



INTERNATIONAL AND QATARI STUDENTS' EXPERIENCES OF
EDUCATIONAL REFORM IN THE 21ST CENTURY

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By Verushka Ramsaroop

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Approval of the Thesis

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This Thesis by Verushka Ramsaroop has been approved by the committee members below, who recommend it be accepted by the faculty of Unicaf University in Zambia, in partial fulfillment of requirements for the degree of

Doctorate of Education (EdD)

Thesis Committee:

Dr Tanya Marie Hathaway, Supervisor

Dr Isaak Papadopoulos, Chair

Dr Francis Zvidzai Mavhunga, External examiner

Dr Muraina Kamilu Olanrewaju, Internal examiner

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REFORM IN THE 21ST CENTURY

Verushka Ramsaroop

Unicaf University in Zambia

Qatar is situated on the Arabian Peninsula. It was once under British rule and was a low income country known for pearl oyster fishing. Over recent decades, Qatar has relinquished itself from British authority and has evolved into an independent state with substantial oil and gas revenues, placing Qatar's Gross Domestic Product at \$166 billion. Globally, it is recognised as one of the wealthiest nations in the world. Economic prosperity and expanding globalisation have resulted in an influx of foreign workers, forcing Qatar into an information and technology revolution that has impacted its education system and caused investment in several educational reforms. Hence, the study aimed to gauge whether the educational reforms adequately prepared international and Qatari students for the 21st century and whether they contributed to developing positive attitudes towards learning and achievement in a Qatari classroom. This research was designed as a qualitative enquiry that utilised a phenomenological case study approach within the social constructivism and social learning theory framework. The purposive sampling method was used to select thirty Year 12 participants: twenty Qatari and ten expatriate students. Data was collected through interviews, focus groups and classroom observations and analysed using interpretative phenomenological analysis. The study findings revealed that these educational changes have not been as successful as envisioned and have had no positive effect on Qatari classrooms. The results of this study addressed the lack of research available in a Qatari classroom. They suggested that more research is needed into Qatari scholars to provide comparable data for future exploration.

Declaration

I declare that this thesis has been composed solely by myself and that it has not been submitted, in whole or in part, in any previous application for a degree. Except where states otherwise by reference or acknowledgement, the work presented is entirely my own.

AI Acknowledgement

Use of AI:

I acknowledge the use of Atlas.ti 23 (<https://atlasti.com/>) to generate the coding during data analysis. This action was completed on 30.04.2023.

The prompts used included: Producing codes, and clustering data collectively.

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Dedication

Thank you God, my dear Heavenly Father for your strength and guidance. I want to dedicate this thesis to my mum, Shareen, dad, Goni, husband Prakash and daughter Yantra. Mum and Dad, thank you for starting me on this research journey and for believing in me, inspiring me and having the trust and confidence that I could complete this task. Prakash, thank you for all your love, encouragement, and support at any time throughout the endless work hours. Yantra, thank you for your patience and understanding whenever mum was busy. I love you all very much.

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List of Abbreviations

OECD	Organisation for Economic Co-operation and Development
UAE	United Arab Emirates
GCC	Gulf Cooperation Council
EFNE	Education for a New Era
RAND	Research and Development
SEC	Supreme Council of Education
UNESCO	United Nations Educational Scientific and Cultural Organisation
K12	Kindergarten to 12 th grade
UNDP	United Nations Development Programme
GSDP	General Secretariat for Development Planning
PISA	Programme for International Student Assessment
TIMSS	Trends in International Mathematics and Science Study
PIRLS	Progress in International Reading Literacy Study
TOEFL	Test Of English as a Foreign Language
QCEA	Qatar Comprehensive Educational Assessment
NECTA	National Examinations Council of Tanzania
UNICEF	United Nations Children's Fund
MOOCs	Massive Open Online Courses
ATC21S	Assessment and Teaching of 21st Century Skills
PBL	Project-Based Learning
MDGs	Millennium Development Goals
SDGs	Sustainable Development Goals
ISL	international service learning
NAFTA	North American Free Trade
IEA	International Educational Achievement

MOE	Ministry of Education
GEI	Global Education Industry
ECD	Early Childhood Development
GPG	Good Practice Guide
IBC	International Branch Campus
EMI	English as a Medium of Instruction
IEP	Intensive English Programme
FIFA	Federation International Football Association
REAF	Research Ethics Application Form
UREC	Unicaf Research Ethics Committee
GSDP	General Secretariat for Development Planning
IPA	Interpretive Phenomenological Analysis
IWB	Interactive White Board
RQPI	Rand Qatar Policy Institute
QSAS	Qatar Student Assessment System
SIS	Science In Sport
STEM	Science, Technology, Engineering, Mathematics
MENA	Middle East and North Africa

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CHAPTER ONE: INTRODUCTION

The Organisation for Economic Co-operation and Development (OECD), is an international committee involving 30 democratic countries. The OECD creates a platform where nations collaborate, focusing on relevant challenges related to the rise in globalisation and further assisting with the formulation of regional and worldwide guidelines and identifying areas of good policy practice and procedures that developing countries can emulate. According to Pont et al. (2016), the OECD mandates that schools uphold exemplary educational systems that cater to the requirements of all international students and advises the execution of strategies that encourage and empower school leaders to go beyond the boundaries of their schools for the benefit of the whole school system. They are creative methods that concentrate on system-wide school improvement (Pont et al., 2016). All developing Arab countries such as Bahrain, Kuwait, Oman, Qatar, Saudi Arabia, and the United Arab Emirates (UAE), which form part of the Gulf Cooperation Council, (GCC), have endured enormous revolutions in all aspects of socio-economic, trade, industry, education, and political life and would benefit from the policies of the OECD (Karkouti, 2016). As third-world states, they fought hard to develop their capacities to become independent from their previous foreign masters. After its newfound independence, Qatar saw significant returns from its natural gas industry and decided to invest in the development of its socio-economic infrastructure, agricultural and industrial sectors, and the expansion of its public services, including the education system.

Seventy years ago, Qatar had no suitable system for schooling. A Kuttab, also called a Mutawa or Mulla, was a school established in every village that was divided into curriculum levels and managed by individuals from the community. The first level was for teaching the values of

Islam and the recital of the Quran, the holy book of Islam. The second level taught arithmetic, reading, writing, and speaking the Arabic language (Kobaisi, 1979). The problem with the Kuttab school was that it had teachers who were locals from the community, having no formal educational qualifications. Kobaisi (1979) further noted that classroom management was poor, resulting in students being unfairly treated, resulting in them leaving school before completing their education. The first semi-modern school was established by a group of principals of Palestinian, Syrian, and Iraqi nationalities between 1950 and 1954, consisting of six teachers and 240 students. They brought other subjects such as Geography, grammar, reading and writing English and mathematical skills into the curriculum. Teaching pedagogy was borrowed from Egypt and classroom resources and textbooks were delivered from Saudi Arabia, Jordan, Syria, and Lebanon. At the time, managers and administrators came from Egypt and Syria which were more developed (Karkouti, 2016). In 1971, the discovery of substantial natural gas reserves prompted Qatar to finance, establish and re-organise its educational system.

However, Qatar still lacked basic infrastructure such as shopping facilities, electricity, and accommodation to sustain its teachers. Kobaisi (1979) explains that There is no question that such an atmosphere did not appeal to a large number of educators; hence, the authorities in charge of the Ministry of Education created a great deal of new rules in order to safeguard the educational growth program against any potential collapse that may be caused by a lack of instructors. In a bid to attract international teachers, but more importantly, to prevent the collapse of its education system, Qatar introduced yearly flights, fully furnished accommodation, and paid amenities for all expatriate teachers. The world took notice as Qatar became one of the richest countries in the world, but it has not yet reached its full potential since Qatar places a significant amount of reliance on the knowledge of expatriates (Qureshi et al., 2016). Such realisation prompted the government

to reassess its education system, and in 2002, it implemented the Education for a New Era (EFNE) initiative, an educational reform, which was commissioned by Research and Development (RAND), a non-profit research organisation. In conjunction with the establishment of independent schools, a new organisation known as the Supreme Education Council (SEC) was founded with the purpose of promoting educational reform and bringing the Qatari government's vision for the 21st century to fruition (Ellili-Cherif & Romanowski, 2013). However, this venture was severely condemned. An investigation revealed that the K-12 education system of the country was rigid, antiquated, and opposed to change, and it failed to deliver high-quality outcomes (Brewer et al., 2007). Zellman et al. (2011) asserted that the teaching and learning across most schools showed a teacher-centred approach that encouraged rote memorisation. Furthermore, the inadequate achievement of Qatari teenagers on the Programme for International Student Assessment (PISA) 2006 science assessment supports the previously mentioned conclusions. Young people from non-OECD countries, specifically Qatar and Kyrgyzstan, ranked among the poorest performers in PISA 2006. Adolescents in Qatar exhibited performance levels that were notably lower than the OECD average (Areepattamannil, 2012).

The PISA results were further corroborated by Arikan et al. (2016), who reported that Qatari students are performing poorly in international tests when compared to other global participating countries. The United Nations Educational, Scientific and Cultural Organisation (UNESCO), in their report in 2011, just nine years after the EFNE reform, affirmed that the quality of education in most Arab countries was of a lower standard in comparison to other OECD nations, because most schools apply many forms of leadership, including authoritarian, hierarchical, and bureaucratic types (Sector, 2016). The disagreement continued, as Nasser (2017) suggests because Qatar has focused only on transforming its government-led independent schools whilst the process

of choosing private management corporations to operate private schools, the establishment of the curriculum and performance requirements, and the beginning of the process of providing professional development for school personnel. Stasz et al. (2007) revealed that the changes would take some time to yield fruit and that the K-12 education system did not effectively educate Qataris for job or postsecondary study were both issues that were still present.

For Qatar to reach the educational standards on an international platform, the current framework requires the incorporation of a second change that may entail expanded educational patterns, such as; the introduction of fresh streams and choices at the secondary level, a unified K-12 sector connected with university education, a singular efficient leadership structure, the implementation of creative student options, and the establishment of an outstanding staffing body at both central and school levels, all integrated with a cohesive evaluation and tracking process (Nasser, 2017). These arguments justified the need for Qatar to re-visit its educational reforms and investigate further what went wrong and what can be done to improve and meet the standards of education set at an international level.

The OECD states that it is only through education that we are able to cultivate the knowledge and skills that are essential for the economic growth, social development, and political vitality of our nations, and especially for the prosperity of those youngsters who will be the generations to come (Pont et al., 2013). Therefore, this investigation considered, what effect the educational reform, entitled, Education for a New Era (EFNE) initiative (2002), had on Qatari and International students' attitudes towards achieving. It also considered whether the Qatari classroom was equipped to prepare its students for the future, as the way of life in previous years was easier and less complex than the present day. Bickham et al. (2008) declared that today's

students require technological skills and the ability to process advanced levels of expertise that go beyond the simple comprehension that was enough in the past.

Consequently, students of the 21st century need to be equipped to deal with challenges that were not present in the past, such as advanced diseases, climate changes, foreign and political affairs, war, and refugee status. Hence this investigation aimed to classify the factors that hinder student achievement and how these impact the Qatar education system in producing responsible, resilient and spirited leaders of tomorrow.

The views discussed above highlight why this research topic is relevant. The following sections examine the problem statement and consider the purpose of the research.

Statement of the Problem

The State of Qatar is a small nation in the Middle Eastern Gulf that only became known in the region in the late 1990's after achieving independence from the British in 1971. With thoughts towards improving teaching and learning strategies parallel with a rise in globalisation, social change became imperative. Hence a mammoth task of educational development began in 1971, with an accelerated pace that saw Qatar move from a few 'Kuttab' schools and no higher educational institutions at the time of independence, to a far-reaching K-12 structure, 15 universities and three applied colleges by 2017 (MacLeod & Abou-El-Kheir, 2017). Educational transformations worldwide, at any magnitude, are laden with complications, thus upholding a prolonged track record of criticism and collapse. Nasser (2017), Ali et al. (2022) and Zguir et al. (2021) note that Gulf countries, including Qatar, have focused solely on massive educational reforms without trying to understand the majority stakeholder of education, their learners

themselves and that these changes have not filtered down to where it matters the most – in the classroom.

Moreover, the private sector schooling consists of 325 schools utilising 21 different curricula is bound to bring about more inconsistencies with the state of education in Qatar (Salim, 2021). Therefore, as expected, Qatar's Education for a New Era reform (EFNE), initiated in 2002, was heavily criticised. Various scholars and researchers came forward debunking the educational reform as in general, adopted and copied rather than modified to the initial policy and systems (Nasser, 2017). Additionally, Al-Salih (2008) further commented on Qatar's state of educational affairs by reiterating that the educational lending and adopting has been so severe that it has been characterised by educational officials as penguins situated in the barren landscape. Consequently, this therefore had a negative impact on teaching and learning as follows –

- In 2019, Qatar students ranked 48th out of 72 participating countries in TIMSS International tests, hence they were labelled as among the world's poorest performers (Mullis et al., 2020).
- Despite two decades of trying to enhance STEM programs in public schools, Qatar is unable to produce a highly skilled workforce to support a knowledge-based economy (Sellami et al., 2022).
- Qatar appears to have the highest proportion of citizens (49%) enrolled in non-STEM disciplines (Sellami, 2023).
- Qatar University conducted a study that disclosed that 21% of learners in private schools and 36% of learners in public schools presented a persistent lack of motivation towards school (Al-Emadi et al., 2016; Alemadi et al., 2012).

Moreover, private school students were found to be more likely to aspire towards careers such as software developers, engineers, physicians, scientists, lawyers, researchers, and analysts and that the number of Qatari students that intended to further their education at tertiary level was lower than non-Qatari students. Since most of Qatar's nationals attend public schools, it is concerning that there is a lack of career aspirations that would contribute towards a knowledge-based economy, hence an insight towards the factors that influence their current lack of attitude towards education must be investigated. Herein comes the urgent need to relook at the schooling structures to develop the necessary 21st century skills amongst Qatari youth, so that their interest in studying and educating themselves can increase. This venture may enable them to effectively contribute towards building and maintaining a knowledge-based society needed for the 21st century. Hence, research must be conducted into these inconsistencies.

Purpose of the Study

This study aims to identify the impact and influence that Qatar's educational reforms have had on students' attitudes toward education amongst Qatari and International school cohorts. The overarching aim is to conduct an interpretative phenomenological investigation and qualitative case study that examines the phenomenon through the experiences of Qatari and International students in their outlook towards 21st century education. Hence, the attitudes of Qatari students is compared with those of International students as studies have revealed that International students are more inclined towards subjects such as Mathematics, Science and Engineering. International students are defined as students whose families are residents of Qatar but are not citizens. Moreover, International students are achieving higher results on international tests. Hence the comparison serves to provide Qatar's education council with the necessary data to inform strategies to increase engagement with core subjects at the school level amongst Qatari students.

Such data can ultimately help Qatar in meeting the Qatar National vision of 2030 that will assist all Qatari residents in becoming, a sophisticated civilisation capable of maintaining its progress and ensuring a good quality of life for all its citizens. Qatar's National Vision delineates the long-term objectives for the nation while offering a framework for the formulation of national policies and execution plans (Critchley & Saudelli, 2015).

Phenomenology is the study of the mental and emotional circumstances of individuals from the perspective of the people involved, and it attempts to bridge the gap between the person and the world (Groenewald, 2004). Babbie (1995) and Holloway (1997) explain that the person and the world are related through an intentional aspect of awareness or the subjective sensation of being cognisant of something is referred to as consciousness, which is connected to the present. Individuals and their experiences are perceived when their incidents develop, so the researcher focuses on these experiences and collects data to record the sound of the speech of participants, so that their voice is described through the study's design (Van Manen, 2016).

Furthermore, phenomenology is known as an ideology and a research approach. Still it is often seen as a philosophical approach in reaction to empirically restricted notions about the significance of human interactions and the world (Barrow, 2017). Phenomenology focuses on secluding the truth as it is faced by the participants and interpreting their experiences through evolving and necessary themes. Vagle (2014) describes phenomenology as a meeting, a way of life, and a craft all rolled into one, that utilises emergent themes derived from participants' lived experiences. A phenomenon is investigated whereby the meaning of lived experiences is isolated by various research activities, that focuses on how participants make sense of the world, thus phenomenology is especially appropriate for an inquiry that emphasises the distinctiveness of an individual's experiences, the significance attributed to these experiences, and the manifestation of

these meanings within the individual's surroundings, both personally and in other roles (Shaw, 2001).

The current study's school utilises the British curriculum, also used in 84 other international schools in Qatar (Alkhateeb & Alshaboul, 2022). This figure accounts for 49.4% of international private schools in Qatar. However, given that the methodology is a phenomenological case study, it utilised interpretative phenomenological analysis, rooted in an idiographic approach. Such an approach primarily focuses on a deep, comprehensive understanding of single case experiences. Love et al. (2020) define it as a method to qualitative theme research that was established within the field of psychology and supported by an idiographic philosophy, with the goal of concentrating on the subjective experiences that people have gone through. So, in place of producing generalisation outcomes, it seeks to generate an understanding, with an objective that provides information about the manner in which a specific individual interprets a specific phenomenon within a specific setting, taking into account the unique characteristics of each case (idiographic) (Cuthbertson et al., 2020). The procedure is firstly initiated by the researchers involvement in the study's findings (inductive), with the evaluations being iterative, moving back and forth through a variety of various modes of introspection and pondering. Following that, the research findings are corroborated and reflected upon hypothesis of psychology that is currently in use and existent with literature (Cuthbertson et al., 2020).

Therefore, an interpretative phenomenological approach was needed to understand whether the educational reform had affected the attitudes of Qatari and International students towards learning and achieving. Hence the use of interviews, focus groups and classroom observations as data collection methods enabled the researcher to gather data to explore the experiences between the two groups of students.

Research Aims

The current study seeks to measure the relationship between the recent Qatari educational reform of 2002 and the effect this had on Qatari and International students' attitudes towards learning and achieving. This reform, featuring educational borrowing restructuring schools into public and private enterprises, was imposed twenty years ago. Hence the participants in this study, aged between fifteen and eighteen, were affected by the reform during their entire schooling career.

The aims of this research are threefold as follows:

1. Explore Qatari and International students' academic experiences and their impacts on their attitudes towards learning.
2. Review the curriculum and its effectiveness in preparing global leaders for the 21st century.
3. Rethink the role of educational reform in Qatar to increase student interest and outlook towards learning.

Research Objectives

The objectives of this study are first to present the authentic perceptions of students of the Qatari International classroom and evaluate the role of education in their lives. Second, to determine whether Qatar can create a workforce that can contribute effectively to its 2030 vision of becoming a progressive nation, capable of developing, sustaining, and maintaining a prosperous improvement in living conditions for all its residents. Moreover, the research seeks to compare Qatar's ambitious educational reform projects on a global scale with those of other democratic OECD countries, to match their achievements. Qatar has yet to embrace the true meaning of equality, democracy, transformation, and globalisation, as Qatar is still ruled by a monarchy

governed by strict Islamic cultural rules and traditions. The research objectives which detail the process of achieving this, are as follows:

1. To utilise semi-structured individual interviews to gather qualitative data about International and Qatari students' classroom experiences and attitudes towards education and learning.
2. To adopt a focus group interview approach to gather Qatari students' experiences of the current curriculum and its role in preparing them for the 21st century.
3. To make use of the combined qualitative data representing the students' insight, gathered through their narratives, to explore phenomenologically, students' experience of educational reform and their attitudes towards learning in Qatar.

Nature of the Study

The research design utilised in this study was drawn from the qualitative tradition and case study methodology. The design applied a blended theoretical style of phenomenology and social constructionism, examining cognitive choice processes and attitude-behaviour relations amongst students at one international school in Qatar. Researchers such as Grinceviciene, (1997), Kara (2009) and Wang and Morgan (2012) reveal a strong link between attitude and behaviour. They strongly believe that positive attitudes are key to developing life-long skills. Any individual with a positive mindset towards a phenomenon, is engaged with it, focuses on it, and would take all the required measures to learn about it successfully. Hence, having a positive attitude develops one's ability to learn. Oncul (2000) defines learning as a response to a change in behaviour due to the effect of an experience.

Similarly, Washburne's (1937) investigation of learning revealed individuals' ability to use their experiences to solve problems, as this capability enables meeting their goals in life, satisfying the longing for success. Jean Piaget explored the learning process further. He used the term constructivism, meaning learning can be an extrinsic process, taken from the environment, so children become constructors of their knowledge, taking information from around them, and using their curiosity to drive their knowledge and understanding (Waite-Stupiansky, 2017). Lev Vygotsky, also believed that a child's social and cultural background influenced their intellectual development, so how children understand the world around them shapes their learning, allowing them to adapt and grow. The idea is firmly rooted in social constructivism, which he labelled as the cultural-historical activity theory (Cong-Lem, 2022). B. F Skinner believed that behaviour conditioning occurs when incentives and punishments are administered in such a manner as to get a living being progressively nearer to the behaviour that is wanted each time, it is possible to utilise this technique to develop extraordinarily complicated behaviour (Skinner, 1953). For example, applying positive and negative reinforcers can increase or decrease certain types of behaviours, hence producing a change in attitude.

However, more recent literature on learning by Kinshuk et al. (2016), suggests that learning requires a connection to previous experiences and the ability to adapt to changing conditions. Since the modern world is in a steady state of transformation, the generation of new knowledge is constant and unavoidable, forcing the present student to spend much more time understanding their experiences to fully embrace and learn from them (Kinshuk et al., 2016). Today, education has stretched its significance by providing far reaching benefits to a global society. According to Barro and Lee (2015), by educating ourselves, we become connected to the world by acquiring new skills

to gain financial stability and job security and be part of a society of thriving people. These ideas connect to the qualitative phenomenology design of the research project.

