؟

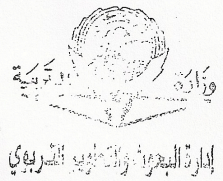
A. نعم ☐

B.لا ☐

38. بشكل عام، هل انت راضي عن مستوى تعليم أبنك او أبنتك؟

1. جدا غير راضي ☐
2. غير راضي ☐
3. راضي الى حد ما ☐
4. راضي ☐
5. جدا راضي ☐

لكم كل الشكر لإستكمال الأسئلة. الرجاء تسليم الإستبانه إلى معلمة أو معلم الفصل غدا.



Appendix B: School Managers' Interview

In the name of God

Dear School Manager,

There is no doubt that research and studies are the main sources for improving and developing the educational process and providing logical solutions to educational problems. From this standpoint, I would like to introduce my work to you and to assure you that this study will attempt to achieve significant results and recommendations which would benefit the educational process. I am a student at the University of Newcastle in the UK, and my research is for the degree of Phd in education and communication, in the area of comparative education.

My research aim is to focus on the quality of the government and private schools that are serving low-class families in Kuwait. The research will rely on several data collection methods, interviews, observation and questionnaire. All the instruments and questions will be prepared accurately and objectively well in advance to achieve the research aims. The **interviews** are intended to ask questions of the school manager; on the other hand, the **observation** method will be applied to the school facilities in general and to two teaching classes within the school day which teach major lessons (maths, science and English). Furthermore, the researcher intends to collect data from parents via the questionnaire method.

Accordingly, I would like to assure you that any information/data provided will be kept **anonymous** and strictly **confidential**, and the answers will only be used for academic purposes.

The Interview is expected to last no longer than 30 minutes. I am aware that you will be extremely busy and I would be very grateful to you for the time you can spare to answer the interview questions. I hope you won't mind if I call you to discuss this further. Alternatively, you could call me on 66228707, or email me at: h.y.a.j.alshatti@newcastle.ac.uk, so that we can arrange a convenient time to meet. I look forward to hearing from you.

With compliments,

Hadeel Al shatti

Questions on finance and parents

1. Does your school receive any sort of aid from the government? How much is this annually?

2. Does your school receive any aid from any other institution or charity? How much is this annually?

3. Does the school charge for books, uniforms, sports club and school meals? How much do you estimate these fees at?

4. How do you view the cost of your school tuition fees and expenses compared with those of other foreign private schools?

5. In your view, does your school offer attractive factors for Kuwaiti parents specifically, which is making them leave the government free schools? What are these factors? (private schools only)

6. In your view, why do parents select your school rather than any other Pakistani school? Do you have any competition with other schools? (private schools only)

7. From the Kuwaiti pupils' enrolment statistics 2010/2011, it appears that Kuwaiti children are highly concentrated in the kindergarten and primary stages and that the numbers decrease in secondary/high school; from your knowledge, could you explain why? (private schools only)

8. From the Kuwaiti pupils' enrolment statistics 2009/2010, 2010/2011, 2011/2012, it appears that large numbers of Kuwaiti children are enrolled in the private education sector; from your experience could you explain the reasons behind this orientation?

9. From the school's economic perspective, which social strata of Kuwaiti parents is your school attracting and supplying?

10. Does your school have any policies governing communication with parents? If yes, to what extent are the school priorities and policies structured in consideration of parents' needs?

Curriculum

11. Which curriculum is your school following?

12. Do you think that the curriculum in your school suffers from any lacks? If yes, please clarify what these lacks are and what are the reasons behind them.

13. Do you think the curriculum meets with parents' favour and satisfaction? Why?

Manager policies

14. From your authority as a school manager and in the light of your annual calibrations and evaluations of the educational process in your school, do you carry out any actions to improve and develop the curriculum? If yes, how?

15. Are there are any restrictions imposed by the Ministry of Education or the local authority on the amount of authority you do have in your school? Please specify.

The school and teachers:

16. How old is your school? and does it meet the educational requirements? Why?

17. Do you take steps to meet the standard of quality in your school? How?

18. Are you satisfied with the teachers' standard at your school? Why?

19. What qualifications do the teachers at your school possess and where they are originally from?

20. Can you tell me how many classes there are at your school?

21. What is the total number of students at the school and the total in each class, approximately?

Thank you for your cooperation.

School Managers' Interview in Arabic

بسم الله الرحمن الرحيم

إلى مدير المدرسة.....المحترم

تحية طيبة وبعد،،،،

مما لا شك فيه أن الدراسات والبحوث تعتبر المصدر الأساسي لتحسين وتطوير عملية التعليم حيث انها توفر الحلول المنطقية لمشكلات العليم.

