

The Influence of Tuition Fees, The Effectiveness of the Educational and Administrative Staff, and the Aspiration for High-Level Universities in the Future on the Choice of Private Schools in Saudi Arabia: The Moderating Effect of Accreditation Standards

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Abstracts

This study aims to examine the effect of tuition fees, the effectiveness of the educational and administrative staff, and the aspiration for high-level universities in the future on the choice of private schools in Saudi Arabia. Moreover, examining the moderating effect of accreditation standards on the relationship between tuition fees, the effectiveness of the educational and administrative staff, the aspiration for high-level universities in the future, and the choice of private schools in Saudi Arabia. To achieve the study objectives, the researcher used the descriptive design and quantitative approach, depending on the questionnaire as the main instrument for collecting study data. The study was applied to a sample consisting of (289) parents of pupils in private schools in the Asir region, who were selected randomly. The results of this study showed that the tuition fees, the effectiveness of the educational and administrative staff, and the aspiration for high-level universities in the future on the choice of private schools. Also, the results showed that accreditation standards have a moderating effect on the relationship between tuition fees, the effectiveness of the educational and administrative staff, the aspiration for high-level universities in the future, and the choice of private schools.

Keywords: tuition fees, the effectiveness of the educational and administrative staff, the aspiration for high-level universities in the future, choice of private schools, accreditation standards, Saudi Arabia.

Introduction

Education is the fundamental basis for any nation striving for progress and aiming to establish a society that benefits humanity as a whole and enhances the quality of human life. Knowledge and learning are essential for a meaningful existence, while a life without learning is characterized by backwardness and ignorance. Currently, education has advanced significantly

compared to prior eras, as it was formerly limited by limited resources and lacked the basic instruments available today (Al-Maliki, 2019). The education sector in the Kingdom of Saudi Arabia is highly prioritized by the state, which recognizes its crucial role in developing and preparing a generation that will contribute to the nation's growth and strength, both domestically and internationally. The Saudi education system, encompassing both public and private sectors, consistently and comprehensively contributes to the attainment of significant educational objectives (Kafaji, 2020).

The Kingdom of Saudi Arabia has played a significant role in supporting education for several decades. Initially, private education was established before formal government education. However, the state has since focused its efforts on creating an educational infrastructure by constructing public schools, training teachers, providing special education for individuals with disabilities, and nurturing talented individuals (Al-Saudi & Asiri, 2021). Although the state has shown significant interest in government schools, private education continues to provide an educational and social function that complements government education. Before the establishment of government education for both genders, private education played a significant role in promoting education in Saudi Arabia. Private education predated official education, thanks to the individual endeavors of both expatriates and the local population (Maharma, 2020).

Private education is provided with financial and moral assistance from the government. It is also subject to technical and administrative oversight by the competent educational authorities. This oversight helps maintain the quality of education and ensures the safety of the school's operations, as well as the achievement of educational objectives (Aawaji, 2023). The Education and Training Evaluation Commission (ETEC) was formed in Saudi Arabia to oversee the evaluation, assessment, and accreditation of education and training programs in both the public and commercial sectors. The Council also grants licenses to foreign firms that are involved in the evaluation, accreditation, measurement, or establishment of qualifications in education or training within Saudi Arabia, subject to established rules (Al-Mutairi, 2023). ETEC and MoE anticipate the involvement of interested parties in the National Tests, including educators, parents, and students, to collaborate towards a successful implementation. This collaboration is crucial in achieving the national objectives of enhancing teaching and learning, improving school performance, and promoting efficiency in the education system (Al-Saudi & Asiri, 2021).

According to data released by the General Authority for Statistics in 2017, there were 159 private schools in Asir for both boys and girls. This confirms the prevalence of private education, which serves as a tributary and support system for government education since education is a universal goal (Al-Dosari et al., 2019). The education policy in Saudi Arabia acknowledges the idea that the state bears the primary duty for education, however, the private sector may participate under certain restrictions that allow private education to supplement public education. Private education holds a prominent status within a significant portion of society, thanks to its comprehensive curriculum, well-maintained facilities, and extensive extracurricular activities. These schools prioritize meeting the needs of both students and parents, while also striving to achieve academic excellence (Al-Haqbani, 2024).

The Ministry of Education stated at the Fifth International Education Forum and Exhibition that it is investing in education and growing private education to cover 25% of public school homes

to bring about a national transformation (Al-Maliki, 2019). The summit also made it clear that one way to support funding for private education is to take some government schools and turn them into stand-alone private institutions. Private education plays a vital role in bolstering and advancing society both economically and educationally. It serves as a valuable complement to public education, providing a conducive learning environment that enhances educational outcomes (Aawaji, 2023).

Previous studies also indicate that the factors that affect the choice of private schools in Saudi Arabia are the differentiation based on the competence of educational and administrative staff, the price of the educational service provided, and obtaining prestigious jobs in the future, and this is affected by discrimination in accreditation (Al-Saudi & Asiri, 2021). Therefore, the primary objective of this study was to determine the influence of tuition fees, the effectiveness of the educational and administrative personnel, and the aspiration for high-status occupations in the future on the selection of private schools in Saudi Arabia. Additionally, the study aimed to examine how discrimination in accreditation may affect these variables.