Denzin and Lincoln (2011) believe that qualitative research makes an effort to make sense of occurrences by analysing them through the lens of the meanings that individuals assign to them when investigating objects in their natural environment. Hence a qualitative research approach was chosen as this allows for a mixture of theoretical constructs and concepts to be shared in exploring the phenomenon connected with students and their attitudes towards learning and achieving. The issues and phenomena are viewed when the experiences unfold making this study exploratory. According to Patton (2015), qualitative investigation usually has a comprehensive concentration on a relatively small number of participants selected for particular research goals. Research data will be based on the use of open-ended questions, interviews, focus groups and classroom observations as methods of data collection which will enable the researcher to gather data to explore students' experiences.

Phenomenology, as defined by Alhazmi (2013) is a specific research technique that includes strategies that guide the activities of the investigation and also provides a protocol to preserve the rigour of the process in order to accomplish the goals of the study. That is, the essence of the research is to decipher the evolution of participant experiences leading towards the identification of the meaning these experiences bring to participants regarding their views of reality. Abakpa et al. (2017) reiterate that phenomenology is a method of inquiry utilised to understand the manifestations of social and psychological processes from the points of view of the individuals concerned. Therefore, exploring the students' lived experience of being educated through a Qatari curriculum will further investigate their attitude and behaviour towards learning and achieving.

Significance of the Study

Qatar moved from the traditional school structure - Kuttab's to a more modern schooling approach between 1970 and 1980. This transformation led to the implementation of initiatives by the non-profit organisation - RAND, that was commissioned to initiate the reform called Education for a New Era (EFNE), which resulted in the establishment of the Ministry of Education in 2002 and the construction of Education City, a development in Al Rayyan in Qatar, in 2003, consisting of eight international university campuses. Even though these huge projects were completed, there is a concerning lack of research on the factors responsible for the disconnection and disregard of education amongst Qatari students in schools. To ensure students are prepared for studying in these international campuses, a strong, well developed, and systematic school education system was required (Said & Friesen, 2013). It is from these details, that this study sought to investigate the reasons for this disregard for education by delving into the daily lived experiences of students experiencing an International Qatari classroom. This will benefit all major stakeholders of education, because the research can inform government policy makers, as well as inform other international schools, on what changes to make for an overall improvement in the current educational system.

Research concluded in Qatar has proven that, STEM promotion is of significant importance in light of Qatar's National Vision 2030, which underscores the significance of transitioning the nation to a knowledge-based economy (Sellami et al., 2023). The nation's long-term growth is contingent upon the attracting and keeping hold of its people, particularly Qatari nationals, in STEM areas, as STEM skills become essential in creating an advanced society. Although work has been made in areas of literacy, school and college registrations, and female opportunities for

learning and training, these accomplishments have yet to result in a genuine, comprehensive move to a knowledge-based country (Sellami et al., 2023).

The research has revealed that a lack of positive attitudes combined with the lack of STEM-related subject appeal amongst Qatari students, seems to have contributed to their poor performance in international tests, PISA and TIMSS. Furthermore, Qatari students' enrolment in STEM programmes in university, is significantly lower than other Western countries which is substantial in underlining that Qatar's 2030 National Vision has not had a significant impact on Qatari citizens, in encouraging STEM related interest towards a knowledge-based nation. Instead, this means that Qatar still needs to rely heavily on expatriate labour.

Additionally, there is little documented research that exists about how Qatari students engage in learning. Thus the present study makes several noteworthy contributions to understanding how students learn, more particularly, the contributions are based on an investigation into a Qatari, International classroom which align with previous research on the poor performance of Qatari students in PIRLS, TIMSS, PISA and TOEFL. Notably of significance, the current study is the first school-based study reporting about the experiences of Qatari and International students, in a Qatari, International classroom. The research approach is primarily subjective in nature as it pursues to understand human behaviour and explore the reasons that regulate such behaviour, which aligns with phenomenology, a first-order approach to understanding human experience.

Moreover, the researcher's epistemological position regarding the research project is the theory of knowledge, the understanding of knowing how the Qatari educational system has influenced learners' attitudes towards learning. Ultimately, the study reveals whether the Qatari student is prepared for the modern-day challenges, to meet the needs of Qatar's 2030 national

vision, in the context of educational reform. The current research further serves as a foundation for future studies into further Qatari, International classrooms at additional private schools and a closer look into Qatari citizens and their lifestyles.

Research Questions

Qatar is ranked as the 6th richest country in the world attracting a large cohort of expatriate workers. Hence, foreign workers comprise 85.7% of the total population resulting in an influx of international students into the Qatari classroom creating a mixture of Qatari and International students that attend Qatari International schools. This situation creates the platform to answer the following research questions:

1. How do students' experiences of a Qatari International classroom affect their attitudes towards learning?
2. How does the curriculum engage students, and what measures are in place to prepare them to become global citizens for the 21st century?
3. How can educational reform change to engage students' attitudes toward studying in the future?

CHAPTER TWO: LITERATURE REVIEW

Summary of the Purpose Statement

The purpose of this study is to explore what consequence and influence Qatar's educational reforms have had on the importance and value of education amongst Qatari and International students. The course of the investigation will follow a phenomenological, qualitative case study approach that explores the phenomenon through the involvement of two groups of students, a Qatari group and an International group and their attitude towards all facets of education, that includes the learning of new skills, success and academic attainment, goals and future aspirations and the meaning of being and becoming a 21st century learner with the capabilities and competencies of a global citizen. The objective of the research is; to gather qualitative data about International and Qatari students' classroom experiences and attitudes towards education and learning, to gather Qatari students' experiences of the current curriculum and its role in preparing them for the 21st century, and to explore students' experience of educational reform and their attitudes towards learning in Qatar to answer the following research questions:

1. How do students' experiences of a Qatari International classroom affect their attitudes towards learning?
2. How does the curriculum engage students, and what measures are in place to prepare them to become global citizens for the 21st century?
3. How can educational reform change to engage students' attitudes toward studying in the future?

Therefore, to consider the relevance of education amongst Qatari and International students in the 21st century, the literature review will address the following themes.

- Students' attitudes towards learning with a look into foreign students' classroom experiences and attitudes towards learning,
- The 21st century learner and the skills needed to prepare students for the 21st century,
- The concept of the global citizen and its role in preparing the 21st century student,
- The concept of educational reform,
- The Qatari educational system – history and overview,
- The current Qatari International classroom – student experiences of the educational reform and the impact it has on their attitudes to learning,

The review of literature comprises a detailed analysis of peer-reviewed journal articles, conference proceedings, books, databases such as Science Direct, newspaper articles and various publications related to each theme and accessed through the search engine, Google Scholar and the online library facility on the virtual learning platform, ProQuest data-base. The key search terms utilised were students' attitudes towards learning, the development of negative attitudes, attitude formation, learning in the 21st century, student engagement, 21st century skills, what is a global citizen, curriculum of a global citizen, educational reform and its history, the Qatari educational system, the current Qatari classroom and public and international schooling in Qatar, and were directly related to the subthemes under each theme, so that the structure of the theme could be sufficiently developed. The inclusion criteria focused mainly on scholarly sources which mentioned the Qatari educational sector and schooling system with comparisons to other Gulf countries. Aside from the inclusion of case studies from other countries, the focus was Qatar. The literature review covers research spanning the years from 1954 to 2023. The historical to present

day perspectives were researched to gain insight into the different themes. The literature review begins with the theoretical framework.

Theoretical Framework

The articulation of the theoretical framework is considered as one of the most notable features of the journey of the research process. Maxwell (2012) defines a theoretical framework, as the genuine thoughts and convictions that you have on the phenomenon that was investigated, which operates as a guide on which the research is built and supported. The framework also serves as a structure that defines how research is approached rationally, systematically, and logically. The theoretical framework aims to form a lens through which to consider the findings in relation to the aims of the research. The overarching theories that guide the current study are social constructivism theory and social learning theory; each theory is quite distinct from each other.

These theories serve as a guide to answering the research questions which steer the investigate of the phenomenon of International and Qatari students' attitudes toward the importance of education in the modern day. Social constructivism theory frames the first two research questions; the first of which is to explore in what ways a Qatari International classroom affects students' attitudes towards learning and the second, is to investigate how the Qatari educational system is preparing students to become global citizens. Social learning theory connects to the first research question as learning occurs in a social setting, the classroom. The third research question seeks to explore what changes must be made to educational reforms to improve students' attitudes towards learning and achieving. The following presents the definitions and different elements of each theory.

Social Constructivism Theory

Social constructivism has its definition rooted in the study of the development, structure, and functioning of human society and how information is conveyed by examining the learning and individual interpretations of the world and how this is constructed in coordination with each other (Amineh & Asl, 2015). This theory asserts that perceptions, relevance, and allusions of the world are constructed in the interactions between people. The most significant features of this theory are the assumptions that people use to rationalise their daily experiences within the functioning of their social world, and that humans believe that communication using language is a fundamental practice that constructs reality (Leeds-Hurwitz, 2009). Vygotsky and Cole (1978) made early claims that cognitive growth occurs initially via social stimulus and thereafter manifests inwardly in individuals.

The use of communication to understand others socially allows learners to associate themselves with circumstances; that is the essence of a person's knowledge are discovered via their interactions with their environment and other individuals before their information is internalised by them (Amineh & Asl, 2015). In accordance with McMahon (1997) and Derry (1999), the understanding of how knowledge construction occurs in societal contexts due to culture, is highlighted in social constructivism. When it comes to social constructivism, it depicts a student's active part in the creation of personal knowledge. This idea posits that reality can only be comprehended via individual encounters. Even if an external reality exists, the individual's own world acts as the solely authentic perception for that person (Massri, 2017). Any reality outside of human experience is fundamentally subjective.

Opposing views on the actions that lead to the social construction of knowledge are presented by the theorists Piaget (1977) and Vygotsky (2012). Piaget (1977) strongly believes that children develop cognitively through the accumulation of new knowledge, added to their existing knowledge by only responding to circumstances that oppose their current thinking, that is, learning occurs through the actions of the individual alone and through the individual's perception of any added information by slightly adjusting their preconceived ideas. In contrast, Vygotsky (2012) argues for a different position, that a person's thinking capabilities cannot be developed solely by himself, but learning, thinking and attitude development emerge from interaction with outside stimuli such as social interactions and from pressures of a historical, cultural, and religious society. Vygotsky's (2012) viewpoint is used in the current study which links to the concept of globalisation as a feature of the outside stimuli that connects people socially and can shift the beliefs and thought patterns of a traditional society, which will be further discussed in the later sections of this chapter.

Social Learning Theory

It was reported by Reed et al. (2010) that research sometimes defines social learning vaguely and that some definitions are so expansive that they can incorporate just about any social process. In alignment with Bandura and Walters (1977), Reed et al. (2010) define more accurately that people learn from one another in ways that may be beneficial to larger socio-ecological systems, which is what we mean when we talk about social learning as a process of social change. Bandura and Walters (1977) declare social learning theory as a process where learning obtains knowledge as a consequence of having firsthand experience with the topic, subject, thing, problem, or concept in question. They assert that social influences are an essential component in

understanding how children learn. Attitude development can also be acquired from the surroundings.

Consequently, attitudes defined by Langat (2015) are gained knowledge by watching, modelling, and mimicking the actions of the people in our area or the actions of other people. Bandura and Walters (1977) further highlight that changes in attitude may be understood through modifying social learning theory, as coaxing; the use of reinforcement and rewards and role modelling can contribute to the development of attitudes as the result of a change in behaviour. Therefore, social learning theory directly links to the idea of social constructivism and Vygotsky's (2012) view that a person's ability to learn is dependent on the environment around them. According to Wickett (2005), the similarities between social learning theory and social constructivist theory are that learning understood as the construction of knowledge, is based on prior life experiences, and this learning can be further enhanced with the combination of newly acquired knowledge and skills. Swanson and Holton (2009) state that learning does not always result in a change in behaviour.

However, if learning involves the modelling of new roles, such as the teaching of new knowledge and new skills, and this learning leads to a change in opinions, beliefs, behaviours, and attitudes, then social learning theory complements social constructivism. For example, in the work environment social learning is often used to frame the design of activities used during orientation programmes, new employee or management training, or instructors feature as role models to the learners, who are the employees. Teachers are the role models to guide learners - students in this instance - to meet targets regarding learning and attainment (Chuang, 2021). Thus, these theories complement each other and can be used to frame the interpretations in the current study. If Qatar

embraces the use of role models to bring about the necessary changes imitated by educational reform, then Qatar's vision of creating a knowledge-based society can be achieved.

Conceptual Framework

A conceptual framework is defined by Osanloo and Grant (2016) as the researcher's comprehension of the most effective method for investigating the research topic, the particular path that the research will need to follow, and the exact link that exists between the many variables that are being investigated in the study. Other researchers such as Camp (2001), Luse et al. (2012) and Miles and Huberman (1994) reiterate that the conceptual framework further supports and guides the research plan as a structure that leads to a deeper understanding of the investigation. Further, this provides an opportunity to specify and define concepts that relate to the research problem. Eisenhart (1991), outlines that research must depend on some conventional idea or philosophy by describing the conceptual framework as a framework that directs research by depending on a formal theory, which is developed by using an established, logical explanation of certain facts and links. Figure 1 below illustrates the relationship between theory, concepts, and research using the perspectives of deductive and inductive approaches, whereby theories have the ability to explain and forecast, while models only describe the phenomena. Concepts end up becoming theoretical structures since they are the fundamental building blocks of theory (Ngulube et al., 2015).

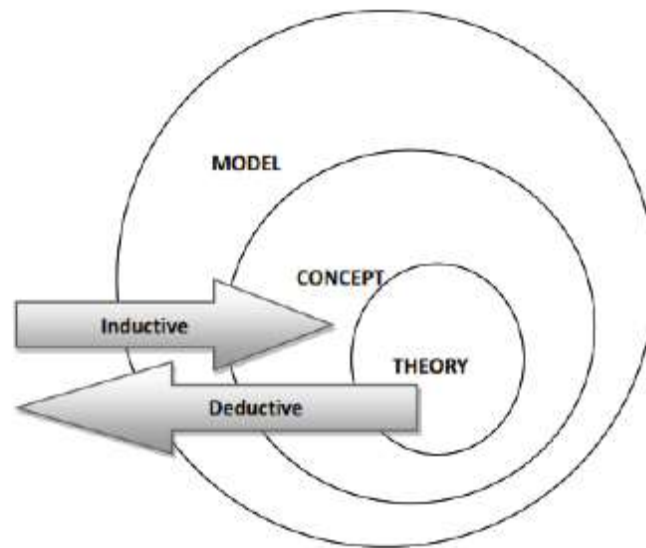


Figure 1. Model-theory continuum

Source. The figure shows the model-theory continuum. From “Theoretical and Conceptual Frameworks in the Social and Management Sciences”, by Ngulube et al. (2015, p. 46).

Figure 2 on the next page indicates the similarities between the research questions, conceptual framework and theoretical framework.

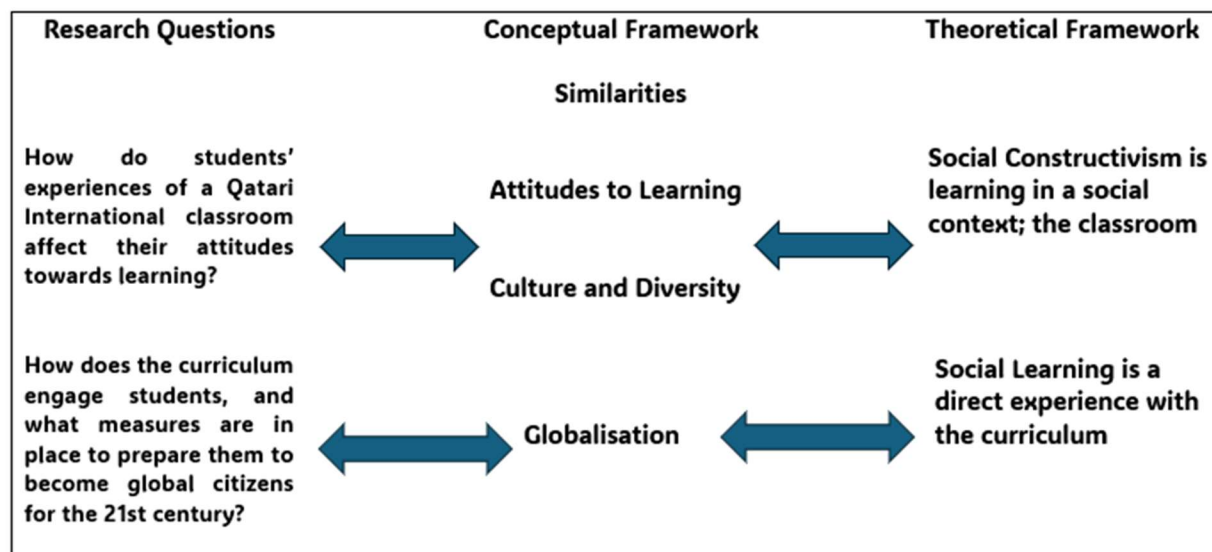


Figure 2. Similarities between the research questions, conceptual framework and theoretical framework

Source. The figure shows the similarities adapted from the model-theory continuum. From “Theoretical and Conceptual Frameworks in the Social and Management Sciences”, by Ngulube et al. (2015, p. 60).

Hence the conceptual framework for the current study has been compiled based on publications and studies on attitudes to learning, globalisation, culture and diversity and the impact of educational reforms.

Defining the Concepts

The central concepts which guide this study are attitude to learning, cultural diversity in the classroom and globalisation.

Attitude to Learning

Attitude to learning determines a student's approach to their studies, which can also affect the students' conduct, performance and behaviour (Mazana et al., 2019). Scarino et al. (2015) confirmed that students' attitudes towards learning and achieving are closely linked to their language and culture as they noted that students are able to draw on their language and cultural repertoires in order to facilitate their learning and living. The process of being and acquiring knowledge is both a diverse and bilingual undertaking.

Cultural Diversity

Cultural diversity in the classroom involves celebrating those differences and creating a culture of inclusion and acceptance among students and the greater school community. However, when students are immersed back into family and societal settings, where monolingual and monocultural ways of life that preserve one identity, one dialect and one ethnicity are the norm, and the effect of the socio-cultural environment on student attitudes towards learning must be further investigated, as the importance of socio-cultural elements on the building of learners' knowledge and identities, which may lead to conflict with thoughts and knowledge from cultures that are not comparable to the learners' native culture (Massri, 2017).

Thus, socio-cultural factors that influence students' attitude towards learning and achieving will be evaluated further in the literature review. The link between socio-cultural factors and globalisation is because socio-cultural shifts are occurring right now as a result of globalisation,

which is characterised by its multifaceted nature. Contemporary society constitutes a dynamic system wherein globalisation, as a multifaceted process, alters all facets of social existence (Yurevna et al., 2020). Cultural conventions and limitations are diminishing, novel frameworks and components of the social order are arising, numerous domains of sociocultural factors are increasingly interwoven, and interconnected sociocultural places are being established, culminating in a cohesive global network (Oyekola, 2018). Globalisation serves as a megatrend that instigates profound transformations in society. Swift, widespread, and profound modifications in every domain of social life lead to substantial societal changes (Yurevna et al., 2020).

Globalisation

Globalisation occurs when the economic, social, cultural, technological, and institutional processes are spread across countries developing relationships between societies, cultures, and people (Oyekola, 2018). The concept of globalisation in this study is related to Vygotsky's way of interpretation, as globalisation is the outside stimuli that affect a society that is entrenched in its culture and religion, but this depends on whether globalisation is seen as an opportunity or a form of exploitation against traditional beliefs (Elshenawy, 2017). Hence social constructivism gives the learner the responsibility for their learning by developing a worldview which stems from the culture in which they have been raised. To that end, Massri (2017) noted that the contact that learners have with their immediate learning environment is thought to be the means by which they are enculturated into their learning community and acquire the relevant information, depending on their existing understanding.

Having highlighted the social constructivist approach and its relation to the importance of culture and globalisation within all aspects of social connectedness, the next paragraphs will begin by discussing how the social learning theory affects student attitudes towards the importance of education.

Students Attitudes Towards Learning

The structure of this theme will begin with the presentation of the theoretical and conceptual basis for attitude and further outline the conceptual basis for attitude change. Thereafter the types of attitudes impacting a student's behaviour and success will be discussed, followed by case studies on the attitudes towards learning English as a second language, how attitudes influence learning and other relevant case studies that examine the attitudes towards learning and achieving.

To understand the term attitude better, many researchers have characterised attitudes through a socio-cultural perspective through the years. Initial researchers such as Allport et al. (1954) claimed that attitude is induced because of a reaction from people in various scenarios and therefore described the attitude as a structured mental and neurological state of preparedness that is the result of repeated experience. Attitude is personified, given a personality, as being prone to exist naturally; all it needs is some trigger situation to erupt. Some thirty-seven years later, researchers, Zimbardo and Leippe (1991) believed attitude to be a response to learned behaviours. More recently, Díez-Palomar et al. (2020), assert that attitude can be a result of genetics. Albarracin and Shavitt (2018), reported that attitude is a process of learned behaviours and can be subject to change, depending on certain situations. These ideas links to Sweigart et al. (2016) declaration, that classifies significant attitude changes to be initiated when students are placed in

positions of leadership, monitoring of situations, mutual support, and communication are all essential, shifting between varying degrees of situational intensities.

Collectively, these ideas suggest a psychological, intrapersonal and rational component to understanding the key factors to attitude formation and attitude change amongst students. In a classroom situation, the process of teaching and learning constitutes an exchange of information between teachers and students in a social manner. Thus, Miklikowska et al. (2021) outline the critical aspect of this classroom social setting as classrooms are seen as miniature societies from the viewpoints of socialisation and social learning. These classrooms bring together a group of people who come from a variety of backgrounds and views, and they are also places where the norms of social interaction are learnt.