ومن هذا المنطلق, أود أن أستعرض عليكم بحثي و أأواكد لكم بأن هذه الدراسة سوف تحصد نتائج مهمة و تزكيات مفيدة للعملية التعليمية.

أن موضوع هذا البحث هو لدرجة الدكتوراه في التربية المقارنه, حيث أنني طالبة من جامعة نيوكاسل في بريطانيا. وأنا حاليا في صدد جمع معلومات البحث للدراسة. أهداف البحث ترتكز على جودة التعليم الخاص والحكومي والذي يخدم شريحة الأهل ذوي الدخل المتوسط والمحدود في دولة الكويت.

البحث سوف يستند على عدة أدوات , المقابلة والملاحظة والاستبانة , حيث أن الباحثة وضعت نصب جهدها لتجهيز الأسئلة بشكل دقيق وموضوعي .

بشكل عام المقابلة ستكون مع ناظرأو ناظرة المدرسة, والملاحظة ستكون على مرافق المدرسة بالإضافة إلى حضور فصلين دراسين لأحدى المواد الأساسية (رياضيات, علوم , انجليزي...) ,أما بالنسبة الى الأستبانه فسوف تركز على جمع معلومات محددة من ولي الأمر فقط.

وبما أني أقدر ضيق الوقت لديكم وكثرة الأعمال, فالمقابلة لن تستغرق أكثر من 30 دقيقة, ولأمانة البحث العلمي, أود أن أجزم لكم بأن جميع المعلومات سوف تعامل بكامل السرية وجميع الأسماء لن تذكر في سياق البحث و الإجابات سوف تستخدم فقط للغرض الأكاديمي والعلمي.

للأستفسار أو لتحديد موعد للمقابلة, الرجاء قبول اتصالي بكم لهذا الغرض أو يمكنكم التواصل معي على رقم الهاتف: 66228707 عن طريق البريد الألكتروني:

h.y.a.j.alshatti@newcastle.ac.uk,

ولكم خالص الشكر والتقدير

هديل بوسف الشطي

أسئلة لمدراء المدارس الخاصة فقط
اسئلة لمدراء المدارس الحكومية فقط

أسئلة المقابلة

أسئلة مالية و أخرى متعلقة بأولياء الأمور

1. هل ميزانية المدرسة أو المخصصات المدرسية تتضمن أي نوع من المساعدات من الحكومة ؟ كم تقدرون ذلك سنويا؟

2. هل مدرستكم حاليا تأخذ أي مساعدات من أي مؤسسة أو جمعيات خيرية؟ كم تقدرون ذلك سنويا؟

3. هل هنالك رسوم دراسية في مدرستكم ؟ الرجاء ذكر قيمة الرسوم سنويا لكل مرحلة تعليمية؟

المرحلة	الرسوم الدراسية	رسوم التسجيل	رسوم الفصل الدراسي	الرسوم سنويا
رياض الأطفال				
الأبتدائي				
المتوسط				
الثانوي				

4. هل هناك أي رسوم أخرى يدفعها ولي الأمر مثال ملابس المدرسة الموحدة أو الرياضية , كتب , فصول تقوية , وجبات الفطور...الخ؟ كم ممكن ان تقدر التكلفة المالية لذلك؟

5. كيف تقدر تكلفة رسومكم الدراسية مقارنة مع المدارس الأجنبية الخاصة الأخرى؟

6. من وجهة نظركم هل مدرستكم توفر عوامل جذب للأهالي الكويتين بشكل خاص مما يجعلهم يتركون التعليم الحكومي المجاني؟ ما هي تلك العوامل؟

أسئلة لمدراء المدارس الخاصة فقط
أسئلة لمدراء المدارس الحكومية فقط

7. من احصائية القبول والتسجيل للعام الدراسي 2010-2011 تبين بأن التلاميذ الكويتين المسجلين بالمداس الباكستانية الخاصة مقيدين بعدد كبيرفي مرحلة رياض الأطفال والأبتدائي ويقل عددهم في المتوسط والثانوي, من واقع خبرتكم بما تعلل السبب وراء ذلك ؟

8. من احصائية القبول والتسجيل لعام 2009 الى سنة 2012 تبين بأن عدد التلاميذ الكويتين المقيدين في المدارس الخاصة عددهم نسبيا كبير , من واقع خبرتكم هل ممكن أن توضحون السبب وراء هذا التوجه؟