Research questions

The objective of this research is to examine the given questions about the prior debate.

- 1- Do tuition fees have an impact on the choice of private schools in the Kingdom of Saudi Arabia?
- 2- Is there an effect of the effectiveness of the educational and administrative staff on the choice of private schools in the Kingdom of Saudi Arabia?
- 3- Does the aspiration for high-level universities in the future have an impact on the choice of private schools in Saudi Arabia?
- 4- Is there an effect of accreditation standards on the relationship between tuition fees, the effectiveness of educational and administrative staff, the aspiration for high-level universities in the future, and the choice of private schools in the Kingdom of Saudi Arabia?

Literature review

In Saudi Arabia, private schools contribute financially and otherwise to public schools across the board. Primary, middle, and secondary schools, as well as adult education programs, are all available in the private sector. Additionally, it helps prepare and train the technical workforce, which in turn supports the country's economic structure, and it contributes positively to the development of society's human resources (Belmonte et al., 2022). It should be noted that private education in Saudi Arabia had its origins in the late thirteenth century AH, at the tail end of the nineteenth century AD. As a result of individual and community-based endeavors, private schools were established, laying the groundwork for modern education in the Kingdom. The general education stage, which encompasses elementary, middle, and high schools, is the more traditional and pervasive part of private education in the kingdom. The second is more recent and in its early stages; it pertains to higher education, specifically to for-profit institutions that provide post-secondary education to individuals in return for tuition payments made by those

individuals or organizations. The Sawliyya School in Mecca, which opened in 1292 AH, is considered to have been the first and most influential private school in the Kingdom (Al-Haqbani, 2024).

In the context of Saudi society's culture and values, private education gained acceptance in the Kingdom due to its alignment with the Arab legacy, as education initially emerged in the Arabian Peninsula through the personal endeavors of individuals (Shamsudin et al., 2019). The individuals, such as intellectuals, jurists, and instructors, were granted the freedom to disseminate knowledge, fund it, and oversee it. In the Kingdom, the education strategy entails the promotion of private education at all levels, which is regulated and overseen by the appropriate educational authorities in terms of technical and administrative aspects (Bietenbeck et al., 2023). The education policy document in the Kingdom is specifically dedicated to describing its framework, laws, and core principles, reflecting the Kingdom's considerable interest and care for private education. The private education system operates under the authorization and supervision of competent educational authorities, who specify the essential conditions and obligations that must be met (Kung, 2023).

The state's participation in overseeing and controlling the private school sector may be necessary to guarantee a level of education that is of equal quality to that delivered in government schools. The state's oversight is also intended to guarantee that private schools adhere to the goals and aims of the overall educational policy to the demands of societal culture (Green et al., 2020). The Kingdom of Saudi Arabia's government is dedicated to offering education of the highest quality and optimal circumstances, encompassing all levels from early childhood education to university, to both male and female people across the entire Kingdom. This dedication, together with the implementation of social-cultural precepts that prioritize scientific knowledge, reflects the government's perspective on education as a fundamental foundation for all progress and aspirations (Parma, 2022).

The initial phase of developing and shaping the educational policy commenced with the establishment of the fundamental guidelines of the government system in 1927, a quarter of a century before the creation of the education policy document (Allmnakrah & Evers, 2020). Article Twenty-Three of the government system explicitly mandated the promotion of knowledge through the dissemination of sciences, knowledge, and industries, as well as the establishment of educational institutions. Ensuring the accuracy and adherence to the precepts of genuine faith is a priority in schools and scientific institutes across the Kingdom (Yas et al., 2024). The educational policy serves as a reflection of state policy, with its primary objective being the cultivation of a new generation and the utilization of all available resources to construct a promising future for future generations. Educational policy in Saudi Arabia refers to the overarching principles that guide the educational process, aiming to cultivate the social, individual, and universal aspects of individuals (Abed & Shackelford, 2020). The primary objective of education in the Kingdom is to cultivate a sense of allegiance to the societal culture, foster and nurture a spirit of inquiry among students, broaden their knowledge in diverse fields of science and arts, implant a passion for labor in their hearts, and augment overall production in society (Oraif & Elyas, 2021).

Various factors exert influence or contribute to the preference for private education schools over public education schools. The primary consideration for students and parents when choosing private education is the high quality it offers and the growing confidence it instills (Erickson, 2020). However, numerous other factors come into play, such as financial resources, geographical location, surrounding environment, and the unique characteristics of families (Ribeiro et al., 2021). These elements can be condensed and categorized into three primary criteria: the tuition prices imposed by educational institutions, the proficiency of the educational and administrative personnel, and the ambition to attend prestigious colleges in the future.