Considering this, the formation and understanding of the attitudes of students will be discussed in the following section, with a review of the various case studies about students' attitudes towards learning in various subjects.

Attitudes Towards Learning in the Classroom

About 6575 days pass between a child's birth and the time he/she turns 18. Most of this time is spent at school; thus, during this time, a child needs to discover, speak, read, write and find their purpose, which are all human actions considered to be the results of learning something new every day (Ulvik et al., 2021). Through the eyes of a child, a teacher can be seen as a hero to their story, the conqueror of their crisis or the moulder of their dreams. Through the process of learning, children are designed to discover from their teachers, their identity, worth and value on a daily basis. Hence, from this perspective, teaching is one of the crucial occupations for the development of children and by extension, the maintenance and existence of societies and nations (Burns, 2020).

As teachers assist students to obtain the education, abilities, and principles to function in today's world, the attitudes of these students towards learning these matters represent one of the most crucial aspects of discussion. Kara (2009) notes that the mindsets of people in question regarding learning reflect several of the many essential topics among the expertise and abilities gained in the field of education, as positive attitudes will guarantee that students develop skills that will allow them to continue their education throughout their lives.

Early researchers, such as Basaran (1974) and Bloom et al. (1956), and more contemporary researchers, such as Friedrich (2000) and Kara (2003), came to the same conclusion that when students demonstrate positive attitudes in any subject, they are focused and dedicated, are fascinated and involved, hence taking the required actions to be successful in their studies. The effects of student's attitudes towards learning have been widely researched reiterating that students' interest and passion for learning are often enhanced when they approach any topic with a positive attitude (Kara, 2009). Pierce et al. (2007) and Saadé et al. (2007) agreed that students' feelings, concerns, and opinions towards learning determined their behaviours. They found that enthusiastic behaviours and attitudes indicated the display of positive actions and activities towards learning, with children getting involved in studying and attempting to work harder. The students were seen to be much more involved in solving higher ability problems; they were eager and enthusiastic to obtain the necessary life skills needed for college and beyond and were able to form positive relationships with their teachers, ensuring that they met all requirements of the teaching and learning process. The rate of student involvement in class activities was determined by their attitude towards the subject (Braten & Stromso, 2006).

Numerous researchers have investigated the effects of attitudes towards learning on academic success (Bahn, 2007; Diab, 2006; Karagiannopoulou & Christodoulides, 2005; Liaw et

al., 2007; Perkins et al., 2005; Pierce et al., 2007; Prokop et al., 2007), concluding that positive attitudes towards learning produced better results, that is, there was higher academic success noted with having a positive attitude, more than entrance examinations at universities could determine. Bahn (2007), in his qualitative research on factors that influence nurses' learning, used semi-structured interviews with 42 nurses. It was found that having a positive attitude improved their ability to retain information during examination conditions. Pierce et al. (2007) concluded that Mathematics students learnt Mathematics better when they displayed a positive attitude during lessons. Perkins et al. (2005) conducted a survey amongst 750 Physics students to evaluate whether positive attitudes towards learning resulted in the gaining and retaining of knowledge. It was found that students who enjoyed Physics were able to understand the learning objectives better than those who did not display such attitudes during teaching time. Liaw et al. (2007) investigated 30 college instructors and 168 students' attitudes towards learning through the use of technology. They found that not only did positive attitudes lead to higher attainment in subjects, but positive attitudes also fostered other emotions, such as competence and efficiency, improved optimism and pride in written work, and an overall enjoyment of learning.

The Development of Negative Attitudes When Learning English – Foreign Students' Classroom Experiences

The English language is arguably viewed as the world's language as it is a means of mutual communication across nations. Therefore, many countries have mandated that English be taught in their curriculums as this fosters and encourages international trade and communication. Matsuda (2017) claims that the English language has been the dominant language being taught across schools and universities around the world. For English to be taught and learnt successfully, the correct attitude from the recipients must prevail. This is key as to why English is learnt more

successfully than other languages. It was found by Lee et al. (2021) that Korean students liked the fact that informal digital methods contributed to their positive attitude towards learning English, because listening to music and watching YouTube clips in English led to the constructive gaining of the language naturally, as it became part of their daily lives. Therefore, informal learning is highly favoured, as it is not enforced, making learning enjoyable, thereby enhancing the delight of learning English (Bhatti & Aldubaikhi, 2023).

In an earlier study conducted by Gardner and Lambert (1972), it was found that positive attitudes were the main contributor to learning English. Further, Getie (2020), proved again that positive attitudes amongst students are the greatest factor in successful English language learning. Meanwhile, Karahan (2007) found that learners are able to have a good attitude towards the process of learning English when they have positive language attitudes. It was further concluded that it is possible that attitudes like these play a very important part in the process of language acquisition, since they seem to have an impact on whether or not pupils are successful in their learning (Rahimi & Hassani, 2012).

However, Almohaimeed and Almurshed (2018) caution that a negative attitude prevents learning and forms a blockage in the learning process. For instance, certain prejudices may arise that, combined with a negative attitude, can prevent learning all together. Dörnyei (2014) further discovered, that students' dislike of Russians prevented them from learning the language. Hence, attitude comprises other elements such as behaviour and thought patterns. This so-called cognitive aspect of attitude implies that one's values and principles about situations play a significant role in negative attitude formation. As Rahimi and Hassani (2012) reiterate there are affective components such 'likes' and 'dislikes', 'with' and 'against' are examples of feelings and emotions that an individual has in relation to someone or something. A behavioural component of learning

is brought to the surface as a result of this, which means that specific attitudes often encourage learners to engage in certain learning behaviours.

Hence there is an attitude that develops because of learning a second language and another attitude that is targeted towards the people that speak the learning language which becomes a social issue.

Empirical Review of Case Studies – A Closer Look at Attitude Formation

In a similar study conducted across Indonesian schools, factors such as various behavioural characteristics, anxiousness and anxiety, motivation, achievements, aptitude, and attitude were found to have an influence on the learning process. However, Pratolo (2017) confirmed that the attitude displayed by students is believed to be the essential factor that influences the learning process because attitude not only affects behaviour, but also impacts one's feelings and principles, as well as taking the lead on predicting future behavioural trends. Zulfikar et al. (2019) further confirmed that students who show optimistic learning behaviours are delighted towards acquiring new knowledge and as a result, students would be actively engaged in the learning process. Students that display adverse learning attitudes may feel nervous and impatient towards learning, which could lead to boredom, resulting in difficulties accessing their learning abilities. Abidin et al.'s (2012) research state that students who have good views about language acquisition have a propensity to boost their positive attitudes towards language learning. On the other hand, students who have negative beliefs may experience anxiety in the classroom, poor cognitive performance, and negative attitudes. The importance of student attitude towards learning is highlighted in a range of other case studies from across the globe.

Empirical Review of Case Studies – Classroom Experiences and Attitudes Towards Learning Amongst Students in Arab countries, the Far East, the Maldives, and North Africa

Abidin et al. (2012) claim that there is insufficient research about Arab students' attitude towards learning English. Early research by Musa (1985) stated that UAE students underperformed in international English tests even after 8 years of studying the language. Eight years later, Al-Sulaiti (1993) noted that UAE students were still producing very poor results in English. Fast forward 13 years, Qashoa (2006) revealed the same findings as Musa (1985) and Qashoa (2006). That is, the low attainment scores of students were believed to be linked to their poor attitudes towards learning English. Similar results were yielded by Suwannatho and Thepsiri (2015) in their study of secondary schools in Kenya; that is, poor progress in English prevailed because of negative attitudes displayed by the students. The opposite was revealed by Al-Tamimi and Shuib (2009) and Al-Zahrani (2008). They found that Yemeni and Saudi students' achievements were linked directly to their positive attitudes. Fakeye's (2010) study of five Nigerian schools with a sample size of 400 randomly selected high school students discovered that the attitudes of students had a strong positive correlation to their achievement. Likewise, Momani (2009) studied students' attitudes in a high school in Jordan. A significant strong correlation between student attitude and their results in reading comprehension tests was noted.

In a similar study conducted by Karahan (2007), he noted that amongst Turkish students, English is considered a global language; thus, the fact that English is considered important on a global scale, the learning of English will engender the correct attitudes. He saw that social reasons and financial demands were great contributors to the attitudes towards learning English. Initially, Turkish students were not keen on learning English, however, once they became aware that learning English leads to financial gain and economic stability, their attitudes changed drastically.

Rukh (2014) stated that attitude is a fluid phenomenon, and it may alter when influenced by outside factors as well as inside personality characteristics of a person; for example, attitude can also change according to levels of patriotism. As Rukh (2014) explains, after the British conquered Pakistan, English was frowned upon and considered as a language of slavery by most Pakistanis. However his study revealed that this has changed according to his investigation amongst 200 Business Studies students in the province of Punjab.

The attitudes of Business Studies students were studied, and 77% of students revealed that English assisted them in learning their other subjects. Hence their attitude towards studying English was incredibly positive. Furthermore, 96% disclosed that English gave them the confidence to find work on a global platform as they were more assertive in communicating in any environment. Conversely, Yunus and Ali's (2013) research among 100 students in a Malaysian secondary school showed that students negative attitudes towards Chemistry impacted on the low enrolment rate in Science courses at a public university in Selangor, Malaysia. It was revealed that 63.8% of respondents favoured other subjects above Chemistry. Their poor attitudes were the result of having to master calculation and reading skills simultaneously, having to study a large amount of content and not getting enough hands-on experience during the conducting of experiments.

Hence, the contribution to the success of students is indeed the student's attitude to learning. In the interim, Mohamed and Waheed (2011), Mohd et al. (2011) and Zakaria and Yusoff (2009) revealed that high academic achievement in Mathematics was the result of student's positive attitudes towards the subject in the Maldives, Kuala Lumpur, and Malaysia. Earlier scholars such as Baroody (1987) and Bishop et al. (1996) asserted that any familiarity with Mathematics is a necessary skill to acquire. Therefore it is a subject that is much needed as it is

considered to be a core subject in any school curriculum around the world. Collectively, Mathematics is a subject that conducts more lessons in educational institutions globally as compared to any other subject (Orton & Frobisher, 2004).

However, global tests reveal that often, students underperform in Mathematics, especially in the study conducted in the Maldives by Mohamed and Waheed (2011). It was found that only 28.4% of Maldivian students have attained a passing grade of 'C' and above with overall 66.8% of students underperforming. Other researchers such as Fong et al. (2015), Haciomeroglu (2017), Papanastasiou (2000) and Soni and Kumari (2017) have attempted to search for reasons that affect student's achievement in Mathematics. The primary factor impacting performance in Mathematics was the attitudes of students towards Mathematics. Further studies to examine the connection between the attitudes of students towards Mathematics and their achievement in Mathematics were conducted by Ajisuksmo and Saputri (2017), Dan'inna (2017) and Mensah et al. (2013). All these investigations showed that there is a clear link between students' attitudes towards Mathematics and their overall performance in the subject. However, in comparison to Mohamed and Waheed's (2011) research into the underperformance of Maldivian students in Mathematics, they showed that the mental attitudes towards Mathematics are at a very poor level of interest, suggesting there is potential for growth in this area. Thus coinciding with Ajisuksmo and Saputri (2017), Dan'inna (2017) and Mensah et al. (2013) links between attitude and performance; that the attitudes of students towards Mathematics had to be first adjusted to see any improvement in the pass rate.

Information about students' attitudes towards Mathematics from earlier scholars such as Callahan (1971) and Fennema and Sherman (1978) have relevance today. They explained that when students find Mathematics beneficial and thought-provoking, a positive and confident attitude is developed, but when students underperform or see Mathematics as uninspiring or

tedious, a negative and resentful attitude is developed. Moreover, when middle school students see the value of Mathematics, this influences their decision to study harder to achieve higher. Thus, the development of a direct participation of kids in activities that entail both excellent Mathematics and contact with important persons within a clearly defined community, such as a classroom, is connected to the development of positive mathematical motivation and attitudes among students (Arthur et al., 2014). It was found in the study conducted by Arthur et al. (2014), that negative attitudes developed amongst the 650 students sampled in a school in Ghana towards their learning and achieving of Mathematics hence their level of attainment in Mathematics was similar to the underperformance of students in Mathematics, in the Maldives.

Mabula (2015) reported a similar trend in Tanzania; that is the overall performance of students in Mathematics has been declining in the last 15 years. Statistics show that the findings that were brought out by the National Examinations Council of Tanzania (NECTA) in 2004, showed that 66.6 % of pupils in grade 7 as well as 70.1% of senior level high school pupils did not pass their Mathematics exams in their final year of high school. Mazana et al. (2019) noted that throughout 2016, the overall failure rates were 53.4% for elementary schools and 81.9% for senior schools. The persistent pattern of inadequate achievement in Mathematics increased the public worry over the school programme's inability to produce graduates equipped with the necessary abilities to navigate an increasingly technology dependant world society (Mazana et al., 2019). Further, Mata et al. (2012), Ngussa and Mbuti (2017) and Tshabalala and Ncube (2013), showed that attitude was among the main factors that contributed to a poor pass rate in Mathematics; that is, attitude is the main contributor to a higher or lower overall score in Mathematics.

The various diverse case studies in countries such as Indonesia, Saudi Arabia, Kenya, Nigeria, Turkey, Pakistan, Malaysia, Maldives, Ghana, Tanzania, and the UAE suggest similar

findings; that an attitude formed by students, no matter what their race, no matter what subject, no matter what ethnicity, language or religion, will determine their capacity for lifelong learning, will determine their future job opportunities and will determine their ability to obtain the relevant education, abilities, lifelong skills and principles to function in the world of today. Thus, the attitude of students towards learning can be altered or improved over a period, be it from a social or cultural point of view, or a response from learned behaviours or genetics inherited from family.

Whatever the reason may be for the development of an attitude, if a positive attitude is established, this leads to improved student attainment, improved job opportunities, and hence improved life skills; however, a negative attitude hampers effective learning and consequently affects the performance of the student, leading to underperformance in studies. Therefore, attitude is the foundational factor that affects student learning and achievement which cannot be ignored, as the attitude towards learning remains the most influential component to success. It will remain a crucial aspect for discussion in matters of education especially regarding the acquisition of 21st century skills to cope in the 21st century world.

The 21st Century Learner

Over the past two decades, education as we know it has evolved immensely. Worldwide, more children are attending school and are presented with opportunities unlike the previous century; school plays an important role in child development by empowering them with opportunities to succeed in the 21st century (Tharumaraj et al., 2018). For example, Northern Africa has shown an increase in primary school enrolment, “in sub-Saharan Africa alone, net enrolment in primary has grown to 79 per cent as of 2018, compared with 60 per cent in the year

2000” (UNICEF, 2022, p. 15). Children now are given the chance to gain the skills necessary for the profession, for their society, and for life themselves (Valle et al., 2015).

Between the 1960s and late 1990s, it was the norm for college graduates to enter their careers, spending their entire lifetime working in the same organisation. Big companies such as Ford and Chrysler presented attractive work packages offering job security and stability. In Detroit, one in every six Americans was employed by the motor industry where they reaped the benefits of job safety and remuneration and worked till the age of retirement (Sugrue, 2015). Although this was focused on the United States, Banham (2019) has noted that Europe, Africa and other countries have seen a period of industrialisation. However, with the current generation, it is a different scenario because most economically developed countries have now moved into the fourth wave of economic development focused on innovation and technology, following deindustrialisation and the loss of these primary industries.

Freeman (2016) claims during their lifetimes, students of today are more likely to transfer occupations and maintain many jobs than students of previous generations. A reason for this change in job and career decisions is possibly the move from industrial to post-industrial society, technology, and the onset of globalisation (Gati & Kulcsár, 2021). The work environment of today faces an ever-changing environment that is highly influenced by technology and competitive global markets and trends. Therefore, for students to cope in an evolving workplace, lifelong skills and advanced knowledge are essential characteristics that are needed (Werrell, 2014).

Learning and Teaching in the 21st Century

Social media and mobile devices now take the lead in current developments that are constantly providing innovative, effective, and affordable technologies. It was suggested by

Davidson (2011), that any educational environment; that is schools, campuses, colleges, and academies must modernise to prepare for the 21st century learner. Abas (2015) found that the lessons that are being taught in today's classrooms may be tedious at times, and students have a tendency to prefer going online to keep themselves "entertained" or engaging in other activities that are more meaningful, even if they are not directly relevant to the subject matter that is being taught. The current cohort of children interact with each other, and their communities differently than the generations did before as there has been a shift from the transmission and reception of knowledge to now discovering and generating knowledge. Brown (2006) suggested that they are formed in a unique manner by virtue of being inherently motivated to fulfil their interests in their own way, on their own terms, be it electronically or digitally, mostly through opportunities provided online whereby they are finding and creating their own knowledge.

Thus, the 21st century learner is described as: being fiercely independent and likes to be in control, likes having a variety of choices and prefers creative methods of engagement, is exposed to social media at an early age, hence can navigate on online platforms very easily as they are surrounded by digital media and are seasoned users of various forms of digital technology (Bickham et al., 2008). Fast forward twelve years later, Howarth (2023) reported that every day, the typical American adolescent spends a total of nine hours and nineteen minutes in front of their screens. This includes activities such as watching television or movies, playing video games, using social media, surfing the internet, engaging in video chats, reading online, and generating material for social media.

It now becomes clear that teachers to these 21st century students need to effectively engage them by delivering meaningful and relatable learning experiences in the classroom. The future trends in education have been highlighted by Adams Becker et al. (2016). Similar trends were the

topic of discussion at the Global High-Level Policy Forum hosted by UNESCO in Paris consisting of 140 delegates representing fifty countries (UNESCO, 2015). Abas (2015) also noted similar tendencies; it is anticipated that between 2015 and 2030, there would be an influx of student enrolment, thus a greater demand for blended learning and open educational resources and education will be moving towards becoming internet-based, exposed, and adaptable.

The first breakthrough modern learning device invented in 1974, was indeed the initial personal computer, Intel Corporation's 8080 microprocessor, as it was an effective tool for teaching and learning to date (Gregersen, 2023). Another astounding change was brought about with the invention of the iPad in 2010. This advanced society and the world immensely, as it changed the way people found entertainment, communicated, researched, studied, and shopped (Henderson, 2014). The tablet, with its many tools, gadgets and extra devices combined with higher-speed internet and cloud technologies, made digital changes at a higher rate than earlier computers and telephones did. Abas (2015) further noted that when these technologies are everywhere, they become the next best thing, especially when combined with other innovations like social networking. E-learning, also known as ubiquitous learning, will undoubtedly become even more widespread in the near future as a result of the use of many mobile or personal devices that are equipped with online tools, multiple applications, platforms, and information.

Naturally, the introduction of Massive Open Online Courses (MOOCs) in 2011 has given the opportunity for hundreds of thousands of students to access university courses easily (Sulistyo & Nafi'ah, 2019). For example, Stanford University had over 160 000 students enrolled in 2011 (Abas, 2015). Indonesia favours online learning as places for students are limited and online learning provides opportunities to millions of students. Korea, Japan, and Malaysia have been

mandated by their respective Ministries of Education to offer e-learning for their populations in their respective local languages (Sulistyo & Nafi'ah, 2019).

With the onset of teaching and learning via digital platforms combined with the use of the internet, theories of how students should learn have also began evolving. First-generation distant education was previously conducted mainly through correspondence via postal services. The second generation introduced mass media in the form of television, radio, and film production, whilst third-generation distant education, established interactive platforms using audio, video and web conferencing (Anderson & Dron, 2011). Education further evolved from here with the use of better intelligent and sophisticated web-based technologies. From learning via stimulus from the environment – behaviourist learning, to learning via combining knowledge and skills and applying these to new situations – cognitivist (Ouadoud et al. 2017), there has been a major shift in how students learn.

Students are now able to construct their own knowledge through personal learning experiences - constructivist and currently, learning in a digital age with the use of autonomy, connectedness, diversity, and openness Mattar (2018). The options of how teachers should teach and how students should learn using the latest technologies need constant reflection. With the behaviourist approach to learning involving the exchange of knowledge mainly in the classroom, the most recent advancement of connective learning is that students now get the opportunity via digital platforms to collaborate, share and express their opinions, creating chances of gaining more and creating new knowledge. With the sole purpose of communication, the Internet amassed ten million customers in the early nineties and has greatly evolved from the Arpanet in 1969 (see Figure 3). It proved to be a gem that led to the creation of several forms of social media, initially blogs and wikis, thereafter Web 2.0 tools, such as Facebook, Twitter, and Instagram. These

platforms encouraged social learning in an online environment (Rogers, 2017). Web 3.0 is gaining the title of the cleverer web and makes use of the field of semantics and intelligence from machines, a web interface that is aware of the content that you want to view and the manner in which you want to view it, and that automatically provides content that is pertinent to the user. Additionally, it encompasses the most recent advancements in the Net of belongings, which involves, among other things, the creation of wearable computing devices (Abas, 2015). However, despite such progressive advancements, caution must be taken such that teaching and learning pedagogies must lead to how education should be taught through the progression of technology and not the reverse.

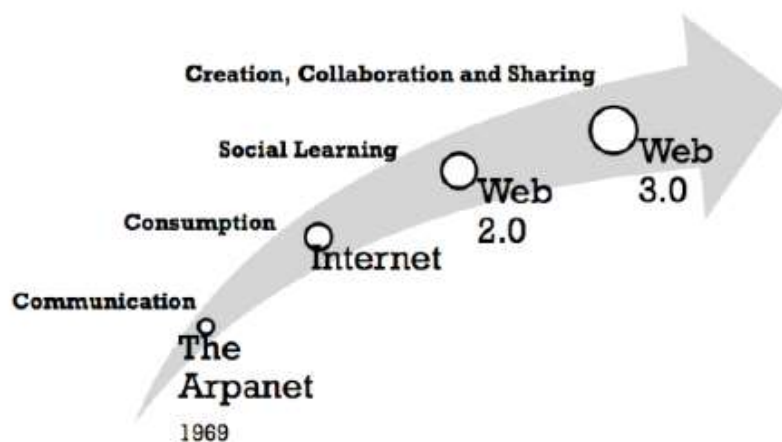


Figure 3. How learning has evolved with Internet development.