9. من المنظور الأقتصادي والمعيشي في الكويت , باعتقادكم أي طبقة من الأهالي مدرستكم قد تخدم ؟

10. هل مدرستكم لديها سياسة تواصل مع الأهالي؟ إذا كان الجواب نعم : إلي أي مدى أولويات المدرسة وسياساتها تدعم وتتوافق و احتياجات الأهل؟

المنهج:

11.ما هو المنهج الدراسي المتبع في مدرستكم؟

12. هل تعتقد بأن المنهج الدراسي يشكو من أي قصور؟ إذا اجبت بنعم الرجاء ممكن توضيح ما هو القصور في المنهج وما هو السبب وراء ذلك؟

13. هل تعتقد بأن المنهج التعليمي يلاقي استحسان ورضاء الأهل؟ ولماذا؟

سياسات مدير المدرسة:

14. في ضوء عملك كمديرمدرسة ولديك الصلاحيات في التقيم والتقويم السنوي للعملية التعليمية في المدرسة, هل لديكم ايضا الصلاحية في تحسين وتطوير المنهج التعليمي؟ كيف ؟

أسئلة لمدراء المدارس الخاصة فقط
أسئلة لمدراء المدارس الحكومية فقط

15. هل هناك أي قيود من وزارة التربية أو المناطق التعليمية علي حجم صلاحياتكم في المدرسة ؟ الرجاء التوضيح؟

المدرسة والمعلمات:

16. كم تقدر عمر المبنى المدرسي؟ وهل يتناسب مع المتطلبات التعليمية؟ ولماذا؟

17. هل تسعي لبلوغ معايير الجودة في مدرستكم؟ وكيف؟

18. هل أنت راضي عن مستوى المعلمات في مدرستكم؟ ولماذا؟

19 . ما هو المؤهل العلمي للمعلمات في مدرستكم وما هي أصول تلك المعلمات؟

عدد المعلمات		الجنسية	الدرجة				
			كورس تدريبي	دبلوم	باكالوريوس	ماجستير	دكتوراه
ذكور							
إناث							

20. كم فصل بالمدرسة؟ و ما هو عدد التلاميذ بالفصل الواحد؟ وما هو جنسهم (ذكر- أنثي) ؟

أسئلة لمدراء المدارس الخاصة فقط
أسئلة لمدراء المدارس الحكومية فقط

Appendix C: School and Classroom Observation (checklist)

The school, resources and facilities

1.What is the outside cosmetic status of the school building?

1. New
2. Semi-new
3. Old
4. Semi-old
5. Very old

2. Does the school provide food and a dining hall?

1. Free food available and dining hall
2. Pre-paid food and dining hall
3. Pre-paid food and no dining hall
4. No food available, only dining hall
5. No food available and no dining hall

3 Is there a mosque for students in the school?

1. Yes
2. No

4. Does the school provide a playground area? (small - less than $5m^2$; medium - between 5.5 m^2 and 9 m^2; large - more than 9 m^2)

1. Yes, small with games
2. Yes, small without games
3. Yes, medium with games
4. Yes, medium without games
5. Yes, big with games
6. Yes, big without games
7. No playground is available

5. Is there any praying mosque in the school?

1. Yes
2. No

6. Is there a library in the school?

1. Yes, very large library: 1000-2000 books and above
2. Yes, large library: 300-500 books
3. Yes, medium library: 200-100 books
4. Yes, small library: 100-50 books
5. No library available

7. Does the school provide an indoor sports area for physical education (PE) lessons?

1. Yes, with resources
2. Yes, with poor resources
3. No, indoor area

8. Does the school provide an outdoor sports area for physical education (PE) lessons?

1. Yes, with resources
2. Yes, with poor resources
3. No, outdoor area

9. Does the school provide computers/ laptops?

    1. Yes, in the classroom and in the ICT room and well operating
    2. Yes, in the classroom and in the ICT room but not operating well
    3. Yes, in the ICT or the classroom and well operating
    4. Yes, in the ICT or the classroom but not operating well
    5. No computers

10. Does the school provide a science lab and equipment?

    1. There is a science lab with a great deal of equipment
    2. There is a science lab with little equipment
    3. There is a science lab with no equipment
    4. There is no science lab in the school

Teaching resources

11. What sort of boards are available in the classrooms?

    1. New white board and blackboard
    2. New white board only
    3. New blackboard only
    4. Old white board

12. Are there any of the following teaching resources available in the classrooms? (Tick more than one)

1. Projector
2. Tape recorder
3. Teaching computer, desk top/ laptop computer
4. DVD player
5. TV
6. Textbooks
7. I-pad
8. Wall posters