1- Tuition fees: The affordability of tuition fees plays a crucial role in increasing the enrollment of students in private institutions. Students tend to select a school primarily based on its tuition rates, taking into account their educational proficiency and financial circumstances (Dinerstein & Smith, 2021). Therefore, they are inclined to seek schools that provide significantly reduced fees. According to a study conducted by Delavande and Zafar (2019), the significance of cost-related concerns appears to increase over time. This finding is supported by Shaturaev (2021), who also found that tuition costs play a crucial role in the decision-making process when choosing a school. The significant impact of tuition on students' selection of private schools is evident in their enrollment decisions (Dynarski et al., 2021).

2- The effectiveness of the educational and administrative staff: Most students prioritize academic excellence when selecting a school, particularly private schools. Additionally, students' academic performance is directly linked to their motivation to continue their education in their chosen school (Surur et al., 2020). Several studies have confirmed this correlation. An analysis of achievement test results in mathematics, reading, science, and history revealed that students attending private, independent high schools outperformed their counterparts in traditional public high schools (Al-Maliki, 2019). These students not only achieved better academic outcomes but also demonstrated a higher likelihood of attending university colleges. Additionally, they reported a greater sense of satisfaction, as well as the ability to actively engage in civic activities and interact with society and its civic institutions (Kafaji, 2020). Furthermore, private schools exhibit superior proficiency among both teachers and pupils compared to public schools. This serves as a compelling rationale for students' preference for private schools over government schools since the latter is perceived to have less trustworthiness in terms of the competence of both educators and learners (Al-Saudi & Asiri, 2021).

3- The aspiration for high-level universities in the future: It is widely believed that attending private schools provides opportunities to pursue education at prominent universities and achieve advanced specializations (Maharma, 2020). A survey done by the American Council for Private Education revealed that students enrolled in private schools have higher probabilities of achieving achievement and excellence in colleges, with the bulk of accolades being in the academic disciplines. The students who got scholarships were predominantly graduates of private schools, with arts and athletics being their main areas of focus (Aawaji, 2023).

The implementation of accrediting criteria in private schools first emerged in the United States of America during the early 20th century and was widely recognized and accepted. All states in America implemented these assessment systems as they utilized them to assess and compare the quality of schools, ultimately leading to improved student performance and accomplishments.

The standards agenda garnered the endorsement of parents, administrators, and teachers due to its central objective of enhancing the educational landscape and addressing significant educational matters relevant to all stakeholders (Al-Mutairi, 2023). The school accreditation system, conducted by non-governmental bodies, acted as a catalyst for reforming various aspects of the school, including the teachers, subject matter, and school administration. This system evaluates the school based on specific criteria and grants accreditation accordingly (Al-Saudi & Asiri, 2021). This cooperation resulted in the foundation of regional accreditation associations, involving the participation of multiple states. The initial association was founded in the countries of Central America in 1889 AD. Subsequently, the number of associations grew, with a primary emphasis on assessment and accreditation. Curriculum offerings of educational institutions (Al-Dosari et al., 2019).

Education in private schools is equally as supportive of the educational process as education in government schools. Private schools fulfill a variety of educational needs in society that government education cannot meet, particularly for certain families (Al-Haqbani, 2024). These needs include the adoption of innovative teaching methods and the benefit of smaller class sizes. From an educational perspective, this leads to enhanced academic performance among students, heightened teacher engagement with their students, improved ability for students to showcase their skills in the classroom, and the opportunity for teachers to utilize modern teaching methods like cooperative education and group work while considering the individual differences of each student and facilitating skill acquisition (Al-Maliki, 2019). Engaging in discussions with classmates, being open to different viewpoints, having access to supplementary courses like computer science and English, participating in extracurricular activities, demonstrating empathy toward students' challenges, and assisting them in finding solutions (Aawaji, 2023).

Accreditation in schools is crucial as it ensures the presence of high standards in educational institutions and instills confidence in the community and individuals regarding the quality of educational services offered by these institutions (Al-Saudi & Asiri, 2021). Institutional accreditation is a process that guarantees the quality and effectiveness of education in different educational institutions. Accredited institutions are those that meet specific educational standards and principles, providing reliable and trustworthy education of high academic quality to all beneficiaries of the educational process (Belmonte et al., 2022). Hence, the Education and Training Evaluation Commission has formulated school accreditation criteria that rely on two fundamental procedures: the school's self-assessment and an external evaluation conducted by the Education and Training Evaluation Commission. These measures are implemented to guarantee the excellence of the educational process and its results. International private schools must meet accreditation standards in all areas, including leadership and governance, teaching and learning, learning outcomes, and school environment, to obtain accreditation. This requires fulfilling the requirements for self-evaluation and self-study. The Education and Training Evaluation Commission provides certification of accreditation to private and foreign schools as part of its school accreditation services and responsibilities (Al-Haqbani, 2024).

Leaders of private and foreign schools encounter a range of obstacles and complexities that impact their effectiveness. To elevate their level, one must exhibit greater attention, growth, and effectiveness. Performance evaluation is the sole means by which this may be achieved. Since it

is the initial stage of progress. From this perspective, the Education Evaluation Commission plays a crucial role in fulfilling its intended function and working towards achieving educational accreditation standards. It operates as an autonomous entity with its own set of criteria to evaluate the quality of school leadership. Private and international schools in Saudi Arabia, similar to other educational institutions, strive to enhance and enhance their capacities and expand their abilities to accomplish their objectives, thereby ensuring the excellence of their education and its results, and meeting accreditation criteria. Private and foreign schools in the Kingdom of Saudi Arabia are currently encountering new and growing obstacles in their efforts to maintain the quality of education and its results. The problems encompass local rivalry, allocation of resources, and addressing the demands of parents and the local community. These many issues impact their work and restrict their level of performance.