Source. The figure shows the evolution of learning. From “Fostering Learning in the 21st Century through student engagement”, by Abas (2015, p. 5).

Another progressive advancement in teaching is the use of the interactive whiteboard (IWB) in classrooms. Hendawi and Nosair (2020), confirm that teaching using the interactive whiteboard enriches the process of education and maintains a steady pace with ongoing development because the embedded features within the system, provide teachers with a resource

to organise and exhibit, a variety of lessons, presented in creative ways. The systems software allows the act of manipulating objects, colouring, animating, dragging and dropping, and other similar activities to stimulate the participation of the whole group of youngsters in the activities that are designated for educational purposes (Bourbour, 2023). In the last ten years, the use of computerised, multimedia technologies have played a pivotal role in the delivery of education. According to Gillen and Kucirkova (2018), the pursuit of excellent teaching methods, has been linked to the increasing use of digital technologies, as the focus is now on student engagement rather than on teaching methods. Furthermore, this creates an environment that fosters opportunities, to enhance both teachers' and students' technical and digital skills (Kearney et al., 2018). The fusion of technology with teaching practises in the classroom setting has altered the manner in which educators interact with, choose, and organise the educational materials at their disposal, and has even altered the methods by which they instruct their students (Bourbour, 2023).

Earlier researchers Miller and Glover (2007) and Higgins et al. (2012), highlighted that even though the display and animation tools are good features, perhaps the best feature is the unlimited storage capacity and instant recovery of teaching resources. The advantage of modelling when teaching using annotations on slides and on saved teaching materials allows for active teaching and learning to take place, generating meaningful learning experiences and better student engagement (Ward et al., 2016). Apart from enhancing class discussions and questioning, a common teaching strategy utilised in assessment for learning practises, Mercer et al. (2010) explain that the IWB helps teachers build a multifaceted atmosphere, allowing for the capacity to generate lively and cooperative teaching conditions. In the same instance, studies conducted by Harlow et al. (2010), Miller and Glover (2007), Heemskerk et al. (2014) and Gillen and Kucirkova

(2018) indicate that the use of the IWB improves teacher efficacy and enables and enhances varied teaching styles.

However, some researchers have uncovered that the use of the IWB is not as successful in the classroom when it comes to teaching methods and student engagement. Cabus et al. (2017) found that the IWB had little effect during teaching and learning, as the students showed slight or no improvement in their math skills. Zevenbergen and Lerman (2008) observed that the IWB facilitated fewer class discussions and, instead, elevated teacher control and teacher talk. Schmid (2008) noted that teachers were reluctant to incorporate the IWB during lesson preparation and although there are multiple claims that the IWB aids in lesson delivery, case study investigations must be done to provide solid findings.

Thus, Swan et al. (2008) began their investigation with comparing the test results of a group of third to eighth-graders between teachers who used the IWB to teach and those who did not. The students who were taught with the IWB showed better test scores. Bester and Brand (2013) studied forty-five eighth graders on whether the use of technology in the classroom had any effect on student achievement and engagement. There was a high positive correlation between the two variables. An investigation amongst 176 students conducted by Adel and Abdelrahman (2019), revealed that positive attitudes, cognitive motivation and high knowledge acquisition resulted from students using the interactive whiteboard during their lessons.

Therefore, there is sufficient evidence that the IWB aids in better lesson delivery and increases the levels of student engagement. Hendawi and Nosair (2020) found that there are several ways in which smartboards might improve the educational experience for students. Through the use of visual elements, smartboard technology aids learners and teachers in acquiring information and enhancing skills. It gives the teacher a lot of leeway to adopt a variety of pedagogical

approaches, which may make lessons more fun and engaging. Additionally, it aids all types of pupils, each with their own unique needs, in comprehending the learning materials simultaneously. Kaput (2018) revealed that students who learn best visually can use the smartboard, but those who learn best tactilely may use it as well. Engaged students do better academically, according to a plethora of studies, because every student gets the chance to utilise the smartboard technology during class, which makes them an active participant in their educational experience since it is always there (Hendawi & Nosair, 2020).

Student Engagement

With optimum student engagement comes the theme of student-centred learning or experiential learning which is frequently associated with 21st century learning, as a process of producing graduates that have a special set of skills needed to cope with 21st century developments as noted by Katawazai (2021); these include strong teamwork skills, a higher level of problem-solving skills and critical thinking skills (Kaput, 2018). Where the student becomes the centre of the learning process and is active in learning, the use of the constructivist theory of learning is most often applied. This entails continuous engagement between the teacher and the student. It is the opposite of conventional teaching and learning methods where knowledge is relayed from the teacher to the student. Instead, student-centred learning demands that learning is active, interactive, participatory, multisensory, and reflective.

Students are urged to learn and use newly acquired information, abilities, and emotions in a context that is current and applicable, regardless of whether the environment is actual or virtual (Matriano, 2020). In this kind of education, the instructor often facilitates the creation of an atmosphere for learning, in which students are presented with the opportunity to directly analyse a phenomena as opposed to only speculating about it. Furthermore, Matriano (2020) states that

from an epistemological point of view, experiential learning is consistent with constructivism, which is a theory that asserts that students construct meaning from the events they have encountered.

The concept of student engagement gained popularity at the start of the twentieth century when Krause (2005) defined engagement as the amount of time, effort, and resources that students invest in the activities that are intended to improve their learning. Furthermore, Hamm et al. (2019) recorded that engagement is positively correlated to anticipated outcomes such as higher attainment grades and higher student pride and happiness. Student engagement and interest in class are key conditions for effective learning. For this, they must be highly encouraged and motivated. In other words, students who have a range of motivations are more engaged during teaching and learning because they enjoy what they are doing, make every effort to master new skills and are passionate about applying their talents (Hwang & Chen, 2017). The self-determination theory by Ryan and Deci (2022) advocates that one can possess a range of motivations that are useful to the ability to forecast outcomes such as performances, levels of engagement, vigour, and psychological health.

Additionally, Hamilton (2018) reiterated that the teacher is no longer the imparter of information but rather takes on the responsibility of creating and enabling more interactive learning episodes and that the real trial in teaching is not covering the material for the students but rather getting the students to actively participate in their learning. According to Xiuyang and Shengjie (2020), Parong and Mayer (2018), Fidalgo-Blanco et al. (2017), and Mudiarta et al. (2021), students who enjoy their lessons via flipped learning, a form of discovery learning: learn more, perform better, take full responsibility for their learning, and appreciate innovative learning with an element of fun.

Figure 4 was suggested as a model for promoting the quality of learning in online forums. However, Garrison et al. (2000) strongly believe that this model is useful in any medium requiring student-centred learning. Ultimately the aim of student-centred learning is to create critical inquiry by fostering 21st century learning skills such as collaboration and teamwork, cooperation, open communication, and analytical and critical thinking skills (Hansen & Imse, 2016), which will be discussed more in the following paragraphs.



Figure 4. How to create a student-centered educational experience.

Source. The figure shows the community of inquiry model. From “Fostering Learning in the 21st Century through student engagement”, originally adapted by Garrison et al. (2000, p. 8).

21st Century Skills

The world is constantly advancing at an accelerated pace, and the ability to keep up with change is key to survival. More so today, as teachers face daily challenges to change, revise and adjust their teaching approaches and resources to successfully meet the needs of their 21st century students. The current working environment and various educational establishments have highlighted the value of gaining 21st century skills. There is a significant need to provide the next generation with the appropriate expertise and capabilities to meet the requirements of the 21st century, given the effects of globalisation, internalisation, and technology innovation. Tertiary education providers are also impacted by the fact that more and more companies are getting ready to prepare for the requirements of the 21st century, which means that they will need to alter their existing learning materials. Tharumaraj et al. (2018) asserts that this is the job of educators to educate pupils in such a way that they are capable of working and surviving in such a setting. In addition to this, educators are responsible for meeting the requirements of a nation's labour force in order to contribute to the growth, improvement and upkeep of the country's finances, facilities and communities. As a result of the fact that the information-based economy places a significant emphasis on skills like computational literacy, cooperation, understanding other cultures, analytical reasoning and creativity, traditional subject knowledge alone is inadequate for students to cope in the 21st century (Tharumaraj et al., 2018).

It was expected that numerous changes were inevitable between the 20th century and the 21st century as predicted by Côté and Allahar (1996). These changes occurred across all facets of life; industrial, commercial, and educational. Thus the 21st century work environment demands a different set of skills from the 20th century because of these changes. Therefore, it becomes necessary to equip students with the relevant skills to cope in this new, ever-changing work habitat.

Furthermore, improvements in technology have greatly influenced how 21st century learners acquire and build on their curiosities. Called the Generation Z, these individuals are recognised to be computer literate and highly technologically advanced (Nichols & Wright, 2018).

Tharumaraj et al. (2018) list some frameworks that were developed on 21st century skills; these include Tony Wagner's Seven Survival Skills for the Global Achievement Gap, the Partnership for Skills for the 21st Century, and the Assessment and Training of Modern Day Skills (ATC21S). However, Tanniru (2018) found that these frameworks shared similar skills that are necessary for the 21st century learner such as the ability to solve complex problems, the ability to transform and innovate, the ability to think critically, the ability to apply oneself creatively and the ability to communicate effectively by working in a team. Amongst these frameworks, ATC21S was recognised for arranging 21st century skills into four main categories: Living in the world, Tools for working, Ways of working and Ways of thinking (Griffin & Care, 2015). Mishra and Mehta (2017) advocate that *The 3 x 3 Model of 21st Century Learning* framework derived by Kereluik et al. (2013) is a strategy that is more balanced and provides students with the chance to study at the junction of the three knowledge categories, where every category of knowledge has its own distinct function to perform in the 21st century, and none of these roles should be more or less vital than the others, as depicted in Figure 5 below.

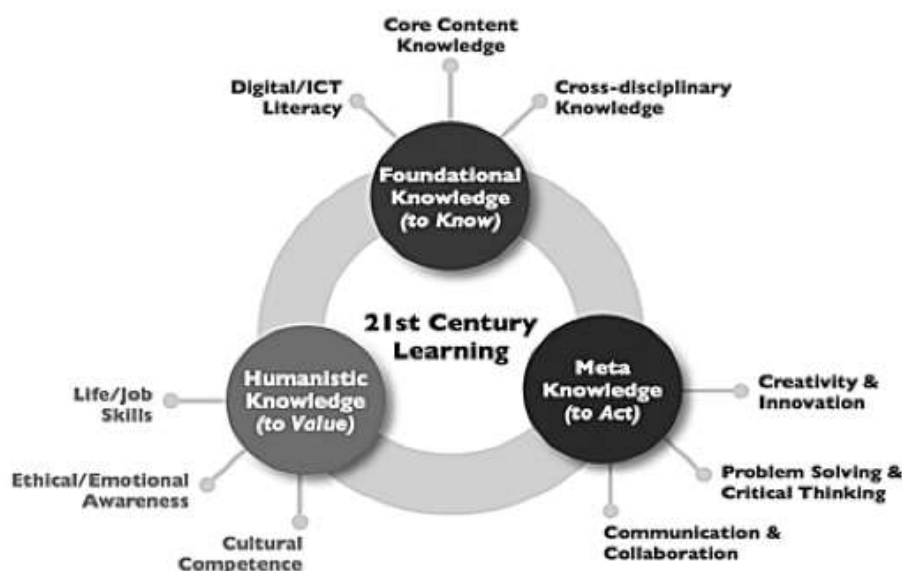


Figure 5. The 3 x 3 model for 21st century learning

Source. The 3 x 3 model for 21st century learning. From the framework by “What knowledge is of most worth: Teacher knowledge for 21st century learning”, by Kereluik et al. (2013, p. 135).

Thus, both teachers and students must spend a substantial amount of time in class, to develop these 21st century abilities, because it is these sets of skills that will equip students to face challenges and increase their productivity in the 21st century working environment. Case studies based on the relevance of 21st century skills will be discussed in the following sections.

Empirical Review of Case Studies – 21st Century Skills Experiences and its Role in Preparing Students for the 21st Century

Bell (2010) conducted an early study into the teaching method, project-based learning, in which students gain knowledge and skills by working for prolonged periods of time to explore and respond to an authentic, appealing, and multifaceted question, puzzle or challenge. Here, students are given the opportunity to design solutions to various problem scenarios. The skills that were

developed were the ability to coordinate, work together, prepare, and negotiate. Khaliq et al. (2015) concluded in their study across federal government high schools in Rawalpindi, Islamabad, that it was discovered that the project-based learning approach, often known as (PBL), is a more successful teaching strategy for teaching science. This was shown by the difference in academic performance levels between pre-tests and post-tests. They further noted that students were the centre of the learning process enabling them to engage, collaborate and connect themselves to real-life situations.

Chen and Yang (2019) conducted a 20-year analysis representing 12,585 students from 189 countries on the effects of PBL on students' overall grades. The results revealed that a total of 0.71 was the weighted effect size, suggesting that project-based learning has a medium to large positive effect on students' academic successes and attainment when compared with traditional teaching methods (Chen & Yang, 2019). These studies demonstrate that project-based learning can be used as a teaching method to effectively develop and enhance 21st century skills in 21st century students.

Voogt and Roblin (2012) recorded that 21st century skills have a surplus effect on the future workforce with a focus on teachers, schools, and universities instead of focusing research on the learner. They further elaborated that the current classroom must undergo a major paradigm shift to replicate the continuing changes in society, but most importantly, the shift is to fully prepare future generations to be work-ready. These sentiments resonate with the findings conducted by Betts et al. (2016) and Ahonen and Kinnunen (2015). Kalelioglu and Gülbahar (2014) investigated fifth graders, aged between 10 to 11 years, opinions of being introduced to the language of programming at an early age. They found that the students, as young as they are, were able to grasp the concept and enjoyed learning a new skill. Therefore, it was concluded by Tharumaraj et al.

(2018) that the majority of students already have a clear idea of what they want and what they need to do in order to feel successful in their life.

When it comes to the creation of the curriculum and the frameworks, it is therefore our obligation to make sure that their opinions are taken into account and that they are addressed. Soffel (2016) reported at the World Economic Forum, that there is a growing disparity between the abilities that individuals acquire and the talents that they need, and this disparity is becoming increasingly apparent as conventional learning fails to adequately prepare the working class for the 21st century. They must be able to develop socially and emotionally via experiences in order to be equipped with the required abilities for the 21st century, because in this way, the skills of problem-solving, effective communication and collective cooperation can be enhanced. This is what is termed as capacity for social and emotional interaction, skills that will enable students to achieve success in the rapidly developing digital economy (Soffel, 2016).

When students can observe life beyond their existing circles and communities, understand and appreciate a variety of opinions that are different from their own, share their emotions and feelings effectively with others and participate in designing and establishing better conditions around their places of work, they become globally skilled and capable. They gain life-long skills needed to cope and live in this ever-changing world, the necessary skills to sustain a lasting career, and most importantly the ability to become citizens of the modern world.

The Concept of the Global Citizen

As this theme develops, case studies from Far Eastern countries will be discussed, as these countries showed a commitment to incorporating the teachings of global citizenship into their school curriculums. This discussion serves to justify the importance of developing global citizens as learners for the 21st century.

The constant movement of people, the alteration of state lines, the collaboration across world economies, the development and sharing of policy, and the ample amalgamation of theories philosophies, concepts, and designs, can be rephrased as the term – globalisation, which should produce a one world society that consists of citizens that are able to share and discuss issues across the globe (Koyama, 2015; Michie, 2019; Tyagi, 2020). What makes this easier nowadays is the use of technology. Tyagi (2020) notes that by linking people all over the globe, assisting in the growth of economies, making knowledge more accessible, and contributing to the establishment of a global village, the progression of technology has the power to transcend national borders.

However, Matthews and Sidhu (2005) warned that these connections attributed to globalisation cannot produce citizens that are automatically globally orientated with a subjective mindset. An ideal world resident as described by Koyama (2015), comprehends the functioning of the world; respects a universal set of rights; carries out obligations that contribute to the global community; and is angered by social injustices within the context of a global democratic public sphere. These sentiments coincide with a guide that was published for schools sixteen years ago in the United Kingdom called Oxfam's Curriculum for Global Citizenship, which is a global learning programme, that is committed to teacher development across England, Ireland, and Scotland. They had the foresight of who a global citizen was meant to be (Programme, 2006). They characterised the ideal global citizen as an individual who is conscious of the larger world and

understands how they belong in it as a global ambassador, admires and appreciates inclusivity, is cognisant of how the world functions, is incensed about injustice in society, engages with the community on a variety of levels, is prepared to take action to create a fairer and more just world and accepts accountability for the actions they take (Programme, 2006).

A similar definition was recorded by Braskamp (2008), but he noted that it must be the aim and objective of educational institutions to educate students to become global citizens. This means the curriculum must focus on the development of the student not only academically, but holistically involving the division of student development into three areas; that is the way students think, the way students know, and the way students are able to relate to one another acknowledged by Chan et al. (2017), Miller (2019) and Bovill and Woolmer (2019).

The Global Citizen

In a world connected by globalisation, the need for intercultural communication becomes inevitable. However, current events such as radicalism, violence, war crimes and terrorist attacks can spark a range of cultural misunderstandings combined with racial and religious misunderstandings. Thus, the need for intercultural communication and the building and sustaining of trust between communities and societies becomes imperative (De Costa, 2016b). De Costa (2016a) further noted that the Secretary General of the United Nations advocates that peace is attained only when people are educated. Similarly, several international education specialists such as Baker (2015), Kusumaningputri and Widodo (2018), Ribeiro (2016) Reimers (2006) and Witt (2014), have called for the necessity to construct the global citizen, one who accepts cultural diversity and has a deep sense of internationality and understanding, as these qualities represent essential abilities and skills needed to thrive in the 21st century.

Hua (2018) explains communication across cultures involves people from different cultures coming together to embrace cultural diversity. If these relationships are established and maintained, then intercultural communication is successful which defines a competent global citizen. De Costa (2016a) strongly advocates that global citizen education must support learners to move beyond national and cultural associations and limitations, aspiring towards transcultural, intercultural, or global citizenship.

Furthermore, the development of a child's character is equally important. All over the world, there are recurrent instances of corruption, adultery, and other scandals perpetrated by prominent leaders in societies. Additionally, there are many instances of violence that cannot be explained that take place inside our communities (De Costa, 2016b). Eventually, these situations and violations lead to the hurting of children. They may be privy to their own classmates' fabrications, deceiving, and bullying. These issues have led schools to contemplate a bifurcated approach that involves the development of skills and habits that are essential for the development of a global citizenry through the instruction of good character (Baker, 2015).

Kusumaningputri and Widodo (2018) noted that throughout history, parents, educators, and society have endeavoured to instill and cultivate positive character traits in children with the expectation that these qualities will be carried over into maturity. In the past, character education was taught in schools in an informal manner; however, recent developments have resulted in a more structured style resulting in a more formalised, comprehensive approach has been observed over the years. When considering how to use character education to bridge cultural and national divides, it is important to have an international perspective in mind (Ribeiro, 2016). Figure 6 below illustrates a framework for the 21st century competencies of a global citizen.



Figure 6. The framework for 21st century competencies

Source. The figure shows the evolution of the global citizen. From “Constructing the global citizen,” by Dec Costa (2016, p. 244).

Farrington Padilla (2016) advocates that global citizenship education is a form of experiential learning that is not only confined to the classroom but is learning about the surrounding community as well. For, it is only through this experience that students can comprehend, acknowledge, and appreciate the multiplicity of being human. If community learning is successful, then students begin to accept the identity and responsibilities of a global citizen and evolve into well- educated people who will advocate and preserve human rights in our complicated global world (Farrington Padilla, 2016). Tyran (2017) states that the idea of the global citizen is an excellent one. However, he questions, how do schools and universities transform students into global citizens? For instance, how does the teacher, together with the curriculum, get students

interested in global issues such as poverty, health, and development? Tyran (2017) further suggests that schools and universities must focus a part of their curriculum on the United Nations Millennium Development Goals (MDGs) and Sustainable Development Goals (SDGs) together with international service learning (ISL). These are defined as the practice of expanding the boundaries where learning occurs in order to involve and engage students in community-based organisations and is referred to as a pedagogical approach to learning.

Other researchers such as Larsen and Searle (2016), Mogford and Lyons (2019) and Smaller and O'Sullivan (2018) report that service learning is heightened by the practice and engagement of collaboration, service to the community, reasoning and problem-solving. The main learning objective of international service learning is to develop students into responsible leaders on a global scale where they are partnered with a local community organisation in another country to gain experience away from the comfort of their own sense of living. This international experience aims to encourage students to behave and think in a way that is not influenced by their surroundings, an experience to educate and serve as a model for concepts that will bring about the development of future responsible managers who are aware of and concerned about global concerns pertaining to hunger, illness, and industry (Sroufe et al., 2015).