13. Are there desks and chairs in the classrooms?

1. Good condition desks and chairs
2. Poor condition desks and chairs
3. No desks or chairs

Health and safety

The school

14. Is there a nurse at the school and a clinic?

1. There is a nurse and a clinic
2. There is a nurse but no clinic
3. There is a clinic but no nurse
4. No nurse and no clinic

15. Does the school provide safe drinking water for pupils?

1. Yes, with clean and new water filter
2. No, water filter colour is changed slightly
3. No, water filter colour is strongly changed
4. No water available

16. What is the condition of the available toilets?

1. All operating, new and look clean.
2. All operating, new but do not look clean.
3. All operating, old and look clean.
4. All operating, old but do not look clean.
5. Partly operating, new and look clean.
6. Partly operating, new but do not look clean.
7. Partly operating, old but look clean.
8. Partly operating, old and do not look clean.
9. Not operating, but new and look clean.
10. Not operating, new but do not look clean.
11. Not operating, old but look clean.
12. Not operating, old and do not look clean.

17. Are there a fire alarm and extinguisher system in the school that are regularly checked?

1. Yes, and they are checked regularly
2. Yes, but not regularly checked
3. Yes, but never been checked
4. No safety system in the school

The classroom

18. Is there any air-conditioning available?

1. Yes, in good condition
2. Yes, but not operating

19. What are the standards of health and safety available in the classrooms? (Tick more than one where appropriate)

1. Windows for ventilation
2. No windows for ventilation
3. The illumination and lighting is adequate for learning
4. No bright adequate lighting
5. Walls look clean
6. Walls look dirty
7. Floor looks dirty
8. Floor looks clean
9. Carpet and furniture look clean and in good condition
10. Furniture looks dirty and in poor condition
11. Undamaged classroom doors
12. Damaged classroom doors
13. Double exit doors
14. One door only in classrooms

20. Number of children in the class

A. 30

B. More than 30

C. Less than 30

D. More than 40

E. 15

F. Less than 15

Appendix D The schools' permits



State of Kuwait دولة الكويت

وزارة التربية

MINISTRY OF EDUCATION

50th Anniversary of the Issuance of the Constitution of the State of Kuwait
1962 - 2012

Ref. : المرجع:

Date : التاريخ:

السادة المحترمتن : أصحاب المدارس / الباكستانية الخاصة

تحية طيبة وبعد،،،

الموضوع : تسهيل مهمة

* *

بالإشارة إلى الموضوع أعلاه، برجاء تسهيل مهمة الأستاذة/ هديل يوسف الشطي طالبة في برنامج الدكتوراه جامعة نيو كاسل بريطانيا بزيارة المدرسة لإجراء عملية توزيع الاستبيان لاستكمال متطلبات مشروع برنامج الدكتوراه.

يرجاء تقديم كافة التسهيلات اللازمة له أثناء زيارته لمدرستكم مع الإحاطة بأنه لا مانع لدى الإدارة العامة للتعليم الخاص من التعاون معها في هذا المجال.

مع خالص التحية،،،

مدير عام
الإدارة العامة للتعليم الخاص

مدير عام الإدارة العامة للتعليم الخاص

وزارة التربية
الإدارة العامة للتعليم الخاص

نسخة لكل من السادة/

- الوكيل المساعد للتعليم الخاص.
- مدير عام الإدارة العامة للتعليم الخاص.
- مدير الشؤون التعليمية.
- مراقب المدارس الأجنبية.
- ملف / عنود

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MINISTRY OF EDUCATION
CAPITAL EDUCATIONAL AREA
Director Manager office

وزارة التربية
الإدارة العامة لمنطقة العاصمة التعليمية
مكتب المدير العام

الرقم : و ت / ط ف ل /

التاريخ : 07/ 04 /2013 م

قسم السكرتارية والسجل
الصادر
8 APR 2013
الرقم : ٩١٥٥٤

نشرة عامة خاصة للمرحلتين الابتدائية والمتوسطة
بنين – بنات
ورياض الأطفال

السادة المحترمون / مديرو المدارس

تحية طيبة وبعد،،،

تسهيل مهمة الطالبة
هديل يوسف الشطي

بالإشارة إلى كتاب مدير إدارة البحوث والتطوير التربوي رقم (955) المؤرخ في 13 / 12 / 2012م، بشأن الموضوع أعلاه،،،

تقوم الطالبة / **هديل يوسف الشطي** - المسجلة على درجة الماجيستير بجامعة نيوكاسل – بالمملكة المتحدة – بإجراء دراسة بعنوان " **مقارنة بين المدارس الخاصة والمدارس العامة**".