Leaders of private and international schools in Saudi Arabia have verified that their schools meet all the necessary criteria for the initial stage of school accreditation, known as readiness, as outlined in the school information form provided by the Education and Training Evaluation Commission (Shamsudin et al., 2019). This verification has been done to a significant extent. This affirms the willingness and readiness of private and foreign schools to attain school accreditation and successfully earn it. School accreditation, as defined by the Saudi Ministry of Education (2019), seeks to restructure and establish conditions within educational institutions, and facilitate educational processes within them, by establishing criteria for internal evaluation in schools, ensuring compliance with minimum conditions and specifications, and promoting schools to The accreditation of schools is aimed at achieving several goals related to development and self-growth. These goals include enhancing local and global confidence in educational institutions, evaluating the overall educational system, assessing the outcomes and needs of learners and school staff, determining the level of knowledge and skills acquired by learners, and identifying the quality of school management and leadership. Additionally, accreditation focuses on the value of what learners and society have learned, as well as the quality of learners' achievements (Al-Mutairi, 2023).

Previous studies

Al-Dosari et al. (2019) examined the motivating reasons behind parents' choice of private schools in Riyadh. The considerations encompassed three primary components: personal characteristics, environmental factors, and educational aspects. The study sample comprises 200 parents of students, whereas the number of pupils at private schools in the eastern region of Riyadh is 7400. The researchers employed the descriptive methodology in the study and relied on the use of questionnaires as a means of data collection. The study findings indicate that the overall average of the personal, environmental, and educational factors falls within the fourth category of a five-point scale. This category represents the level of agreement with the study instrument, with environmental factors ranking highest, followed by educational factors. The study concluded that there were no statistically significant disparities attributable to either the monthly income or the educational level of parents.

Shamsudin et al. (2019) examined three elements that influence students' enrollment decisions at private Higher Education Institutions (HEIs): academic program, tuition costs, and location. These factors are considered independent variables, while students' decision-making is the

dependent variable. The study utilized the Theory of Planned Behavior (TPB). The study comprises a questionnaire completed by 100 undergraduate students at the Business School Campus of Universiti Kuala Lumpur. The findings indicated that factors such as academic program, tuition fees, and location significantly influenced the decision-making process while enrolling at a private Higher Education Institution.

Suppramaniam et al. (2019) analyzed the variables that impact parents' choice of private schools in Chittagong City, Bangladesh. The criteria include the popularity and quality of the school, prospects, as well as the money and educational level of the parents. The present study was conducted in the port city of Bangladesh due to the impracticality of covering the entire country within a 3-month timeframe. A total of 150 questionnaires were distributed to the parents of four students attending private schools via an online survey, with 110 parents responding. The results indicate that private school selection in Chittagong City is influenced by factors such as school popularity, school quality, future options, and parents' economic level. However, there is no association between parents' educational level and private school selection. The elements that influence parents' decisions in picking private schools in Chittagong, Bangladesh include school quality, future options, and parents' income level. However, school popularity and parents' educational level do not influence parents' decision-making process.

Al-Saudi and Asiri (2021) examined the impact of academic accreditation on school performance in the royal commission in Jubail, as perceived by its leaders. The study sample comprised 40 directors and agents during the academic year 2019/2020. The findings of the study demonstrate that academic accreditation had a positive influence on all areas of study, reaching a high level. The mean values of school leaders' responses across the six domains ranged from 3.60 to 4.02, with corresponding percentages ranging from 72% to 80%. Furthermore, the results revealed statistically significant differences in the impact of academic accreditation on the school level, favoring secondary schools.

Al-Mutairi (2023) The study examined the feasibility of implementing school accreditation standards in general education schools in Saudi Arabia. The specific areas of focus were vision and mission, leadership and organization, school facilities, human resources, evaluation, and educational improvement. The study also aimed to identify any significant differences in opinions among the sample members based on gender and academic specialization. The research followed a descriptive survey approach and involved teachers from government secondary schools. The study concluded that implementing school accreditation standards in schools is indeed possible. In the Kingdom of Saudi Arabia, the study found that there were no significant differences between male and female teachers' opinions on the possibility of implementing school accreditation standards. However, there were significant differences between the opinions of male and female teachers in the study sample. The male and female teachers discussed the feasibility of implementing school accreditation standards based on the variable of academic specialization. The differences were observed in the criteria of vision and mission, leadership and organization, school facilities, human resources, and educational improvement in the evaluation standard.

Method

In the current study, the researcher utilized descriptive and analytical methods to examine the relationship between all the main and subsidiary variables. While there are various scientific methods available for research, such as the experimental method, case studies, and the comparative method, the researcher specifically chose the descriptive and analytical methods.