Curricula for the Global Citizen

The movement of people through globalisation, the declining of cultural and social norms, and the weakening of political and physical boundaries push humanity to interact with each other, hence the ability to develop effective communication, critical thinking, and conscientious behaviour are all essential and are major skills that are needed (Shulsky et al., 2017). Hence educators are challenged to rethink teaching methods and curriculum content that includes knowledge about how to develop behaviours such as effective communication, critical thinking,

and awareness of the world, as these attributes would develop future generations that consist of global leaders. Figure 7 below depicts key characteristics needed in the curriculum. If these characteristics are implemented successfully, then this would generate progress and sustainability of societies which include citizens with a growth mindset, capable of becoming representatives of change (Dweck & Yeager, 2019). If education were to empower students with these characteristics, they would develop into global children with a better understanding of issues that impact humanity such as, access to human rights, the care of the earth, and the economic health of civilisations are all important factors (Shulsky & Hendrix, 2016). These multiple learning characteristics aim to provide students with a holistic view of the world allowing them to face challenges successfully.



Figure 7. Curriculum characteristics to build the global child

Source. The figure shows the key characteristics needed in the curriculum to develop a global citizen. From “Global citizenship education, school curriculum and games: Learning Mathematics, English and Science as a global citizen”, by Lim (2008, p. 1091).

The role of education has evolved over the years to not only provide college entrance and the means to a career thereafter, but also play a significant role in developing thinking, ethics, and integrity. The moral development of students has always been an issue of discussion by earlier Greek schools of philosophy, namely Peripatetics and Stoicism, as well as by the Chinese philosopher, politician, and teacher, Confucius (Hung, 2016). They believed that if individuals engaged in acts of honesty, morality, and virtue, this led to a life of fulfilment and happiness, defined as an eudaimonic state. This is achieved by the active promotion of virtues such as self-control, bravery, and prudence, as well as the elimination of vices like as greed, ignorance, and cowardice, which are polar opposites of virtues. More precisely, it refers to the achievement of a life that has been lived to the fullest or the good life in the sense of living holistically (Whiting et al., 2018). This idea is similar to Shulsky and Hendrix’s (2016) assertion, that moral education leads to the progress of society.

An individual's moral education should include educating them about the repercussions of their actions, the importance of having respect and regard for other people, and the relevance of maintaining their own personal integrity. Individuals are encouraged to engage in self-reflection about ethical conundrums, to make judgements based on accurate information, and to accept responsibility for the outcomes of their decisions (Whiting et al., 2018). Hung (2016) believed that moral education is a collection of activities that are intended to increase participants' feeling of equity, belief in righteousness, and empathy for the wants and requirements of others. These activities take the form of ethical conflicts that are aimed to encourage better moral judgements.

Hung (2016) further noted that a learner is taught about human values and virtues via the process of moral education. These qualities and values include honesty, compassion, generosity, bravery, freedom, equality, and respect for all individuals. In order to cultivate students who are capable of becoming diligent and upright citizens, the purpose of moral education is to foster the emergence of moral ideals. This is accomplished by guiding youngsters in the formation of appropriate mindsets and actions towards other members of society.

Shulsky et al. (2017) believe that it is extremely essential and crucial that children have a moral education, and if it is delivered in an extremely successful way, it will assist them in making choices and judgements that are appropriate and will have a positive impact on their life. In addition to avoiding unfavourable outcomes and establishing a standard of living, the growth of morality is responsible for the creation of pleasure, love, and harmony among human beings. Figure 8 below demonstrates how morale education and acts of virtue can manifest in modern society.

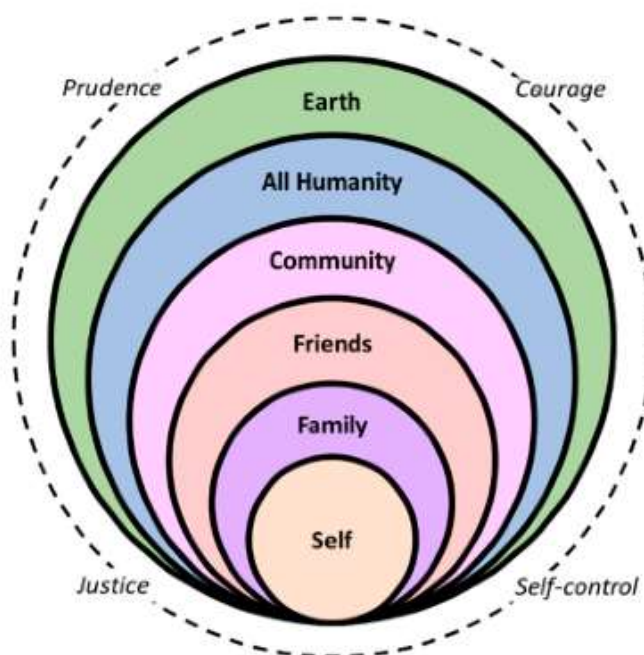


Figure 8. Acts of righteousness and morality can lead to a better life

Source. The figure shows the practice of morals and virtues can lead to a growth mindset and a sustainable life. From “Education for the Sustainable Global Citizen”, by Whiting et al. (2018, p. 7).

Hence, the curriculum of global citizenship must revolve around promoting the characteristics of figure 8. Clifford and Montgomery (2017) claim that universities around the world have begun to focus on broadening the scope of their course offerings, as their intention is to now prepare graduates to manage in any social, political, or economic context into becoming the economy's potential workforce. A transformative curriculum allows for transformative learning permitting education to be a major influence for both personal and social change. de Oliveira Andreotti et al. (2016) and Leask (2015) further claim that it is imperative that graduates develop into global citizens by introducing topics and activities around diversity and equity, as this

will increase intercultural skills because it brings awareness to diversity within their own classrooms. Green (2016) and Richardson (2015) note that study and work overseas programmes have been excellent initiatives that enrich students' intercultural proficiencies.

The international service-learning programme (ISL) discussed in the previous paragraph is an example of such overseas programmes to develop the global citizen. The (ISL) has specific learning objectives related to self-reflection and international and global issues. They use an interdisciplinary approach that focuses on responsible leadership, the value of social dialogue and the value of social responsibility that is consistent with ethical values from the community. The core values of their curriculum are designed in collaboration with their community partners; our objectives were to pay attention to what they had to say, to follow their example, and to provide assistance to them within their own community-building endeavours in whatever manner was most beneficial in accordance with their directives (Tyran, 2017).

(ISL) and its progress and successes were also documented by Coryell et al. (2016), Appe et al. (2016), Power et al. (2017) and Pless and Borecká (2014). This is a good example of building healthy communities and creating awareness, the characteristics that are needed to build and develop a global citizen. It is a vision that students benefit from programmes like these, so they have a positive impact on the world as global agents of change. The next paragraphs discuss the steps countries took to incorporate the teaching of global citizenship into their curriculums by looking at various case studies in Thailand, Singapore, China, United States and Japan as these countries embraced the idea to foster and enhance the 21st century learner.

Empirical Review of Case Studies – Global Citizen Education and its Role in Preparing the 21st Century Learner

Thailand

Thailand is considered a developed country; however, Thai society is still plagued by various problems linked to health, safety, and education. According to Crocco (2018), Thai youth have displayed a sharp deterioration in principles and beliefs as there is an increase in gambling and substance abuse and one of the reasons for this is the diverse Thai society. Furthermore, Lertdechapat and Pimthong (2021) found from an investigation conducted using a sample group of students from a disadvantaged community, that they had insufficient understanding of the characteristics of a global citizen.

Therefore, this prompted the government to include in the national education standards of 2018, that Thai students need to boost Thailand's capacity to compete in international affairs by gaining a better understanding of global citizenship responsibilities, which aims to maintain Thailand's cultural and historical identity while simultaneously developing a more secure and sustainable Thailand that is capable of competing on the international stage (Vongsatan et al., 2020). Hence Thailand's social studies curriculum was adjusted to develop the personal identities, professional skills, and ability to solve problems of learners especially within the context of a society that is becoming more culturally diverse, confirmed by Vongsatan et al. (2020), by implementing the teaching methodology to develop global citizenship shown in Figure 9.

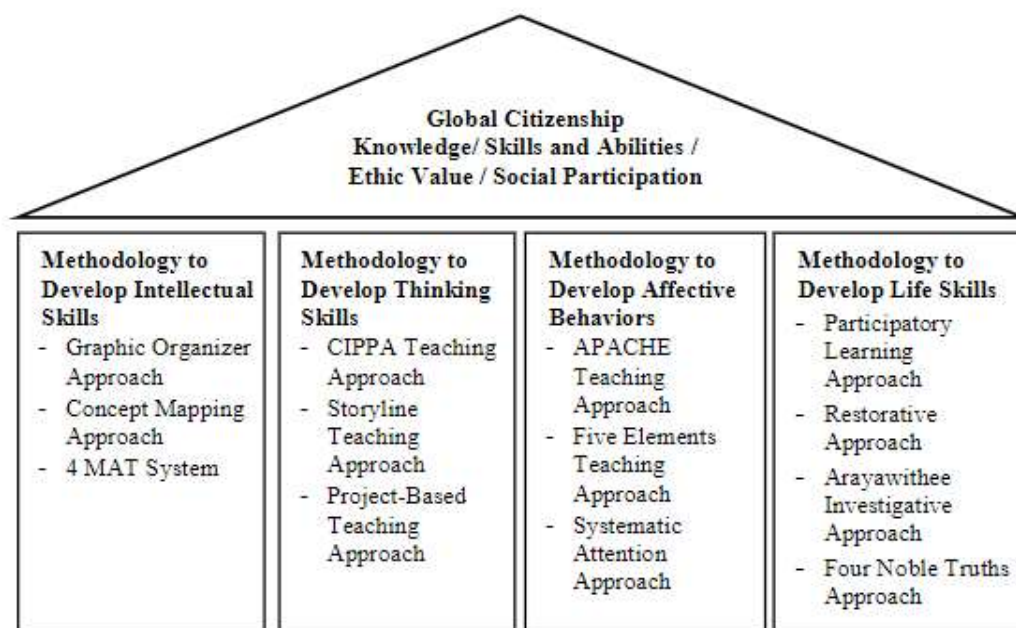


Figure 9. The Framework of Teaching Methodology to Develop Global Citizenship

Source. The figure shows what steps to include in teaching instruction of global citizenship in a social studies class. From “Social Students and the development of Global Citizens in Educational Systems”, by Vongsatan et al. (2020, p. 141).

Singapore

Another Far Eastern country that has a large immigrant population is Singapore, with 1.77 million people making up the non-resident population (Singapore, 2023). Khalid (2015) noted in his article that during Singapore’s 50th Independence Day celebrations, there was a calling for harmony in the community, social unity, and trust between different ethnic groups. De Costa (2016b) noted in his research article that a survey revealed that over the course of the last decade, Singaporeans have shown a significant decrease in their tolerance for foreigners. This prompted De Costa (2016b) to conduct an ethnographic case study to explore how global citizenship was structured and intercepted within the curriculum at various levels at an English medium school in

Singapore. The sample chosen comprised a set of five students who were awarded a scholarship to study in Singapore.

These students came from China, Indonesia, and Vietnam. De Costa (2016) noted that there were extremely elevated levels of anxiety both from the local Singaporean students and the immigrant students. It was found that the government awarded these scholarships as an international programme to bring in students from other countries as a deliberate form of an exposure to culture, thus nurturing the global citizen, in an effort to encourage links around the world and exchanges between different cultures (De Costa, 2016b). Moreover, the idea of the scholarships was to demonstrate to the Singaporean students the act of empathy, kindness, and generosity to those who are less privileged on a global scale, thus fostering the characteristics of compassion and social responsibility of a global child.

China used their Global Citizenship Language programme to improve their student's English language as well as their intercultural competencies by providing high-quality, distinctive, and innovative English Language instruction and programs of intercultural training that help students develop their personalities via the use of learning activities and group projects (Luo, 2017). This fostered critical thinking via conversation, speaking in public, and creative writing skills that facilitated the development of their cultural abilities and capacities for leadership via engaging classes and debates.

The characteristics of social responsibilities and environmental awareness of a global child were utilised during a project-based learning activity entitled the Global Watershed Project, investigated by Fujiwara et al. (2019). This collaboration was a joint venture between three hundred students in California and one hundred students in Japan. This innovative approach gave students the opportunity to engage in scientific fieldwork that connected them directly to the real

world, as well as providing them with the opportunity to collaborate globally. Teachers from both countries adjusted their lessons to cater for the project objectives by developing plans and approaches that involved the collection of water, the testing of water and, thereafter, a discussion of the quality of water. Data collected from the United States was analysed by students in Japan and data from Japan was analysed by students in the United States. Figure 10 outlines the components of the Watershed Project.

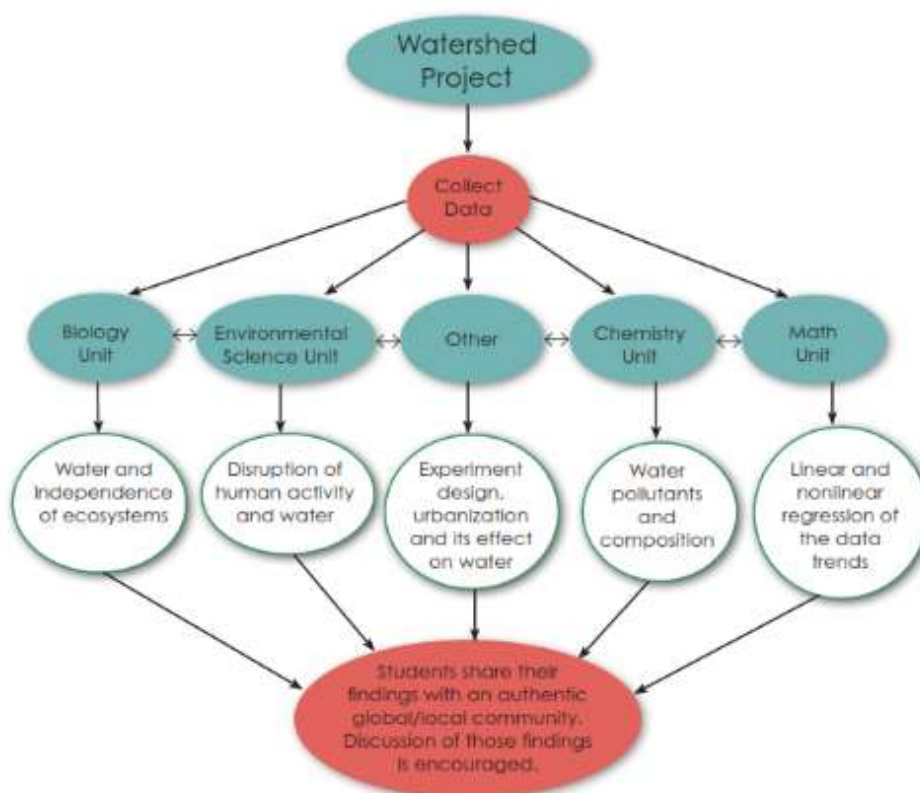


Figure 10. Outline of the Watershed Project

Source. The figure shows the implementation possibilities of the Watershed Project. From “Engaging Students in Global Citizen Science”, by Fujiwara et al. (2019, p. 55).

This global collaboration was extremely successful with the following results from the outcome of the project: “ninety-three percent of students in Japan and ninety percent of students in the United States” (Fujiwara et al., 2019, p. 56), said that they acquired substantial knowledge about the quality of global water, eighty-six percent (Japan) and one hundred percent (United States) expressed significant connections to understanding environmental issues, additionally, 92% of respondents from Japan and 100% from the United States reported acquiring substantial knowledge on worldwide partnerships, while 78% from Japan and 81% from the United States said they gained significant insights into understanding what it means to be a citizen of Science (Fujiwara et al., 2019).

Thus far, Thailand, Singapore, China, The United States and Japan have demonstrated their commitment to fostering the global child through their global educational initiatives. However, not all countries can be this successful. Although Israel has a skills-based approach to the teaching of global education and national initiatives such as one laptop per student and an electronic Israel, these initiatives are not required to be implemented because Israel as a country, has yet to embrace the many characteristics of global citizenship itself, before it can pass these characteristics onto its schooling curriculums (Parkhouse et al., 2016). The idea of social justice, embracing diversity and harnessing tolerance remains a distant idea, because Israel is plagued with political controversy and ethno-religious clashes, which are described by Reilly and Niens (2014) as a society driven by constant opposition, tension, and conflict.

Cochran (2017) finds it ironic to call Israel a democracy as it is divided by education and religion. Thus, teachers are reluctant to incorporate global education in their classrooms because of the current society characterised by strife, and the deep rifts and religious intolerance between Israeli, Jewish and Arab citizens (Biberman-Shalev, 2021). Yemini and Furstenburg (2018) note

that teachers believe the conflict between Palestine and Israel to be an obstacle to global citizen education. This may be done either directly, by deterring students from integrating into global society, or indirectly, by boosting nationalism and highlighting the danger that minorities offer to the state. Principals of schools acknowledged that the inclusion of any global competence topics within the school curriculum is absent and is rarely taught in the classroom. Furthermore, global citizen education is largely disregarded in the official state curriculum (Goren & Yemini, 2017).

The fact that we are in the 21st century and globalisation offers humanity the opportunity to embrace diversity and work together despite differences in race and culture; this does not produce global citizens that are automatically going to be agents of change. Forward-thinking countries discussed such as Thailand, Singapore, China, The United States and Japan, embraced the global citizen concept, have invested in it, and are moving forward in leaps and bounds with various programmes and initiatives (Parkhouse et al., 2016), whereas countries facing hunger, homelessness, invasion, aggression, terrorism in addition to the various global warming issues like hazardous waste, pesticides, pollution that cause destruction to our natural habitat, are all severe warning signs, whose eradication requires a world community effort (Cochran, 2017).

These problems require a deep knowledge and understanding of environmental awareness, tolerance, activism, human rights, and cooperation from humankind. The call to be a member of the world involves educating the masses into a global citizen so that these worldwide problems can be realised and solved. A global citizen thus becomes aware that the world we live in is interconnected and their choices and actions can impact their communities. Today's generation has opportunities to be flexible, creative, and proactive. With a global citizenship education implemented in schools, young people can gain the skills to resolve problems, make choices, think analytically, share ideas effectively and work collaboratively. This helps them not only

individually and academically, but eventually professionally as well. Thus, a global education in the classroom is vital and it is only through educational reforms that this can be achieved.

The Concept of Educational Reform

Many countries around the world have spent decades changing education and advocating new forms of learning in efforts to prepare their children for the future. The general trend amongst countries was to establish national visions, create new educational aims by restructuring educational systems and create a market for education by either privatising education or introducing international business ventures. This was noted by Cheng (2009) thirteen years ago. He outlined that the Asia and Pacific region's main motive at that time, was to increase the involvement of parents and the wider community, with the hopes of expanding the quality of education, raising standards, and improving teacher and principal professional development and accountability.

However, his reports suggest that in countries such as Mexico, the UK, Australia, New Zealand, China, Hong Kong, Singapore and Taiwan, there was growing evidence that highlighted the negative impact that education reforms were having on the working conditions and well-being of teachers. These issues encompass intense competition resulting from market dynamics, stringent oversight due to accountability protocols, an augmented workload stemming from numerous new initiatives, the de-professionalisation of educators' roles through excessive management and surveillance, and the significant pressure induced by fears and doubts within the educational landscape. Consequently, educators have grown fatigued and overwhelmed with superfluous tasks. Simultaneously, the standing of the teaching profession is declining, proficient educators are departing, and the quality of instruction and learning is degrading (Cheng, 2009).

These reports were further confirmed by other researchers at the time, such as Day and Smethem (2009), Friedman et al. (2009), Liu and Dunne (2009), Somekh and Zeichner (2009), Turner et al. (2009) and Wray and McCall (2009). Likewise, Davies and Guppy (1997), Dennison and Schuetze (2004), Gillborn (2014) and Sticht (2001) recounted that globalisation was the reason educational reforms have taken place in the United States, Canada, the United Kingdom, Australia, and New Zealand. Meanwhile, Koucký and Černohorský (1996), Kunst et al. (2020) and Van de Werfhorst (2019) explained that socioeconomic difficulties influenced the educational reforms in France, Sweden, Scotland, and Finland.

Although these countries cited national visions, globalisation and socioeconomic reasons for their educational reforms, Mohamed and Morris (2021) reported that Gulf states, Bahrain, Iraq, Kuwait, Oman, Qatar, Saudi Arabia, and the United Arab Emirates were dependent on borrowing, buying, measuring and comparing as an approach to initiate their educational reforms and that, there is a contention that the Gulf area's dependence on policy borrowing to establish a modern education system is greater than that of any other region since the beginning of the twenty-first century. This is because the Gulf region is using and applying educational best practices from across the world. Whatever the reasons whether justified or not, educational reforms have paved the way for 21st century learning. The following paragraphs analyse educational reforms from an educational borrowing and historical perspective and examine the mistakes made so that this can be rectified for future generations.

Educational Reforms – Educational Borrowing and Neoliberalism

Neoliberalism is a term that is classified to use a market driven approach to develop policies in economic, social, and educational settings (Ellili-Cherif et al., 2012). Zheng (2010) and De Saxe et al. (2020) confirm that countries around the world have embraced neoliberalism, perhaps thinking that they are advancing their societies, as it is often mistaken for globalisation. When countries export education, this is a form of neoliberalism, a market ideology, that makes education a commodity to be traded and purchased (Devos, 2003). The exporting of education has become a profitable business as revealed by Robertson et al. (2002) in his investigation of New Zealand's educational industry. New Zealand exported its educational services to countries in Asia and this trade yielded more profit than the exporting of other trade items from New Zealand. Ellili-Cherif et al. (2012) confirms that it has become a lucrative industry to borrow money for educational purposes, where educational products are marketed in such a way as to seem more attractive to the receiving country.