لذا يرجى تسهيل مهمة المذكورة أعلاه بتطبيق أداة الدراسة (بطاقة مقابلة) المختومة صفحاتها من إدارة البحوث والتطوير التربوي بالمدرسة.

وذلك خلال الفصل الدراسي الحالي 2012 / 2013م.

شاكرين حسن تعاونكم

مدير عام
منطقة العاصمة التعليمية

مدير إدارة الشئون التعليمية
لطيفة محمد العجيل
منطقة العاصمة التعليمية

وزارة التربية
منطقة العاصمة التعليمية

نسخ
- مدير عام المنطقة
- مدير إدارة الشئون التعليمية
- الملف
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الرقم : وت / ط ف ل

التاريخ : 07/ 04 / 2013 م

قسم السكرتارية والسجل
الصادر
8 APR 2013
الرقم : ٢٢٥٩

نشرة عامة لجميع المراحل التعليمية
بنين ـ بنات

السادة المحترمون / مديرو المدارس

تحية طيبة وبعد،،،

تسهيل مهمة الطالبة
هديل يوسف الشطي

بالإشارة إلى كتاب مدير إدارة البحوث والتطوير التربوي رقم (212) المؤرخ في 13 / 03 / 2013م، بشأن الموضوع أعلاه ،،،

تقوم الطالبة / **هديل يوسف الشطي** - المسجلة على درجة الدكتوراه بجامعة نيوكاسل – بالمملكة المتحدة – بإجراء دراسة بعنوان " **دراسة مقارنة المدارس الخاصة والحكومية في دولة الكويت لتقديم إمدادات القطاع التربوي الخاص والحكومي في خدمة الأهالي ذوي الدخل المتوسط والضعيف** ".

لذا يرجى تسهيل مهمة المذكورة أعلاه بتطبيق أداة الدراسة (استبانة) المختومة صفحاتها من إدارة البحوث والتطوير التربوي بالمدرسة.

وذلك خلال الفصل الدراسي الحالي 2012 / 2013م.

شاكرين حسن تعاونكم

م مدير عام
منطقة العاصمة التعليمية

مدير إدارة الشئون التعليمية
لطيفة محمد العجيل
منطقة العاصمة التعليمية

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نسخ
- مدير عام المنطقة
- مدير إدارة الشئون التعليمية
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التاريخ : ٢٠١٣/٤/٢٢

الموافق :

رقم الإشارة :

وزارة التربية
الإدارة العامة لمنطقة الأحمدي التعليمية
مكتب المدير العام

١٦٣٠٥

السيدات والسادة /

مديري مدارس المرحلتين الابتدائية والمتوسطة ورياض الأطفال المحترمين

تحية طيبة وبعد ،،

الموضوع : تسهيل مهمة الطالبة / هديل يوسف الشطي – المسجلة على درجة الماجستير – جامعة نيوكاسل بالمملكة المتحدة

فبالإشارة إلى كتاب إدارة البحوث والتطوير التربوي والخاص بالمذكورة أعلاه حيث تقوم بدارسة حول مقارنة بين المدارس الخاصة والمدارس العامة.

لذا يرجى تسهيل مهمتها لتطبيق أداة البحث (بطاقة مقابلة) والمختومة صفحاتها من إدارة البحوث والتطوير التربوي على عينة من مدراء مدارس التعليم العام لمراحل (رياض الأطفال – الابتدائية – المتوسطة).

وذلك خلال الفصل الدراسي الحالي ٢٠١٢ / ٢٠١٣م

شاكرين حسن تعاونكم

وتفضلوا مع خالص التحية

وزارة التربية
الإدارة العامة لمنطقة الأحمدي التعليمية

مدير عام منطقة الأحمدي التعليمية

٢٠١٢/٤/٢٢

منى خالد الصلال
مدير عام منطقة الأحمدي التعليمية

نسخ إلى :

- مراقبة التعليم المتوسط
- مراقبة التعليم الابتدائي
- الملف
- أ. سيد منى ٢٠١٣/٤/٢١م

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75/30/EA 0098386/09/20000

التـــاريـــخ : .....

المـــوافـــق : .....

رقم الإشارة : .....