Population and Sample Research

Experimental designs and surveys are useful for gathering data to analyze and find answers to research problems. However, if the study population is not appropriately selected, it can do more harm than good (Sekaran & Bougie, 2016). Hence, if data is not obtained from individuals who possess the ability to propose accurate solutions to address the stated issues, the research would lack significance. Sampling is the process of choosing the most appropriate individuals to serve as representations of the population. A sample is a smaller, representative group selected by the researcher to investigate and draw conclusions about the larger target population (Creswell, 2012).

The researcher conducted a survey of 377 parents of pupils in private schools in the Asir region, which was determined to be the appropriate sample size based on the Morgan table. The parents of kids in private schools were selected by a procedure called plain random selection. Out of a total of 377 surveys, 300 were received. The 11 questionnaires were discarded due to incomplete responses from the respondents. There were 289 questionnaires available for analysis.

Research Instrument

Upon conducting a comprehensive analysis of multiple prior research papers and the corresponding methodologies employed in these studies. The researcher designed a questionnaire to assess the parents' perceptions regarding the impact of tuition fees, the quality of educational and administrative staff, and the desire to enrollment prestigious colleges in the future on their decision to enroll their children in private schools in the Kingdom of Saudi Arabia. The impact of applying accreditation standards in the Kingdom of Saudi Arabia is observed in the correlation between tuition fees, the proficiency of educational and administrative personnel, the desire to attend prestigious colleges in the future, and the choice of private schools.

The ultimate version of the instrument consisted of five components. The initial section included introductory details of the respondents, including their gender, monthly income, and the highest level of academic achievement. The second part consists of 4 items that assess tuition fees, the third part consists of 9 items that evaluate the effectiveness of the educational and administrative staff, the fourth part consists of 4 items that gauge the aspiration for high-level universities in the future, and the fifth part consists of 7 items that assess the application of accreditation standards in private schools in the Kingdom of Saudi Arabia, and the sixth part consists of 4 items that point choosing private schools in the Kingdom of Saudi Arabia. The items in this research have been adopted based on the studies conducted by Shamsudin et al. (2019), Al-Dosari et al. (2019), Subramaniam et al. (2019), and Al-Saudi and Asiri (2021). A Likert scale was utilized, consisting of a five-point scale ranging from "1" (indicating very low) to "5" (indicating very high), to assess each item in the questionnaire.

Instrument Validity

A group of ten education experts from the faculty of a Saudi university were provided with a research instrument to evaluate its linguistic formulation, scientific accuracy, and clarity. The purpose of this evaluation was to verify the validity of the instrument. All of the items have received approval, with minor modifications to the wording of the feedback provided by the experts.

Instrument Reliability

Cronbach's alpha was employed to assess the internal consistency of the sample's responses. A threshold of 60% or above serves as a reliable benchmark for the accuracy of the responses (Saunders et al., 2016), as demonstrated in Table 1.

Table 1 displays the results of the Cronbach Alpha test

Variables	Values
Tuition fees	0.823
The effectiveness of the educational and administrative staff	0.836
The aspiration for high-level universities in the future	0.799
The application of accreditation standards	0.847
Choosing private schools	0.801

Table 1 shows that the internal consistency coefficient values for the variables ranged from 0.799 to 0.847, indicating a high level of consistency. The Cronbach Alpha value for all instrument variables over 0.60 implies a high level of internal consistency among the items on the study instrument.

Data Analysis

The study utilized the variance inflation factor (VIF), the tolerance limit, and the Kolmogorov-Smirnov test to assess normal distribution. The multiple regression analysis was employed to ascertain the impact of several independent factors on the dependent variable. Furthermore, hierarchical interactive regression analysis is employed to ascertain the influence of the moderator variable on the relationship between the independent variable and the dependent variable. The data were analyzed with the techniques specified in the table provided.

Table 2. Interpreted Means

Means	Degree
1.00-2.33	low
2.34-3.67	Moderate
3.68-5.00	High

Results and Discussion

The respondents' profile was described using descriptive analysis in terms of their "gender, monthly income, and highest level of academic achievement." 60.2% of respondents were male, compared to 39.8% of female respondents, making male respondents the majority. Regarding monthly income, 60.2% of participants earn more than 15 thousand SAR per month, 20.1% earn between 11-15 thousand SAR per month, 10.7% earn between 6-10 thousand SAR per month,

and 9.0% earn between 1-5 thousand SAR per month. The majority of respondents 50.3% hold a bachelor's degree, as shown by the statistics in Table 2, while 25.7% hold a master's degree, and 14.0% hold a Ph.D. D's degree and 10.0% hold a diploma's degree.

Table 3. The profile of the respondent

Variables	Category	N	%
Gender	Male	174	60.2
	Female	115	39.8
Monthly income	1-5 thousand SAR	26	9.0
	6-10 thousand SAR	31	10.7
	11-15 thousand SAR	58	20.1
	More than 15 thousand SAR	174	60.2
Highest level of academic achievement	Diploma's degree	29	10.0
	Bachelor's degree	145	50.3
	Master's degree	74	25.7
	Ph. D's degree	41	14.0

Table No. (4) presented the means scores and standard deviations of the variables, organized in descending order based on their significance.