Educational reforms in Canada, New Zealand, Australia, the United States, and the United Kingdom have been linked to economic recessions, effectively blaming schools for the lack of skilled workers needed for a new global economy (Davies & Guppy, 1997). Educational changes in East European countries have been accused of sudden mutation and radical departure from old systems and still incomplete, rather than guided into a process of a change that is slow and progressive; one that is either revolutionary or the restoration of something (Cerych, 1997). Lewis and Bardsley (2008) described educational reform in the UAE as a complete failure because of a rigid curriculum, improper use of teaching strategies, and an imprecise and inconsistent policy implementation strategy. It resulted in four out of 10 Emiratis forsaking the country's schooling, preferring elite, international options instead. Hong Kong and Singapore's educational reforms

have been staggered by teachers, due to opposition to embracing change, as traditional and cultural beliefs clashed with the suggested reform initiatives (Curd-Christiansen & Silver, 2012).

However, Revina and Leung (2018) shed caution on education purchasing because it is important for the receiving country to understand that the policies and practices were originally suited for the host country under different cultural contexts. For example, Qatar's educational reform, in conjunction with the RAND company, promised economic viability and an increase in the level of education offered to students (Brewer et al., 2007). Zymek and Zymek (2004) highlight that although the importing and exporting of educational practices and policies is one of the most ancient and contentious ideas in comparative education, this has also elicited several apprehensions and difficulties because governments must test how well their citizens respond to change and neoliberalism. Hursh (2018) found that within global markets specifically with educational companies with profit intentions and procedures, the introduction of Western educational reforms can pose a threat to language, religion, and culture. Abdel-Moneim (2020) noted that with Qatar, the reform material was delivered without adequately aligning the policies, procedures, and practices to the Qatari context and within the local Qatari culture.

Educational Reforms – Some Historical Perspectives

Between 1989 and 2009, a period spanning two decades, Cheng (2009) closely observed four levels of what he termed as a reform syndrome. The first is that countries became competitive and tried to match or better educational reforms of other countries. The second was that the people in charge were very quick to want to see results and often had too many objectives to meet all at once. The third was the competition often resulted in countries forgetting their own culture and problems within their own communities. Lastly, they feared losing when education was being compared with other countries. Of all the countries studied, Hong Kong reported the most negative impact

felt when educational reforms were at their peak. These results were further justified by Lee et al. (2007), Ng and Koa (2003), Pearson and Rao (2006) and Poon and Yiu-Chung (2008).

The findings were as follows: more than 25% of educators in Hong Kong had anger conditions; of these, 20% exhibited depressive indications, 14% reported regular anxiety, and 8% experienced both conditions. Between 2,000 and 2,500 teachers (4–5.2% of the total) contemplated self-harm. Approximately 50% of primary and secondary educators reported feeling overwhelmed and experiencing significant stress. Additional prevalent problems were sleeplessness (51%), irritability (49%), and bodily pain (47%). Their morale was significantly diminished: between 37 and 56% of Hong Kong educators contemplated retiring from their positions. Early retirement gained popularity among proficient educators who experienced excessive strain and burnout throughout the reform process (Cheng, 2009).

Figure 11 below describes the adverse impact that the reform syndrome had on Hong Kong's education system termed the bottle neck effect.

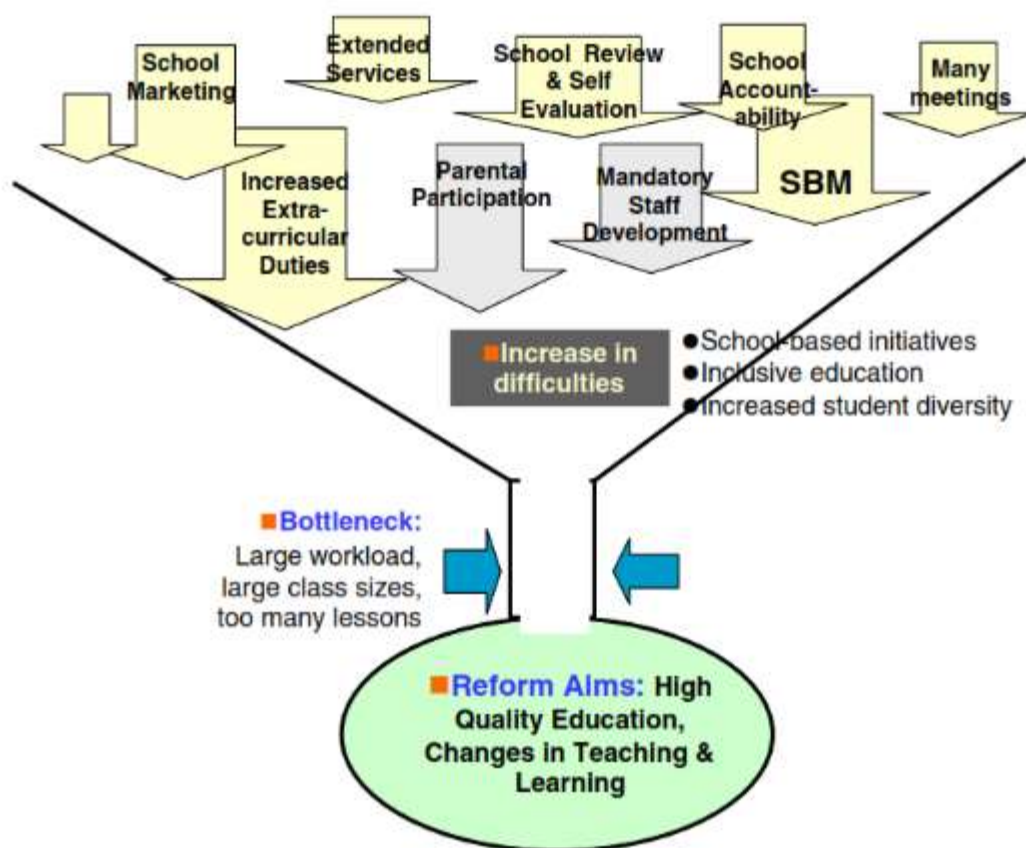


Figure 11. Reform Syndrome – Bottleneck Effect

Source. The figure shows the negative effects of the education reform in Hong Kong. From “Teacher Management and Educational reforms: Paradigm Shifts” by Cheng (2009, p. 71).

In order to rectify the above, Cheng (2009) along with Cheng et al., (2004) and Cheng and Townsend (2000) proposed that educational reforms must focus on quality learning. The only way to ensure that this occurs is to generate a teacher management policy with a focus on a holistic approach, as depicted in Figure 12.

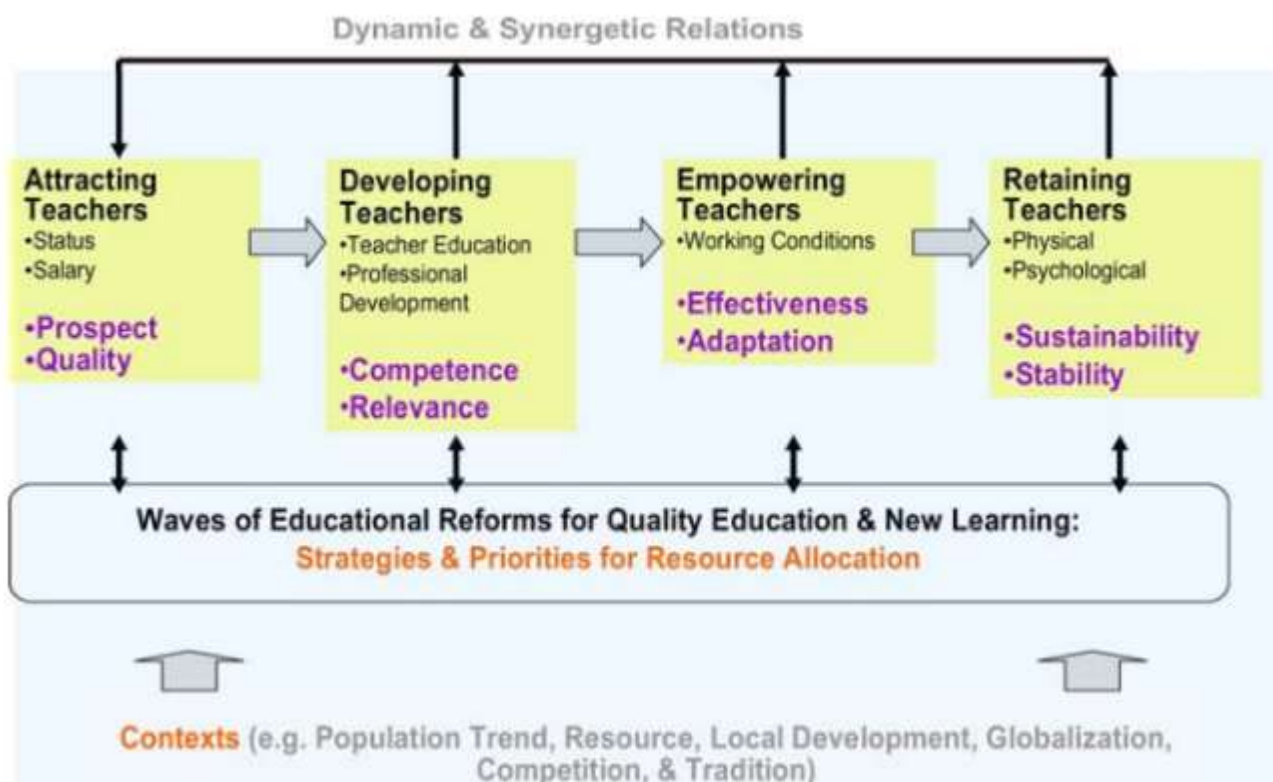


Figure 12. Holistic approach to teacher management: an ecological perspective

Source. The figure shows the proposed teacher management policy. From “Teacher Management and Educational Reforms: Paradigm Shifts” by Cheng (2009, p. 73).

Between 1987 and 1997, Davies and Guppy (1997) analysed educational reforms in Anglo-American democracies. The focus was more on the United States and Canada because they shared commonalities such as similar democratic rulings, similar immigration patterns bringing forward diverse populations and both countries had settlements of indigenous people that suffered various forms of oppression. Furthermore, at the time, both countries were affiliated to the North American Free Trade (NAFTA) and Pacific Rim agreements as well as featuring as prominent delegates of international organisations such as the Organisation for Economic Cooperation and Development (OECD), the United Nations and the United Nations Educational, Scientific and Cultural

Organisation, (UNESCO), hence these nations were at the forefront of educational change. Researchers Autio (2015) and Manzer (2016) noted that the changing global marketplace also had an impact on educational reforms as social changes were powered by economic activity. Extensive trade, expanding use of technology and global financial relations were seen as the reasons for educational reforms. Drucker (1988) stated that the economic globalisation during that era, called for an update on production and manufacturing and on labour and capital outputs. Hence, the only way to move forward successfully into the next century was through supplying and delivering knowledge through education, like introducing specific job function training, as automation took over every day, low-skilled occupations.

Consequently, schools were pressured to adjust their curriculums to include knowledge about the labour market, production, global economy, and consumer relations, as well as to embed skills such as problem-solving, entrepreneurial and cross-cultural communication abilities. Neo-Marxists Barlow et al. (1997) slammed these ideas of educational reform, distinguishing it as a baseless assault on the educational system, as other more important issues such as educational inequalities needed to be addressed first, instead of focussing on vocational schooling, as businesses were blaming industry and trade economic failures on schools. Consequently, a Toronto school board was formed and the policy on educational reforms was drafted to focus on issues such as multiculturalism, ethnic and religious diversity and minority language (Lawton & Leithwood, 1991). Thus, this multicultural reform of education spread to Australia and New Zealand, with multicultural schooling seen to emphasise cultural identity and enhance the qualities of a global citizen. Hence, this move had a positive impact on educational reform in the United States, Canada, New Zealand, and Australia.

Since the end of the 1990s, Japanese students have been globally known to achieve the highest scores in international tests such as those initiated by the International Association for the Evaluation of Educational Achievement (IEA), the Organisation for Economic Cooperation and Development (OECD), and Programme for International Student Assessment (PISA) (Mathematics et al., 1999). Therefore, this prompted the outside world to try and understand what educational reforms have taken place in Japan to produce such results (Tsuneyoshi, 2004). In PISA 2018, pre-covid, in reading literacy, the primary focus of PISA 2018, 15-year-olds in Japan achieved a score of 504 points, surpassing the OECD average of 487 points. In Mathematics, the average score for 15-year-olds was 527 points, compared to the OECD average of 489 points (Schleicher, 2018). It was found that in Japanese Mathematics classrooms, there was a focus on enhancing problem-solving skills and active intrinsic learning (Stigler & Hiebert, 1999). Teachers from other countries have lauded Japanese educational institutions for their emphasis on the well-being of children and their holistic approach to education, which encourages the harmonious growth of the mind, body, and spirit (Tsuneyoshi, 2004).

However, the most recent educational reform in 2002 occurred because of disagreement and controversy. There was an outcry for low pressure education as in the decades that followed, during the period known as the examination hell, education institutions were accused of turning into pressure cookers (Cummings, 2003). Revisions to their national curriculum standards were made in 1977, 1989, 1998 and in 2002. This brought about significant positive changes like reducing the number of hours of teaching; Japan only started a 5-day school week in 2002. Furthermore, the Ministry promoted the teaching of thinking skills, developing the child's curiosity, and encouraging child-instigated enthusiasm (Komabayashi, 1999). Scholars such as

Lewis Catherine (2002) and Lewis and Tsuchida (1998) have applauded Japan for their child-centred approaches.

Moving along further west, Gulf countries needed to shift their focus, from their dependence on oil and gas reserves, to now developing a more knowledge-based economy (Hvidt, 2013). Educational reforms had to occur, and drastic changes had to be implemented, as the United Nations Development Programme, (UNDP) reported that generally, the standard of education in The Gulf region was weak as the overall quality of schooling is inadequate. Standardised worldwide assessments in education, such as TIMSS and PISA, indicate that Arab nations score far below the average, even when scores are normalised for per capita income, even in affluent Gulf states (Programme, 2016).

Alfadala (2015) noted that, although the Gulf countries have invested huge amounts of money on education, the development of 21st century skills amongst the students are lacking. Schools are depicted as unsuitable to meet the needs of developing the 21st century student (Morgan, 2018). Kirk (2014) and Wiseman et al. (2014) confirmed that transformation into knowledge-based societies is often met with local resistance. Any foreign or modern policy implementation resulted in a single, fundamental reaction to the changes that were being implemented was discovered to be the source of concern. Alfadala (2015) found that there was a constant opposition to change.

Figure 13 shows a table that lists the common features of educational reforms across 6 gulf countries. These were all purchased: the initiatives commenced at the onset of the millennium; they were orchestrated at the maximum national echelon, often beyond the jurisdiction of the Ministry of Education (MOE); an outside consultancy was engaged to spearhead the reforms, followed by various specialised providers to execute particular initiatives; the reforms aimed for

transformative alterations throughout the educational system; and they were predicated on acquiring optimal global practices (Mohamed & Morris, 2021).

Alkhater (2016) confirmed that Qatar must reform, however the models and policies proposed are constantly challenged and undermined as the local population rejects their implementation and there must be a realisation that this way of thinking is outdated and archaic. Additionally, the dependence on foreign advisors and imported educational reforms results in failure, has solutions that cannot be maintained over time, and has a history of collapsing (Mohamed & Morris, 2021).

Table 1. K-12 educational reforms in the Gulf.

	Bahrain	Kuwait	Oman	Qatar	Saudi Arabia	UAE/Abu Dhabi
When	2005	2003	1998	2001	2007	2005
Why	Increase the skill level by developing education and training to strengthen effectiveness in the labour market	Improve the quality education	Invest in human capital and equip Omanis with the necessary skills to participate in the labour market to ultimately achieve the country's economic vision	Qatar's future economic success will depend on the ability of the people to deal with a new international order that is knowledge-based and extremely competitive	Improve the skill levels of Saudis to participate in the labour market; Invest in human capital	Elevate the schools' quality to international standards
What	Teachers' and school systems' performance management	Curriculum development, teaching and school leadership, strengthening the education center and its assessment capacity, and developing national standards	Changing the schooling structure, curriculum and assessment; Changing the MOE structure; Teacher training	New governance institutions; More school autonomy	In addressing primary and secondary education, the Kingdom has introduced a policy of <i>tatweer</i> , which means 'reform'; <i>Tatweer</i> is a holding company that invests in education and is given the mandate to implement the reform strategy	Comprehensive new schools model reforming what and how the student is taught in the classroom
Who	EDB and McKinsey & Co.	MOE, the National Center for Education Development (NCED) and the World Bank	MOE and the World Bank	Supreme Education Council and RAND Corporation	MOE, Tatweer and international partners	Abu Dhabi Education Council (ADEC) ^a and International Partners

Figure 13. K-12 educational reforms in the Gulf

Source. The figure shows the education reforms that occurred in Gulf states. From “Buying, selling, and outsourcing educational reform: The global education industry and policy borrowing in the Gulf, by Mohamed and Morris (2021, p. 187).

The Global Education Industry (GEI), noticed another trend amongst the Gulf states; most decisions are economically related; that is schooling, and education are viewed as a supply of human wealth accumulation, and the value of education is determined by the performance of students in outsourced tests, the growth of the economy is presumed to be from improving on the results of these outsourced tests, all with the delusion, that these decisions are moving towards maintaining global stature. However, reports on other more pertinent political and social issues, such as labour violations, human rights advocacy, residency, policy implementation, and municipal sector efficiency in the Gulf states are lacking (Piattoeva et al., 2018). The following paragraphs will focus on Bahrain and Qatar and analyse why the reforms that occurred thus far, have not yet been as successful as educational reforms that have occurred in other countries around the world.

Bahrain

The national charter was launched in 2001 and included significant financial, labour, and educational reforms that were managed by the Economic Development Board in collaboration with an external consulting firm, McKinsey & Co, which utilised a reform approach of policy borrowing (Abou-El-Kheir & MacLeod, 2017). Bahrain decided that the reform would be launched in phases which would begin in 2005 and last for a period of five years. Initial diagnostic reports revealed that students in Bahrain were ranked 37th in Mathematics and 33rd in Science with 45 countries participating in the TIMSS 2003 assessment round, placing them extremely lower than the international average (Mullis et al., 2004).

It was decided that the curriculum must now focus on the skills development of both students and teachers. Countries such as New Zealand, Finland Singapore and the United Kingdom were identified to have best global educational practices. Hence Bahrain utilised their reform

strategies and therefore established a quality assurance department to manage school performance and established a teacher training college to improve the quality of teaching. As of 2018, there are 281 schools in Bahrain with a cohort of 195 427 enrolment rate. A total of more than 70% of schools are controlled and managed by the Ministry of Education and Bahrain has recorded the highest literacy statistics in the region (UNESCO, 2018). Figure 14 shows a table of Bahrain's main projects and educational sources.

Area of reform	Justification for prioritisation	Proposed initiatives	Implementation/Providers.
Teaching profession	Poor performance attributed to the quality of teachers	Improve quality of selected teacher candidates; Establish a new teacher training college that provides pre-service and in-service training	National Institute of Education (Singapore): to assist the MOE and the University of Bahrain in developing the teacher selection processes; to also assist in establishing a teacher training college that offers pre-service and in-service programmes as well as designing the ideal profile of a teacher candidate and an admissions criteria to select the best candidates for the teaching profession
School systems' performance management	System performance management necessary to improve teaching quality	Establish a national examination system; Introduce independent school reviews; Improve teacher performance management	Cambridge Examinations (UK): to design and deliver the national examinations systems Nord Anglia (UK): to establish the schools review unit National Institute of Education (Singapore): to develop a Performance Management system for the MOE

Figure 14. Bahrain's main projects and educational sources

Source. The figure shows the education reforms that occurred in Bahrain. From “Buying, selling, and outsourcing educational reform: the global education industry and policy borrowing in the Gulf by Mohamed and Morris (2021, p. 190).

Qatar

Similar to Bahrain, in 2001, Qatar consulted an external education system, the RAND corporation to investigate the current educational system of Qatar and suggest the ways in which Qatar could accomplish 21st century goals. At that time, the existing educational system was reported by (Brewer et al., 2007) as inflexible, obsolete, and unwilling to restructure or modernise. Zellman et al. (2011) firmly believed that schools lacked the resources to adequately prepare students with 21st century job market skills. Qureshi et al. (2016) assert that the original motivation and vision of Education for a New Era, often known as EFNE reforms, have not been implemented in a practical way, and the changes have not consistently taken place in the classroom, which is where they are most important. MacLeod and Abou-El-Kheir (2017), describe the Supreme Education Council of Qatar as renowned for the speed with which it may implement significant policy shifts or go back on previous decisions and concentrating only on reforming teacher education in an effort to increase the number of Qatari educators.

Following in Bahrain's footsteps, Qatar's educational reform also took place in phases. RAND performed a check on the education ministry and schools and identified concerns within the ministry, schooling system, curriculum, and the quality of teachers. The ministry lacked a vision for innovation, and there was a distinct lack of appropriate channels of communication; the curriculum was very teacher-orientated, schools required independence and responsibility, and teachers needed incentives and continuous professional development. RAND proposed three options, Qatar's leadership team decided to choose option 2, Figure 15 below. Other providers from the United States, New Zealand, Germany, and the United Kingdom were also employed to assist with the restructuring process, especially with curriculum changes and expanding professional development programmes for teachers (Brewer et al., 2007).

	Option 1 Modified Centralized Option	Option 2 Charter Option	Option 3 Voucher Option
Description	<ul style="list-style-type: none"> • Least amount of change where MoE is still in charge but schools have more autonomy 	<ul style="list-style-type: none"> • Partial decentralization, multiple school types, parental choice and independent monitoring body 	<ul style="list-style-type: none"> • High decentralization, fully privatized system

Figure 15. Proposed options from RAND for Qatar's educational reform

Source. The figure shows the educational reform options presented by RAND. From “Buying, selling, and outsourcing educational reform: the global education industry and policy borrowing in the Gulf, by Mohamed and Morris (2021, p. 190).