وزارة التربية
الإدارة العامة لمنطقة الأحمدي التعليمية
مكتب المدير العام

السيدات والسادة الأفاضل / مديري المدارس بالمراحل كافة المحترمين

تحية طيبة وبعد ،،

المـوضـــوع : تسهيـــل مهمـــــة

تقوم الطالبة / هديل يوسف الشطي المسجلة على درجة الدكتوراه في جامعة نيوكاسل ببريطانيا بدراسة حول مقارنة بين المدارس الخاصة والحكومية في دولة الكويت لتقديم إمدادات القطاع التربوي الخاص والحكومي في خدمة الأهالي ذوي الدخل المتوسط والضعيف.

لذا يرجى تسهيل مهمة المذكورة أعلاه لتطبيق أداة البحث (استبانة) المختومة صفحاتها من إدارة البحوث والتطوير، في جميع المدارس خلال الفصل الدراسي الحالي ٢٠١١ / ٢٠١٢م.

مـــع خـــالص الشكـــــر

مـــديـــر عـــام
الإدارة العامة لمنطقة الأحمدي التعليمية

نسخ إلى :

- الشؤون التعليمية
- المراحل الثلاث
- الملف
- منى

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وزارة التربيـــة
الإدارة العامة لمنطقة الفروانية التعليمية
مكتب مدير إدارة الشئون التعليمية

75 / 30 / EA0098065 / 06 / 5000
التاريخ: ٩ / ٤ / ٢٠١٣
الرقم : وت / ط ف ل /

السادة الأفاضل مديرو /مديرات مدارس (رياض الأطفال/الابتدائي/المتوسط)

تحية طيبة وبعد ، ، ،

الموضوع : تسهيل مهمة

تقوم الطالبة(هديل يوسف الشطي) المسجلة على درجة الدكتوراه في جامعه نيوكاسل في المملكة المتحدة بدراسة بعنوان (دراسة مقارنه بين المدارس الخاصة والمدارس الحكومية في دولة الكويت لتقديم إمدادات القطاع التربوي الخاص والحكومي في خدمه الأهالي ذوي الدخل المتوسط والضعيف)

يرجى التكرم بتسهيل مهمة المذكور أعلاه من خلال تطبيق أداة البحث الميداني (إستبانه) المختومة صفحاتها من إدارة البحوث والتطوير التربوي على جميع مدارس (رياض الأطفال/الابتدائي/المتوسط) التابعة لمنطقة الفروانية التعليمية خلال الفصل الدراسي الحالي ٢٠١٢/٢٠١٣م

مع خالص شكرنا وتقديرنا ..

مدير إدارة الشؤون التعليمية

نسخة لكل من :-
مدير الشؤون التعليمية

رئيس المجموعة
مراقبة رياض الأطفال
منطقة الفروانية التعليمية

اماني الدبحاني

وزارة التربيـــة
الإدارة العامة لمنطقة الفروانية التعليمية
مكتب مدير إدارة الشئون التعليمية

75 / 30 / EA0098065 / 06 / 5000

التاريخ: ٩ / ٤ / ٢٠١٣
الرقم : وت / ط ف ل /

السادة الأفاضل مديرو /مديرات مدارس (رياض الأطفال/الابتدائي/المتوسط)

تحية طيبة وبعد ، ، ،

الموضوع : تسهيل مهمة

تقوم الطالبة(هديل يوسف الشطي) المسجلة على درجة الماجستير في جامعه نيوكاسل في المملكة المتحدة بدراسة بعنوان (مقارنه بين المدارس الخاصة والمدارس العامة)

يرجى التكرم بتسهيل مهمة المذكور أعلاه من خلال تطبيق(أداة البحث (بطاقة مقابله) المختومة صفحاتها من إدارة البحوث والتطوير التربوي على عينه من مدراء ومديرات (رياض الأطفال/الابتدائي/المتوسط) التابعة لمنطقة الفروانية التعليمية خلال الفصل الدراسي الحالي ٢٠١٢/٢٠١٣م

مع خالص شكرنا وتقديرنا ..

مدير إدارة الشؤون التعليمية

نسخة لكل من :-
مدير الشؤون التعليمية

رئيس المجلس
مراقبة رياض الأطفال
منطقة الفروانية التعليمية

اماني الديحاني

57/30/EA0092455/10/25000

وزارة التربيـــة
الإدارة العامة لمنطقة حولي التعليمية
مكتب المدير العام

رقـــم : ٤٧٤٦
التاريخ : ٢٠١٣/١٤١٨

نشرة عامة رقم (٥٤ / ٢٠١٣)

لجميـــع مدارس المرحلة (رياض الأطفال - الابتدائية – المتوسطة)

السادة والسيدات المحترمين / مديري ومديرات المدارس

تحية طيبة وبعد ،،،

الموضوع : تسهيل مهمة الطالبة / هديل يوسف الشطي

يرجـى التكرم بتسهيل مهمـة الطالبة المذكورة أعلاه المسجلة على درجة الماجستير بجامعة نيوكاسل بالمملكة المتحدة لدراسة بعنوان (**مقارنة بين المدارس الخاصة والمدارس العامة**) وذلك لتطبيق أداة البحث (بطاقة المقابلة) على عينة من مدراء مدارس التعليم العام خلال العام الدراسي الحالي ٢٠١٢/٢٠١٣م .