Table 4. Attitudes of the study sample members regarding the study variables

Rank	N	Variables	Mean	St.dev	Importance
1	1	Tuition fees	3.34	0.56	Moderate
2	3	The aspiration for high-level universities in the future	3.31	0.53	Moderate
3	2	The effectiveness of the educational and administrative staff	3.28	0.57	Moderate
4	4	The application of accreditation standards	3.25	0.58	Moderate
5	5	Choosing private schools	3.24	0.55	Moderate

Table (4) displays the average values and measures of variability (standard deviations) for the responses of the individuals in the sample regarding the study variables. The table indicates that the averages of the variables ranged from 3.24 to 3.34, with a standard deviation ranging from 0.53 to 0.58. This suggests that the sample members generally agreed that the level of the research variables was moderate.

Before commencing hypothesis testing, the researcher ensured that the data adhered to a normal distribution by performing a sequence of qualitative tests, as evidenced in Tables (5) and (6).

Table 5. One-Sample Kolmogorov-Smirnov Test

Variables	k-s test	Sig.*	Results
Tuition fees	0.091	0.175	Follow a normal distribution
The aspiration for high-level universities in the future	0.084	0.190	Follow a normal distribution
The effectiveness of the educational and administrative staff	0.082	0.194	Follow a normal distribution
The application of accreditation standards	0.089	0.180	Follow a normal distribution
Choosing private schools	0.086	0.192	Follow a normal distribution

The results of Table (5) indicate that all research variables exhibit a normal distribution, as determined by a significance level of ($\alpha \leq 0.05$). All study variables had normal distribution values that exceeded the threshold of 0.05.

Table 6. VIF and tolerance values

Variables	VIF	Tolerance
Tuition fees	0.947	1.012
The aspiration for high-level universities in the future	0.629	1.470
The effectiveness of the educational and administrative staff	0.648	1.472
The application of accreditation standards	0.921	1.118

Table 6 displays the Variance Inflation Factor (VIF) values and tolerance values for the exogenous latent components examined in the study. The table indicates that the tolerance values vary from 0.629 to 0.947, surpassing the threshold of 0.20. Similarly, the VIF values fall within the range of 1.012 to 1.472, which is below the threshold of 5. This provides evidence that the data conform to a normal distribution, hence enabling the application of statistical analysis.

Hypothesis testing

The primary hypothesis posited that there is no statistically significant impact of tuition fees, the competence of the educational and administrative staff, and the desire to attend prestigious colleges in the future on the decision to enroll in private schools in the Kingdom of Saudi Arabia. To examine the initial hypothesis of the study, we utilized multiple regression analysis in the following manner:

Table 7. Multiple regression test results

Model summary						Regression coefficients				
DV	R	R ²	Adjusted (R ²)	F	Sig	IVs	Beta	B	T	Sig
Choosing private schools	0.758	0.579	0.576	198.620	0.000	Tuition fees	0.341	0.327	2.068	0.040
						The aspiration for high-level universities in the future	0.428	0.424	2.597	0.010
						The effectiveness of the educational and administrative staff	0.365	0.362	2.321	0.020

Table (7) displays the relationship between tuition fees, the effectiveness of the educational and administrative staff, the aspiration to attend prestigious colleges in the future, and the decision to enroll in private schools. The correlation coefficient reached (0.758) at a significance level of (≤ 0.05), indicating a strong positive relationship. Furthermore, the coefficient of the determination reached (0.579), which signifies that 57.9% of the variation in the decision to enroll in private schools can be explained by changes in tuition fees, the effectiveness of the educational and administrative staff, and the aspiration to attend prestigious colleges in the future. The findings indicated that the adjusted coefficient of determination attained a value of 0.576, indicating the influence of factors such as tuition fees, the effectiveness of the educational and administrative staff, and the aspiration to attend prestigious colleges in the future on the decision to enroll in private schools. These factors accounted for 57.6% of the variation in enrollment decisions. The remaining 42.4% of the variation can be attributed to other unidentified factors not included in the current study's model. The values of B, specifically

(0.327, 0.362, 0.424), explain the prediction of how the independent variables affect the dependent variable. By examining the T-test values, it is evident that the independent variables (tuition fees, efficiency of educational and administrative staff, and desire to enroll in prestigious colleges in the future) have an impact on the decision to enroll in private schools. The calculated T values (2.068, 2.321, 2.597) are higher than the tabulated value (1.96), indicating their significance at the level of $\alpha \leq 0.05$. Based on the information provided, it can be inferred that the null hypothesis is rejected and the alternative hypothesis is accepted. The alternative hypothesis suggests that there is a statistically significant impact, at a significance level of $\alpha \leq 0.05$, of factors such as tuition fees, the efficiency of the educational and administrative staff, and the desire to enroll in prestigious colleges in the future on the decision to enroll in private schools in the Kingdom of Saudi Arabia.