However, eleven years later, in July of 2012, the Supreme Education Council decided to make another two changes, the first change was to adopt option 3 from the RAND list of options, which was the inclusion of the Voucher Model (Council, 2012a). This voucher system provided Qatari parents with a monetary value of 28 000 Qatari riyals, an equivalent of almost 8000 US dollars, per annum so that their children could opt to attend a private school (Council, 2012b). The second change was that all government ministry schools reverted back to Arabic being their main source of teaching instruction (Amin & Cochrane, 2023).

Nonetheless, Qureshi et al. (2016) noted that, at that time, 71 schools out of the 100 private schools were given approval to accept these vouchers from Qatari parents. These approved schools were instructed to include the teaching of the subjects Arabic, the History of Qatar and Islamic values. These changes came about because Qatari parents were afraid their children would lose

their Qatari identities, similar to other nations coping with the globalisation of the English language. The withdrawal of Arabic as a major medium of teaching sparked worries about the loss of their Arabic language fluency, as well as restricting access to understanding about their local society, its historical events, and its legacy (Amin & Cochrane, 2023).

In an attempt to improve the educational sector further, amidst the changes noted above, the RAND-Qatar Policy Institute (RQPI) was introduced in 2003 to monitor whether the reforms and the numerous changes, thereafter, had any positive influence on the state of schools (Romanowski & Nasser, 2012). It was discovered that, the poor performance of students in the subjects of Mathematics, Science, and English language in the Qatar Comprehensive Educational Achievement (QCEA) examinations in 2005, and later in the PISA international assessments in 2006, brought to light the need of ongoing development. During this time period, the RQPI suggested that ongoing attention be paid to the following areas: enhancing the human capabilities of nationals; disseminating the concepts of the reform to all members who are involved; increasing the number of schools that are of a high quality; and mixing education policy with larger social reforms (Qureshi et al., 2016).

Standardised testing strategies were developed, such as the Qatar Student Assessment System (QSAS) and the Qatar Comprehensive Educational Assessment (QCEA) (Jaafar, 2011). This meant that all students in government schools were given the same assessments. Constant et al. (2010) reported yet another change in the educational sector; all government ministry schools will be changed to independent schools in 2009 and were given the flexibility to recruit teachers and develop their own teaching and learning practices. Although the RQPI reported that these schools had started to adopt student-centred pedagogies, the students continued to perform poorly in standardised and international tests (Brewer et al., 2007).

Divison (2012) reported that in December 2013, the RQPI was dissolved and no longer monitoring the state of schools in Qatar. This was yet another failed reform that did not produce any viable outcomes (Paschyn, 2013). Furthermore, the most recent change of independent schools switching back to Arabic as their main medium of instruction, faced major problems as stated by Qureshi et al. (2016); there have been some more profound repercussions as a result of the transition to Arabic, despite the fact that both the instructors and the students may feel more at ease while chatting and being evaluated in Arabic.

Romanowski and Nasser (2012) highlighted this new dilemma; it is now difficult to access learning materials in the Arabic language that favours student-centred learning and fosters critical thinking. Additionally, this had a negative impact on university entrance, the transition to Arabic raises concerns regarding students' access to undergraduate programs at the branch campuses in Education City. Most undergraduate programmes in Education City utilise English as the language of instruction. Most courses necessitate a minimum band score of 5.5 in the International English Language Testing System (IELTS), whereas the most competitive programs, such as medicine, demand a band score of 7 (Qureshi et al., 2016).

To counter this latest problem, Qatar University's medium of instruction changed to Arabic. However, this meant that independent school students' only option for tertiary education was limited to one university (Lindsey, 2012). Furthermore, this decision would impact the universities international standing on a global scale, as English is a global language, and it is the approved employed language in Qatar (Alkhatib, 2017).

Following these numerous mammoth educational reform initiatives by Bahrain and Qatar, students still performed below the international average in Mathematics and Science (Briefings, 2018). A review of the Qatari reform took place in 2007 and it was found that because of the

excessive policy changes made by the Ministry of Education, the reform was unsuccessful and was reversed. Despite these statistics, these countries continue to purchase from the Global Education Industry. Mohamed and Morris (2021) verified through their research the reasons that Gulf countries continue to borrow policy and outsource education even though this approach has failed previously. The fact that not too long ago, the Gulf states were still under colonial rule meant they became dependant on the British for building their states and structures.

Clearly, this dependence on the West's capabilities is still prevalent (Saif, 2016). Money is not a factor as the Gulf states have an unlimited supply of resources to increase their ambitions and economies, no matter the cost. Local expertise is severely lacking with the United Arab Emirates comprising 80% non-residents, one-third of Saudi Arabia's population being non-nationals, 75% of Qatar's population are ex-patriates, with Kuwait not too far behind with 70% of its people making up the expatriate group and Bahrain having just over half its population as non-national residents (Bel-Air, 2018), hence the need for outside sources will continue to make up for a weak public sector administrative force.

Educational reforms were not a success in the Gulf states discussed. Educational reforms are initially initiated with a vision for a better future for generations to come, however if there are other motives involved such as: building business ventures and models for revenue and monetary gain, the promotion of privatisation and competition, the resistance to diversity and welcoming change and a severe lack of manpower, to initiate any reform from the local public sector will ensure that whatever plan for reform fails to achieve any target envisioned. The next theme examines the impact of Qatar's educational reform on Qatar's educational system.

The Qatari Education System

During the last century or so, Qatar has undergone major transformations in all facets of industrial, economical, agricultural, political, environmental, and educational life. At the end of the millennium, Qatar appeared to have recovered amicably from the after-effects of the Second World War that culminated in 1945. Qatar was controlled by the Ottoman Empire, which terminated in 1916, then was seized by the British, which lasted till 1970. Kobaisi (1979) noted that since 1971, Qatar has maintained full sovereignty over its territory, with the government utilising the provisional constitution to establish that leadership is hereditary within the Al-Thani family and was freed from control. Bahgat (1999) mentions that amongst all these transformations, although education is seen as being most significant, it has received the least amount of attention, as only as recently as thirty years ago, Qatar managed to develop formal education amongst its citizens. Before the 1950s, Qatar was a poor country, with its income mainly being generated by the exporting of pearls and the trading of livestock such as horses and camels.

Qatar Petroleum was only founded shortly after the discovery of oil in 1939, and oil exportation only began in 1949. Other businesses were less established. The population of Qatar was deteriorating with between 35000 to 40000 of its own people, because Qatari people began to struggle as their main source of income started to dwindle, as a result of the collapse of its pearl diving business, the economy has been rendered insolvent (Zakhidov, 2015). The discovery of natural gas in 1979 was a milestone for Qatar, as this boosted Qatar's economic power to be hailed as one of the richest countries globally, having accumulated a monetary measure of \$66,421 per capita as of 2014, with an estimated projected growth of \$70,733 per capita by 2026 (Abou-El-Kheir, 2017; Ahmed, 2018; Zakhidov, 2015). Hence, the decision to develop the country's education system came as a result of this newfound wealth and extra monetary gain and was not

part of a well-expressed improvement strategy: in contrast to numerous other nations, the expansion of the educational system was not a gradual process linked to social and economic development. Instead, it was integrated into the recently established welfare state, where the majority of social services, including education, were provided to the Indigenous population either at no cost or for a nominal fee. The objective was to distribute oil revenues among the local populace. Furthermore, these notable social and economic advancements did not coincide with comparable transformations in domestic culture and values. The mentality and attitudes of citizens appear to have undergone minimal change (Bahgat, 1999).

Recent scholars, claim that the idea of educational reform and transformation have sped ahead of time, leaving behind social and community development, and creating an imbalance between the two (Hamid & Mohamed, 2021; Tok, 2020; Zimmerman et al., 2017). As early as 1999, Bahgat (1999), explained that the number of people with formal schooling is increasing, yet the quality of education they get does not meet the demands of society. For example – different policy structures for public and private schools, gender division and gender gaps between males and females and a mismatch between local and international hire.

Furthermore, while Qatar has spent an estimated 5% of its gross domestic product on the development of education, these hopeful desires have overtaken the academic abilities of its citizens, as Qatar has constantly been achieving lower results in international tests such as Progress in International Reading Literacy Study (PIRLS), Trends in International Mathematics and Science Study, TIMSS, Programme for International Student Assessment, PISA and Test Of English as a Foreign Language, TOEFL. These could be attributed to a lack of interest towards learning. Numerous reports with a focus on educational trends in Qatar, reveal a dearth of positive attitudes amongst students which has resulted in low test scores. The reports are as follows:

The United Nations Development Programme (UNDP) human development reports published by Qatar's General Secretariat for Development Planning (GSDP); the World Bank report on labour market strategy submitted to GSDP; the RAND-Qatar policy institute reports; results of the Programme for International Student Assessment (PISA), the Trends in International Mathematics and Science Study (TIMSS); international tests, Ministry of Education statistical reports; Supreme Education Council Evaluation Reports of the Qatar Comprehensive Educational Assessment (QCEA), and Qatar University statistical reports (Said & Friesen, 2013, p. 622).

Moreover, Qatar only joined the PISA International testing in 2006. Little research has traced, analysed, and compared the academic trajectories of teenage students across Qatari schools (Areepattamannil, 2012). However, according to Said (2016), data available from TIMSS revealed that the Science attainment of 4th and 8th grade students in Qatar improved by over 30% between TIMSS 2007 and TIMSS 2011. This proved to be a substantial advancement, nevertheless, Qatari fourth and eighth-grade students' Science scores were significantly lower than the "international TIMSS scale average science score of 500 with Qatari fourth graders scoring 394 and eighth graders scoring 419" (Said, 2016, p. 2255). These Science results of Qatari scholars were not only lower than the global mean score, but they were also considerably lower than the results of students in certain nearby countries, including the United Arab Emirates, see Figures 16, 17, 18, 19 and 20 below.

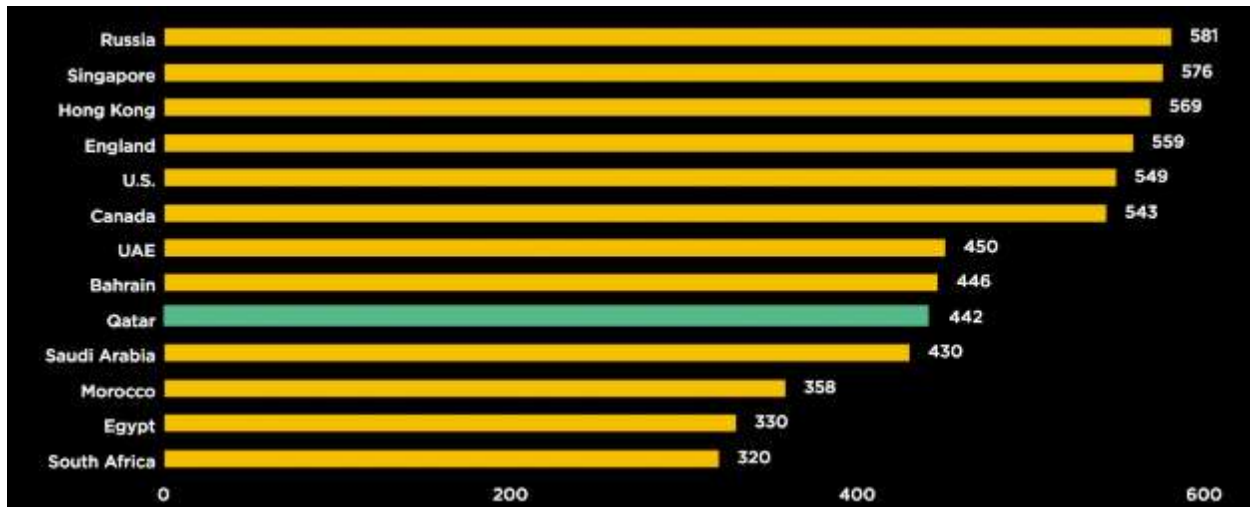


Figure 16. Mean PIRLS scores (2016)

Source. The figure shows the reading abilities of fourth graders in Qatar. From “Qatar’s Performance in International Tests: PIRLS, TIMSS, PISA and TOEFL” (Hejaze, 2018).

Qatar ranks 9th out of 13 countries in the PIRLS tests above, 139 average points away from Russia which is first place, and 122 average points away from the lowest-scoring country, South Africa. This is not a good position to be in as Qatar is only 4 places above the bottom country.

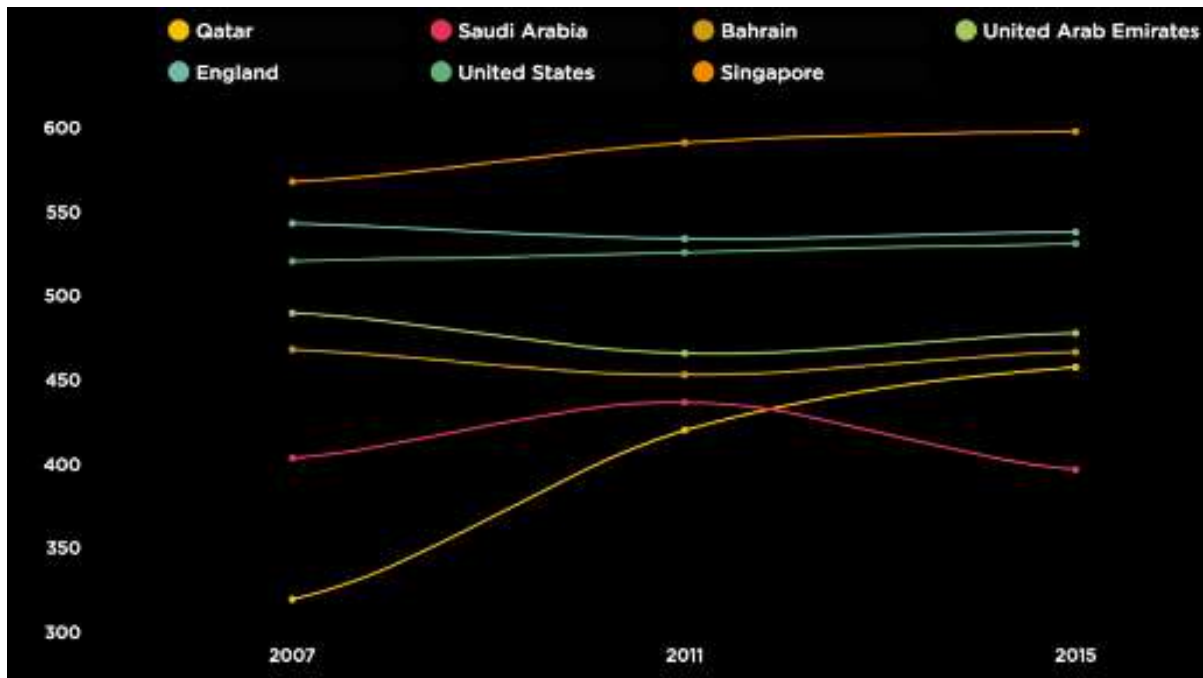


Figure 17. Mean TIMSS Science scores (2007 - 2015)

Source. The figure shows the Science abilities of fourth and eighth graders in Qatar. From “Qatar’s Performance in International Tests: PIRLS, TIMSS, PISA and TOEFL” (Hejaze, 2018).

The TIMMS science results above, reveal Qatar’s dismal performance between 2007 to 2011, placed at last place, with a steady increase in results noted from 2007 to 2011. However, Qatar is still one of the two bottom countries in terms of student achievement scores in Science from 2011 to 2015.

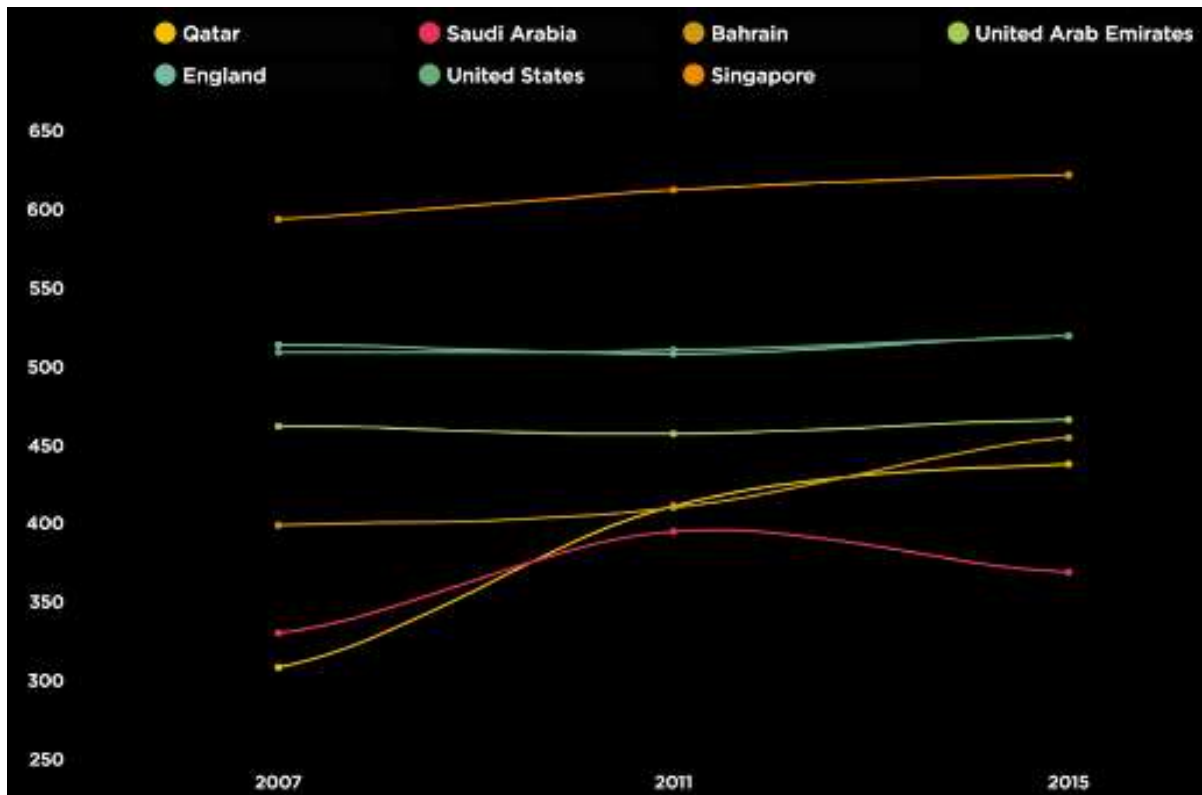


Figure 18. Mean TIMMS Math scores (2007 - 2015)

Source. The figure shows the Math abilities of fourth and eighth graders in Qatar. From “Qatar’s Performance in International Tests: PIRLS, TIMSS, PISA and TOEFL” (Hejaze, 2018).

The TIMMS Mathematics results above, are similar to the TIMMS Science results. Qatar still performed poorly between 2007 to 2011, placing second to last place at the end of 2015. Qatar is still one of the two bottom countries in terms of student achievement scores in Mathematics from 2011 to 2015.

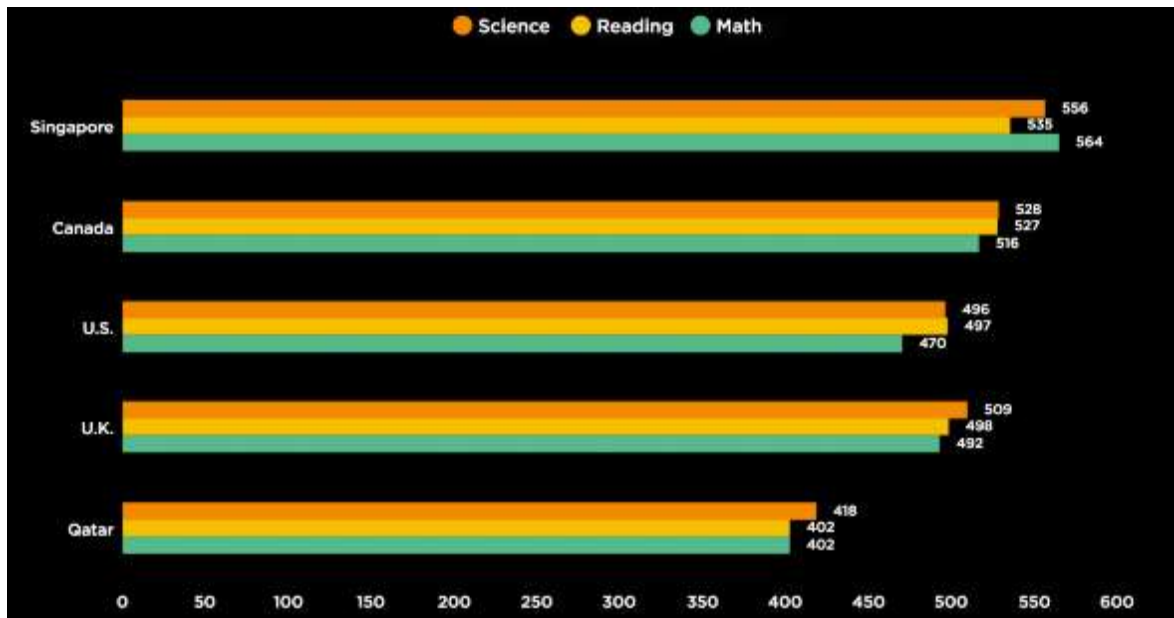


Figure 19. Mean PISA scores (2015)

Source. The figure shows the Science, reading and Maths abilities of fifteen-year-olds in Qatar. From “Qatar’s Performance in International Tests: PIRLS, TIMSS, PISA and TOEFL” (Hejaze, 2018).

Qatar is placed last place in Science, reading and Mathematics ability from the figure above, as of 2015. Qatar’s science score is 91 points away from the UK’s score, which is placed above Qatar, a big gap to reach. Qatari students also revealed poor performance compared to other participating countries.