مع خالص التحية ،،،

وزارة التربية
إدارة منطقة حولي التعليمية

مدير عام منطقة حولي التعليمية

عبدالله فهاد الفرج
مدير عام منطقة حولي التعليمية

نسخة لكل من :
- مدير الشئون التعليمية .
- مراقبة رياض الأطفال .
- مراقب التعليم الابتدائي
- مراقب التعليم المتوسط
- جميع مدارس رياض الأطفال-الابتدائي-المتوسط .
- الملف.

* طـ/لولوه *

تلفون : 25657421 -25657921 فاكس : 25634399 ص . ب : 113حولي - الرمز البريدي 32001الكويت

57/30/EA0092455/10/25000

وزارة التربية
الإدارة العامة لمنطقة حولي التعليمية
مكتب المدير العام

رقم : ٤٧٢٢
التاريخ : ٢٠١٣/٤/١٨

نشرة عامة رقم (٥٣ / ٢٠١٣)

لجميع مدارس المرحلة (الابتدائية – متوسطة – ثانوية)

السادة والسيدات المحترمين / مديري ومديرات المدارس

تحية طيبة وبعد ،،،

الموضوع : تسهيل مهمة الطالبة / هديل يوسف الشطي

يرجى التكرم بتسهيل مهمة الطالبة المذكورة أعلاه المسجلة على درجة الدكتوراه بجامعة نيوكاسل بالمملكة المتحدة لدراسة بعنوان (**دراسة مقارنة المدارس الخاصة والحكومية في دولة الكويت لتقديم إمدادات القطاع التربوي الخاص والحكومي في خدمة الأهالي ذوي الدخل المتوسط والضعيف**) وذلك لتطبيق أداة البحث (الاستبانة) لأولياء الأمور خلال العام الدراسي الحالي ٢٠١٢/٢٠١٣م

مع خالص التحية ،،،

مدير عام منطقة حولي التعليمية

عبدالله فهاد الفرج
مدير عام منطقة حولي التعليمية

وزارة التربية
إدارة منطقة حولي التعليمية

نسخة لكل من :
- مدير الشئون التعليمية .
- مراقبة التعليم الابتدائي .
- مراقب التعليم المتوسط
- مراقب التعليم الثانوي
- جميع مدارس المراحل التعليمية الثلاث .
- الملف.

* ط.لولوه *

تلفون : 25657421 - 25657921 فاكس : 25634399 ص . ب : 113 حولي - الرمز البريدي 32001 الكويت

State of Kuwait دولة الكويت
وزارة التربية
MINISTRY OF EDUCATION
الإدارة العامة لمنطقة الجهراء التعليمية

50th Anniversary of the Issuance of the Constitution of the State of Kuwait
1962 - 2012

Ref. : المرجع:

Date : 8 APR 2013 التاريخ:

008124

نشرة عامة

لجميع المراحل التعليمية عدا رياض الأطفال

السادة والسيدات المحترمون/ مديرو ومديرات المدارس.

السلام عليكم ورحمته وبركاته ،،،

الموضوع/ تسهيل مهمة

إشارة إلى الموضوع أعلاه، واستجابة لكتاب مدير إدارة البحوث والتطوير التربوي رقم ٢١٥ بتاريخ ٢٠١٣/٣/١٣.

نحيطكم علمًا أن الطالبة/ هديل يوسف الشطي – المسجلة على درجة الدكتوراة في جامعة نيو كاسل في المملكة المتحدة البريطانية تقوم بإجراء رسالة بعنوان" مقارنة بين المدارس الخاصة والحكومية في دولة الكويت لتقديم إمدادات القطاع التربوي الخاص والحكومي في خدمة الأهالي ذوي الدخل المتوسط والضعيف"

فيرجى تسهيل مهمة المذكورة أعلاه بإجراء البحث الميداني من خلال تطبيق أداة البحث(استبانة) المختومة صفحاتها من الإدارة المذكورة في مدارسكم خلال العام الدراسي ٢٠١٢/٢٠١٣.