The second hypothesis stated: “There is no statistically significant effect of accreditation standards on the relationship between tuition fees and the choice of private schools in the Kingdom of Saudi Arabia.” To test this hypothesis, hierarchical multiple regression analysis was used.

Table 8. Results of hierarchical multiple regression analysis

DV	IVs			First model			Second model		
				β	T	Sig*	β	T	Sig*
Choosing schools	private	tuition fees		0.550	9.850	0.000	-		
		tuition fees × accreditation standards		-			0.226	3.540	0.000
		R		0.731			0.742		
		R ²		0.541			0.560		
		ΔR^2		0.541			0.019		
		ΔF		350.552			15.230		
		Sig. ΔF		0.000			0.000		

Table (8) presents the outcomes of the hierarchical multiple regression analysis using two models. The first model's results showed a correlation coefficient value of 0.731, indicating a positive association between tuition fees and the preference for private schools. The F value obtained was 350.552, and its significance level was 0.000, which is below the threshold of 0.05. The coefficient of determination has a value of 0.541, indicating that 54.1% of the changes in the choice of private schools may be attributed to the changes in tuition costs. The effect score value was represented by β and had a numerical value of 0.550. This implies that a one-degree rise in tuition prices results in a 0.550 increase in the selection of private schools. These findings suggest that 58.9% of the variation in the selection of private schools can be attributed to differences in tuition prices.

In the second model, the moderator variable (accreditation standards). This resulted in an increase in the correlation coefficient value to 0.742 and a 1.9% rise in the coefficient of determination R². The observed percentage is statistically significant because the change in the F value ($\Delta F=15.230$) has a significance level (Sig=0.000) that is lower than the threshold of 0.05. The effect score β for the moderator variable (accreditation standards) was 0.226, with a calculated T value of 3.540 and a significance level of Sig=0.000. This indicates that the moderator variable (accreditation standards) plays a significant role in improving the impact of

tuition fees on the choice of private schools. Consequently, the null hypothesis is refuted, and the alternative hypothesis is supported. The alternative hypothesis asserts that there is a statistically significant impact of accreditation requirements on the association between fees and the selection of private schools, with a significance level of $\alpha \leq 0.05$.

The third hypothesis stated: “There is no statistically significant effect of accreditation standards on the relationship between the effectiveness of the educational and administrative staff and the choice of private schools in the Kingdom of Saudi Arabia.” To test this hypothesis, hierarchical multiple regression analysis was used.

Table 9. Results of hierarchical multiple regression analysis

DV	IVs	First model			Second model		
		β	T	Sig*	β	T	Sig*
Choosing private schools	effectiveness of the educational and administrative staff	0.540	9.730	0.000	-		
	effectiveness of the educational and administrative staff \times accreditation standards	-			0.223	3.500	0.000
	R	0.729			0.740		
	R ²	0.538			0.589		
	ΔR^2	0.538			0.051		
	ΔF	346.360			15.540		
	Sig. ΔF	0.000			0.000		

Table (9) presents the outcomes of the hierarchical multiple regression analysis using two models. The first model's results showed a correlation coefficient value of 0.729, indicating a positive association between the effectiveness of the educational and administrative staff and the preference for private schools. The F value obtained was 346.360, and its significance level was 0.000, which is below the threshold of 0.05. The coefficient of determination has a value of 0.538, indicating that 53.8% of the changes in the choice of private schools may be attributed to the changes in the effectiveness of the educational and administrative staff. The effect score value was represented by the β and had a numerical value of 0.540. This implies that a one-degree rise in effectiveness of the educational and administrative staff results in a 0.540 increase in the selection of private schools. These findings suggest that 58.9% of the variation in the selection of private schools can be attributed to differences in the effectiveness of the educational and administrative staff.

In the second model, the moderator variable (accreditation standards). This resulted in an increase in the correlation coefficient value to 0.74 and a 5.1% rise in the coefficient of determination R². The observed percentage is statistically significant because the change in the F value ($\Delta F=15.230$) has a significance level (Sig=0.000) that is lower than the threshold of 0.05. The effect score β for the moderator variable (accreditation standards) was 0.223, with a calculated T value of 3.500 and a significance level of Sig=0.000. This indicates that the moderator variable (accreditation standards) plays a significant role in improving the impact of the effectiveness of the educational and administrative staff on the choice of private schools. Consequently, the null hypothesis is refuted, and the alternative hypothesis is supported. The alternative hypothesis asserts that there is a statistically significant impact of accreditation

requirements on the association between the effectiveness of the educational and administrative staff and the selection of private schools, with a significance level of $\alpha \leq 0.05$.

The fourth hypothesis stated: “There is no statistically significant effect of accreditation standards on the relationship between the aspiration for high-level universities in the future and the choice of private schools in the Kingdom of Saudi Arabia.” To test this hypothesis, hierarchical multiple regression analysis was used.

Table 10. Results of hierarchical multiple regression analysis

DV	IVs	First model			Second model		
		β	T	Sig*	β	T	Sig*
Choosing private schools	The aspiration for high-level universities in the future	0.561	10.310	0.000	-		
	The aspiration for high-level universities in the future \times accreditation standards	-			0.251	3.653	0.000
	R	0.743			0.758		
	R ²	0.546			0.563		
	ΔR^2	0.546			0.017		
	ΔF	362.240			16.320		
	Sig. ΔF	0.000			0.000		

Table (9) presents the outcomes of the hierarchical multiple regression analysis using two models. The first model's results showed a correlation coefficient value of 0.743, indicating a positive association between the aspiration for high-level universities in the future and the preference for private schools. The F value obtained was 346.360, and its significance level was 0.000, which is below the threshold of 0.05. The coefficient of determination has a value of 0.546, indicating that 54.6% of the changes in the choice of private schools may be attributed to the changes in the aspiration for high-level universities in the future. The effect score value was represented by the β and had a numerical value of 0.561. This implies that a one-degree rise in the aspiration for high-level universities in the future results in a 0.561 increase in the selection of private schools. These findings suggest that 56.3% of the variation in the selection of private schools can be attributed to differences in the aspiration for high-level universities in the future.

In the second model, the moderator variable (accreditation standards). This resulted in an increase in the correlation coefficient value to 0.758 and a 1.7% rise in the coefficient of determination R². The observed percentage is statistically significant because the change in the F value ($\Delta F=16.320$) has a significance level (Sig=0.000) that is lower than the threshold of 0.05. The effect score β for the moderator variable (accreditation standards) was 0.251, with a calculated T value of 3.653 and a significance level of Sig=0.000. This indicates that the moderator variable (accreditation standards) plays a significant role in improving the impact of the aspiration for high-level universities in the future on the choice of private schools. Consequently, the null hypothesis is refuted, and the alternative hypothesis is supported. The alternative hypothesis asserts that there is a statistically significant impact of accreditation requirements on the association between the aspiration for high-level universities in the future and the selection of private schools, with a significance level of $\alpha \leq 0.05$.

Parents opt for private schools due to the favorable school atmosphere and the academic readiness of their children for further education. Their response stated that the purpose of private education is to impart moral and/or religious ideals to children to cultivate their moral character. In addition, they stated that the primary objective of a private school is to offer children educational opportunities that would equip them for higher study. Based on the responses from the parents who completed the questionnaire, the main challenge that private education currently faces is a shortage of financial resources and other necessary materials, as well as a lack of active participation and support from parents and the community. The vast majority of parents who completed the questionnaire expressed that the private school setting effectively equipped their child for admission into college. The school administration declared that kids are ensured a hospitable environment within the school premises. The respondents reported that the relationships between parents and teachers, as well as between teachers and students, were positive. Additionally, the relationships among the students themselves were also good. The level of parental satisfaction with the instructional program and services provided by private schools was exceptionally high. Parents who exercise school choice tend to experience higher levels of satisfaction with their chosen school compared to those who enroll their children in the assigned public school. The findings of this study, which indicate that parents who exercise choice are very satisfied with the school, are consistent with past research. The parents of students attending private schools expressed a strong sense of happiness and enthusiasm towards the school, teachers, and curriculum, as indicated by their qualitative comments. This study aimed to investigate the impact of race and poverty on the process of choosing a school, considering the enduring importance of these demographic factors in educational research. The impact of race was not as tangible. There is a modest disparity in the level of satisfaction between parents with high income and parents with low income on the overall instructional program and services provided by their schools.

The results align with the current educational philosophy and thinking regarding the organization of teaching, learning, and the classroom setting. The parents were not queried about their knowledge of any specific attributes or qualities possessed by their child's school, but rather about the significance of each attribute to them. Based on the findings of the Private School Parental Survey Questionnaire, the parents who participated in the survey do not enroll their children in private schools solely for academic purposes. Irrespective of demographic variations, the majority of parents concurred on the significance of certain aspects for their children. The parents collectively placed great importance on ensuring their child's participation in a conducive learning environment. Parents of private school pupils frequently choose private schools due to the favorable educational atmosphere they encounter at such institutions. Meta-analyses conducted by researchers have revealed that constructive social interactions between students and teachers have a demonstrable impact on school learning. The frequency and caliber of these encounters enhance students' self-esteem and cultivate a feeling of belongingness within the class and school community. The substantial research on instructional quantity suggests that students must be actively involved in their academic endeavors, while teachers must utilize instructional time effectively. A positive school culture has components that foster student accomplishment.

Conclusion

The results of this study provide evidence to support the idea that tuition fees, the effectiveness of the educational and administrative staff, and the aspiration for high-level universities in the future all influence the choice of private schools in Saudi Arabia. Moreover, examining the moderating effect of accreditation standards on the relationship between tuition fees, the effectiveness of the educational and administrative staff, the aspiration for high-level universities in the future, and the choice of private schools in Saudi Arabia. Most parents who filled out the questionnaire stated that the private school environment adequately prepared their child for college admission. The school management has officially stated that children are guaranteed a welcoming environment within the school premises. The participants indicated that the interactions between parents and instructors, as well as between teachers and students, were characterized by positivity. Furthermore, the interpersonal dynamics among the pupils were very positive. The level of parental satisfaction with the academic program and services offered by private schools was accepted.

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