هذا للعلم واللازم.

مع خالص التحية ،،،

مدير عام

الإدارة العامة لمنطقة الجهراء التعليمية

رقية [illegible] حسين

مدير عام

الإدارة العامة لمنطقة الجهراء التعليمية

وزارة التربية

الإدارة العامة لمنطقة الجهراء التعليمية

نسخة لكل من:

- مكتب المدير العام.
- ادارة الشؤون التعليمية.
- الملف: ٢٠١٣/٤/٧

A/M

P.O.Box: 7 Safat - Code 13001 Kuwait ص.ب: ٧ الصفاة - الرمز البريدي ١٣٠٠١ الكويت
www.moe.edu.kw



State of Kuwait دولة الكويت

وزارة التربية

MINISTRY OF EDUCATION



المرجع: Ref. :

التاريخ: Date :

نشرة خاصة

للمرحلة الابتدائية .بنين / بنات

ورياض الأطفال

السادة الأفاضل / مديري المدارس المحترمين

تحية طيبة وبعد ،،،

الموضوع : تسهيل مهمة

تقوم الطالبة / هديل يوسف الشطي المسجلة على درجة الدكتوراه بجامعة نيو كاسل بالمملكة المتحدة بإجراء رسالة بعنوان (دراسة مقارنة المدارس الخاصة والحكومية في دولة الكويت لتقديم إمدادات القطاع التربوي الخاص والحكومي في خدمة الأهالي ذوي الدخل المتوسط والضعيف)

فيرجى تسهيل مهمة المذكورة أعلاه لتطبيق أداة البحث (استبانه) وإجراء مقابلات شخصية وإحصاء النتائج من إدارة المدرسة للصف الرابع والخامس وكشف الحضور والغياب للمعلمات والطلبة لمدة أسبوعين على جميع مدارس المرحلة الابتدائية ورياض الأطفال خلال العام الدراسي الحالي ٢٠١٢/٢٠١٣م.

وتفضلوا بقبول فائق التقدير والاحترام،،،

مدير عام منطقة مبارك الكبير التعليمية

مدير عام منطقة مبارك الكبير التعليمية

طلق صقر الهيم

وزارة التربية

الإدارة العامة لمنطقة مبارك الكبير التعليمية

مكتب المدير العام

نسخة لكل من :

- إدارة الشؤون التعليمية.
- مراقب التعليم (ر.أ)
- Hm29/11/2012

ص.ب : ٧ الصفاة - الرمز البريدي ١٣٠٠١ الكويت P.O.Box 7 Safat - Code 13001 Kuwait

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75 / 30 / EA0085698/05/5000

MINISTRY OF EDUCATION
Educational Research and
Curricula Sector
EDUCATIONAL RESEARCH & DEVELOPMENT ADMINISTRATION

وزارة التربية
قطاع البحوث التربوية والمناهج
إدارة البحوث والتطوير التربوي

الرقم : وت / .....
مرفقات / 952

التاريخ / / 14هـ
الموافق ١٣ / ١٢ / ٢٠١٢ م

السيدة المحترمة / رقية علي غلوم

مدير عام منطقة الجهراء التعليمية

تحية طيبة وبعد،،،

الموضوع/ تسهيل مهمة

تقوم الطالبة/ هديل يوسف الشطي المسجلة علي درجة الماجستير في جامعة نيوكاسل في المملكة المتحدة بدراسة بعنوان " مقارنة بين المدارس الخاصة والمدارس العامة".

فيرجى تسهيل مهمة المذكورة أعلاه لتطبيق أداة البحث (بطاقة مقابلة) المختومة صفحاتها من إدارة البحوث والتطوير التربوي علي عينة من مدراء مدارس التعليم العام في المراحل (رياض الأطفال – الابتدائية – المتوسطة) التابعة لمنطقتكم التعليمية خلال الفصل الدراسي الحالي 2013/2012 .

مع خالص الشكر والتقدير

مدير إدارة البحوث والتطوير التربوي

د/ سميرة محمد عبدالوهاب

نسخة للملف

Ahlam/2012

ص . ب : ١٦٢٢٢ القادسية – ٣٥٨٥٣ الكويت – تلفون : ٤٨٣٨٣٢١ – ٤٨٤٢٤٠٤ – فاكس : ٤٨٣٧٩٠٩ – ٤٨٤٢٤٠٤
P.O.Box :16222 - QADSIAH - 35853- KUWAIT- Tel. : 4842404 - 4838321 - Fax : 4837909 - 4842404

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