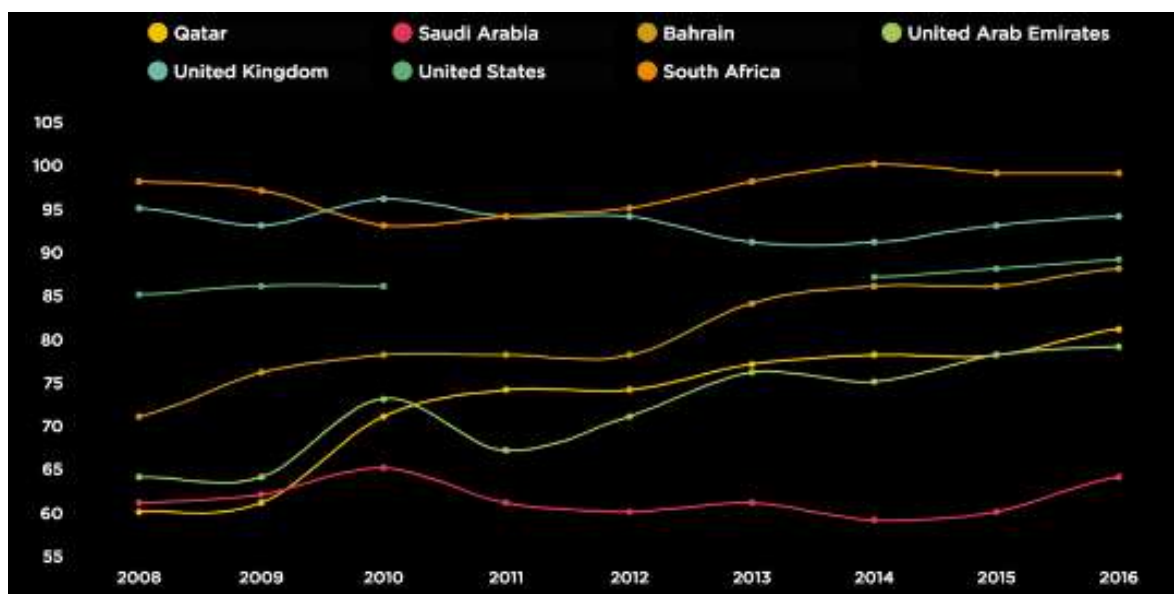


Figure 20. Mean TOEFL scores (2008 - 2016)

Source. The figure shows the English language ability of non-native speakers in Qatar applying to English speaking universities. From “Qatar’s Performance in International Tests: PIRLS, TIMSS, PISA and TOEFL” (Hejaze, 2018).

Qatar has shown a slight improvement with its mean TOEFL scores above, maintaining third last place, very narrowly above the UAE. This is not positive at all because this reflects that a large percentage of Qatari students entering university cannot speak English.

Morgan (2018) and Zakhidov (2015) further confirm that Qatar is persistent in being ranked below more than 50 participating countries, even being placed lower level than Tunisia and Kazakhstan, countries that are underprivileged compared to Qatar. Tunisia reported that 1.8 million of its citizens are living in poverty, and Kazakhstan reported that 4.3% of its population is living below the poverty line (Assaad & Boughzala, 2018; Taspenova et al., 2018). In 2019, Qatar students ranked 48th out of 72 participating countries in TIMSS International tests. Hence, they

were labelled to be positioned among the world's poorest performers, obtaining a mean score of 449 in Mathematics (Mullis et al. 2020). The following sections will seek to understand what factors led to the current Qatari education situation.

Brief History of Qatar Education

The focus of education in Qatar was restricted to the informal learning of religion via classes called Kuttab which included the reading and writing of Arabic and the recital of the Quran, a sacred scripture of Islam. These lessons occurred not within the confines of a school or classroom but rather in homes or in mosques – a place of prayer in Islam. The first school for boys was opened in 1949, followed by the initiation of the government investing in education in 1951. By 1954, three more schools for boys were established and funded by the government. The education department was founded in 1956, which also marked the opening of the first school for girls, spear headed by Amina Mahmud, an innovator in the fight for female empowerment, considered the first female educator in Qatar.

Her work started in 1938 when she began to instigate a shift from a male- dominated educational setting to awarding similar opportunities for females to gain an education. In her battle for female education in a culture that sometimes disapproved of the progress of women was a struggle (Al-Ammari, 2017). Al-Ammari made certain that females studied subjects such as Geography, English and Mathematics alongside religious studies and Arabic. Her work paved the way for female equality, empowerment, and liberation as from the start, the girls performed better than the boys, a trend that has continued to date (MacLeod & Abou-El-Kheir, 2017).

A national census which was conducted in 1970 revealed that Qatar's illiteracy rate was estimated to be as high as 70%, with 80% amongst youths aged between 15 to 19 (Abou-El-Kheir,

2017). However, these figures were more than halved by 1995, (see Figure 21), demonstrating the positive impact that education had at the time on Qatar’s young population.

Country	Male	Female	Total
Bahrain	10.9	20.6	14.8
Kuwait	17.8	25.1	21.4
Oman	65.0	NA	NA
Qatar	20.8	20.1	20.6
Saudi Arabia	28.5	49.8	37.2
UAE	21.1	20.2	20.8

Figure 21. Illiteracy percentage in the Gulf Monarchies (1995)

Source. The figure shows the list of consistent decrease in the illiteracy rate in the Gulf countries. From “Education in the Gulf monarchies: Retrospect and Prospect” (Bahgat, 1999, p. 131).

Qatar then targeted the adult population by offering education to improve adult literacy. The first secondary schools for boys and girls began operation in 1961 and 1965, respectively, and in 1973, the first university was opened, enrolling 93 female and 57 male students (Ahmed, 2018). From 1995, the Qatari population experienced a massive growth amongst nationals as well as a large influx of expatriates which led to the education system reforms, as now education needed to cater for the needs of the local population as well as expatriate children.

To maintain the ideologies of religion or move towards modern-day education was the decision that had to be made. Qatar chose a complete educational reform by outsourcing the RAND corporation to construct Education for a New Era – (EFNE), because international test results, at that time, revealed that Qatari students were performing lower than other participating countries, and more importantly there was also a worry that students were not adequately equipped to satisfy the demands of employers and were unable to compete for spots in the most prestigious university

programs, either in their own country or in other countries (Abou-El-Kheir, 2017). The main focus of this transformation was the improvement levels of English, Mathematics, Science and Arabic and the implementation of English as the language of teaching and learning. Furthermore, schools, which were divided into public or independent schools and private schools, which were run by operators qualified according to their education plan submission. The operators may be either Qatari or non-Qatari and may possess educational or non-educational backgrounds. The operators would possess managerial authority directly related to the work and would adapt to effectively address the requirements of their students. Additionally, the operator and school would possess the autonomy to formulate their own educational plans. Independent schools and operators would subsequently be held accountable through publicly accessible performance metrics. Thus, the evaluation data on school variety and liability would enable parents to select the most suitable school for their children (Abou-El-Kheir, 2017).

Alkhatat (2016) noted that the reforms initiated by RAND did have structure and were well planned with the intention to bring about positive changes. However, there were setbacks that contributed to their failures, such as the lack of infrastructure, lack of teachers, continuous disagreement and switching of policy and the lack of proper leadership. The highest contribution to the low international test scores occurred in 2012; when the Education Ministry decided that all independent schools would return to the teaching of Science and Mathematics in Arabic implying that English as a medium of instruction, (EMI), would only be utilised in private schools (Dearden, 2014), hence creating a literacy gap between the two types of schools. This divide established an imbalance among Qatari schools. Furthermore, the limited availability of spots in Qatari private schools makes the Ministry's Independent schools essential for providing all students with access to high-quality education. The initial drive and vision of EFNE reforms have not effectively

reached classrooms, particularly with the increase in the number of Independent schools. Consequently, the changes have not consistently occurred in the most critical setting – the classroom. Teaching practices in Qatar must evolve to ensure that students benefit from the ENFE reforms, irrespective of overarching policies (Qureshi et al., 2016).

The Qatari Education System – Kindergartens to Universities in Qatar

Kindergartens in Qatar

The shaping of a Qatar's young children's minds and addressing any gaps in knowledge at an early age, is key for the progression of the nation's growth trajectory (Nikaein & Adams, 2017). Advanced early childhood development (ECD) offers the prospect of improvement to a child's academic attainment throughout their schooling life (Richter et al., 2019). Furthermore, improved ECD teaching, and learning styles are shown to have a positive impact on health and result in better job opportunities (Mbarathi et al., 2016; Potvorszki, 2017).

During the academic year 2008 – 2009, as part of the newly formed independent school system in Qatar, kindergarten schools were introduced for the first time. During the 2014-2015 academic year, Qatar had 58 pre-schools, comprising 30 for boys and 28 for girls, along with 40 kindergartens associated with the Independent School system. The SEC mandates specific facilities for schools, including a library, a music room, and both indoor and outdoor playgrounds. Since the implementation of EFNE, preschool enrolment has significantly increased, with approximately 50 percent of children of appropriate age now attending preschools due to initiated reforms. Qatar's education system is comprehensive, encompassing early childhood education to higher education (Al-Thani et al., 2016).

Childhood education in Qatar follows the Good Practice Guide (GPG), which is affiliated with international standards and is argued to follow a Western-style child-centred pedagogy (Althani & Romanowski, 2013). This is aligned to the national curriculum standards of Qatar and serves as the basis for early childhood development in Qatar. However, Althani and Romanowski (2013) report that they are aware that Western and global educational methods that are adapted to the Qatari environment, have the potential to be useful; nevertheless, there are a great deal of concerns that need to be taken into consideration in order to realise these practices in a way that is both successful and valuable for Qatar. They gave an example by explaining that Qatar has purchased educational products, but these cannot be forced into schools without proper guidance, which must follow the cultural needs of the teacher and student, demonstrating that the Western educational reforms have not been accepted even at the kindergarten level (Al-Hammadi & Arabic, 2021; Al-Thani et al., 2016; Mehana, 2018).

Universities in Qatar

At the university level, the same situation prevails; one of education importing, Qatar partnered up with six North American universities to establish six International Branch Campuses (IBC) between 2001 and 2008 (Walsh, 2019). Crist (2017) notes that the relationship between IBC and their host country may vary. Generally, the host country follows the policies of the IBC, and the IBC benefits from generous funding provided by the host country, which the IBC receives very little, if any, if they were stationed in their original country. There are six IBCs in Qatar:

Virginia Commonwealth, Cornell, Carnegie Mellon, Texas A&M and Georgetown and North-western university. These six prestigious American research universities were all still operating as of October 2018. Qatar has invested significant financial and nonfinancial

resources into all its IBCs, yet little, if any, research addresses Qatar's early rationales and motives for establishing an American branch-campus model (Walsh, 2019, p. 272).

The maintenance of these campuses poses a significant financial risk because there are various cultural challenges that occur that prevent expatriate employees from joining the IBC (Graham et al., 2020). Crist (2015) describes these challenges, for example, public eating or drinking must be avoided on the campus grounds during the holy fasting month of Ramadan, male and female relationships between students are regarded as a cultural taboo and students find it difficult to transition from school to these international campuses because of a lack of English communication skills, as noted from figure 24, that a large percentage of Qatari students entering university cannot speak English. Furthermore, Qatari Independent schools' main language of instruction is Arabic. IBCs provide the opportunity for Qatar to generate a global knowledge society, however, if Western education has not been embraced in schools, it is ironic that Qatar is committed to Western education with its partnerships with American IBCs.

Qureshi et al. (2016) have revealed that there is a lack of interest amongst Qatari students in the core subjects of Mathematics and Science, by noting that only 19.1% of students registered in Engineering programmes compared to 70% enrolment in Humanities and Social Sciences. Qatar universities' diagnostic reports spanning eight years, parallel the findings of Qureshi et al. (2016), as there was only a 12% enrolment in Engineering programmes between 2008 and 2016 (University, 2008). This is lower when compared globally to enrolments in Engineering programmes in a year, in countries such as: the Czech Republic 17.7%, Finland 16.4%, France 15.6%, Italy 17.4%, and Hungary 14.7%, to name a few (OECD, 2017). As of 2023, Qatar still appears to have the highest proportion of citizens (49%) enrolled in non-STEM disciplines (Sellami, 2023).

Therefore, STEM has come into the limelight as a significant policy goal for Qatar's educational sector and governance (Sellami et al., 2023). In the past few decades, Qatar has been committed to meeting the needs of the National Vision of 2030, striving to build and sustain a knowledge-based economy, rather than relying solely on its natural resources (Freeman et al., 2019). For this task to become a success, Qatari nationals must transform into a highly skilled and competent society, one that is capable of innovation, with the collaborative foresight of boosting the economy and promoting human development (Mohr-Schroeder et al., 2020). Currently, Qatar's university entrance into STEM subjects, when compared to other countries, is significantly lower.

When it comes to college education, Qatar's presence in subjects that are essential to its society such as computing, the field of engineering, medical care and Mathematics is restricted (Sellami et al., 2023). Instead, Qatar possesses the highest percentage of citizens (49%) enrolled in non-STEM fields (e.g., Sociology, Finance and Economics, Legal Education, and Services) (Sellami et al., 2023). This is demonstrated by the fact that Qatar has the highest percentage of individuals enrolled in these categories. In contrast, the percentage of students enrolled in STEM fields that are in healthcare and technology remains at its lowest level in Qatar (30%), in comparison to the highest-performing nations, which are "Finland (51%), South Korea (47%), Norway (42%), and the United Kingdom (42%)" (Sellami et al., 2023, p. 2). A well-trained STEM-related labour force is necessary to strengthen student desire and passion to undertake and specialise in STEM subjects in schools and universities (Weber, 2014). Students outlook and attraction to STEM subjects have been documented in Australian, American and European settings. However in the Middle East and North African (MENA) territories, there is a lack of information on the obstacles that impact student disconnection and disregard concerning a career path in a STEM-related field (Sellami et al., 2023). Furthermore, Abouhashem et al. (2021),

Kayan-Fadlelmula et al. (2022), Kayan Fadlelmula et al. (2022) and Sellami et al. (2022) confirm that research is limited or overlooked on investigations exploring enrolling and captivating more students in STEM matters especially in Qatar.

Qatari Schools

Significant educational reforms have seen Qatar introduce the charter school system, with public schools given government funding while private schools are owned and run as businesses having the majority of their financial support come from student fees and gifts from various donors (Cheema, 2015). A scenario that is not new, neither is it exclusive to Qatar. The private-public school contest occurs in every country and has been widely researched (Begna, 2017; Gholami et al., 2016; Ibáñez et al., 2020; Lubienski, 2016; McDonald, 2019) with varied conclusions. Moreover, the educational performances between the two schools and the factors that contribute to student attainment have been further investigated (Gius, 2015; Sakellariou, 2017; Shakeel & DeAngelis, 2017). Findings reflect that the difference between the school performances can be attributed to better management of resources or the type of students that attend these schools.

Regardless of these findings, Cheema (2015) reports that the mechanism via which variations in performance between the private sector and the public sector appear, there is little room for doubt about the fact that private sector and public sector performance discrepancies do in fact exist, hence it becomes imperative to gain insight into these differences to gauge if the educational reforms that Qatar has so heavily invested in, have had any positive effect on Qatar's schooling. This prompted Cheema (2015) to investigate whether the reforms improved the quality of education, by examining PISA test results between public and private schools between 2006 and 2012 from grades 9, 10 and 11. The results showed that the presence of a literacy gap favouring private schools indicates that the Qatari government is presently unable to provide education of

the same quality as that offered by private institutions in the country. The impact of immigrant status on literacy was notable, with first-generation students demonstrating the highest average performance, then followed by the second-generation pupils, then native students (Cheema, 2015).

Current and previous research has revealed that the inferior performance of native Qatari students is because of the generous grant from the government that is received by all citizens, as well as secured government jobs once their schooling is completed (Tok, 2020). Hence these reasons place no pressure on Qatari students, as their futures are secured, and there is no need to compete for jobs, thus there is a distinct lack of effort towards achieving in school, whether students attend a public or private school (Berrebi et al., 2009; Dargin, 2007; Tok, 2020; Tok et al., 2021).

Empirical Review of Case Studies – Principals Experiences in Public Schools

Next, I discuss a case study in Qatar, particularly the feedback from principals who have had first-hand experiences during the Qatar educational reform.

It is essential to discuss the changes to the Qatari population and to Qatar's government schools and the impact that these changes have had on teaching and learning. The educational reform is not the only transformation that Qatar has experienced. Globalisation, development and infrastructure, the hosting of the FIFA Arab cup, the FIFA Amir cup, and the FIFA world cup 2022, has contributed to Qatar attracting a vast number of foreigners. Al-Ammari and Romanowski (2016) noted that Qatar's economy has witnessed extraordinary expansion, which has resulted in a flood of high- and low-skilled expatriate workers. This has led to an imbalance between the number of natives and expats in the country's population and labour force.

The dependence on this external workforce, which comprises non-nationals, constitutes about 90% of the total population in terms of Qatar's working-class population (Arsenault, 2015). This situation contradicts the government's drive to promote Qatarisation a priority national policy introduced by the Qatari government as an objective that guarantees that Qataris retain a significant role in the governance of both public and private sectors, thereby fostering the involvement of Qatari citizens in the labour force, primarily through skills training and quotas, to encourage employers to recruit nationals (Guarino & Tanner, 2012).

These revelations relate directly to reasons attributed to the inferior performance of Qatari students discussed above confirming that although Qatar intends to promote locals into the workforce, their dependency on non-national employees hinders the hiring of nationals into the public sector jobs. Consequently, the diverse number of foreign workers has filtered into the public-school environment, with only 27% of its teachers being Qatari, 66% representing Arab nationals and 6% representing non-Arab nationals (Romanowski et al., 2020). Furthermore, 51, 000 of the 122, 000 students, which is approximately 42% of the student population that attend public schools, are not Qatari students. Hence, the scene created for the principals of these schools is a challenging one, as the main issue faced is that of diversity and how to now manage this diverse school environment.

A study by Romanowski et al. (2019) investigated a sample of twenty schools, a combination of primary, preparatory, and secondary schools involving twenty principals. They found that 72% of Qatar's government schoolteachers are expatriates with 99% of principals being Qatari nationals. They report that although a diverse school is said to enhance a school's atmosphere, it can also create disagreement and dispute that can hamper the success of students and, ultimately, the success of the school as a whole.

They further reiterated that although there is a significant body of knowledge about school leadership and management and school diversity globally, there is little research about principals in diverse schools in the Gulf region, which is surprising because Gulf countries such as Dubai, Bahrain, Kuwait, and Saudi Arabia consist of large volumes of expatriate workers within its populations (Al-Waqfi & Al-Faki, 2015; Kapiszewski, 2017; Vohra, 2017) which creates the opportunity to research more into its diverse classrooms in the Gulf. Nevertheless, Romanowski et al. (2019) found a large number of clashes occurred as a result of diversity, such as imposing or influencing one's culture on another.

This brought about the fear of losing Qatar's identity. Religious clashes occurred because non-Muslim teachers were teaching Muslim students; language clashes prevailed because the Arabic language has different dialects. Hence, students lose the traditional Arabic dialect when exposed to how an expatriate teacher speaks. It was reported by parents that their children started to speak like their teacher. This resulted in community clashes because parents refused to accept expatriate teachers teaching their children. Some principals called on the need for the Qatarisation of education, meaning male Qatari teachers are desperately needed, as a Qatari teacher is more respected and accepted by students and parents. However, other higher paying job opportunities and choices for Qataris, the low teaching salaries and incentives, and the poor perception of Qatar's education system prevent male Qatari's from choosing to work as a teacher. Romanowski et al., (2019) described these clashes between expatriates and locals, as problems that are not only unique to the teaching profession; rather, they are widespread throughout many sectors of the labour force in Qatar, where the majority of workers are foreign nationals. These reasons are bound to have a negative impact on student-teacher interaction and, ultimately, on student learning and attainment.

The above demonstrates that the quality of education provided in public schools is indeed failing the needs of Qatar's society and is having a negative impact on the performance of students in international tests. The influence of Western views and Western education in the form of international testing and the situation where teachers' cultures and dialects are different from Qatari culture, are being presented in the Qatari classroom to Qatari students but are not being embraced and are met with resistance from students and parents. The need to have more Qatari national teachers is noted by principals as this would perhaps help to balance the diversity divide in schools and gain the respect of Qatari students, thus forming better relationships between teachers and students. However, the generous programmes and job opportunities offered to Qatari nationals in other sectors, such as the lucrative oil and gas sector, for example, prevent Qatari's from choosing careers as teachers. If part of Qatar's next steps to improve the current situation in classrooms, is to promote and invest in teacher training amongst its nationals, then there can be an improvement in student attainment and the general outlook of Qatari education in the Qatari classroom which brings the literature review to the final theme – the status of the current Qatari international classroom.

The Current Qatari International Classroom – Students' Experiencing the Educational Reform and the Impact this has had on their Attitude Towards the Future

Introduction

Qatar's national vision 2030 aims for a society and country based on sustainable development and national prosperity. At the heart of this, the national vision aspires to a superior standard of life for all its people and its future generations by focusing on advancements in environmental, economic, social, and human expansion. Qatar reportedly has one of the highest

fertility rates in the Arab world with 7.4 live births per 1000 women, that is 204,224 live births, recorded from 2004 to 2014 (ur Rahman et al., 2012) and approximately 9 births per 1000 women reported in 2022 (Gilbert & Brik, 2022), representing an increase of about 20% increase from 2014 to 2022. This can be attributed to the strong health care system accounts for lower infant mortality rates, which means that the phenomenon known as the ‘youth bulge’ has arisen as a result of the fact that a sizeable proportion of the population in Qatar is now below the age of thirty (Kabbani & Mimoune, 2020).

Thus, for Qatar to meet its vision for 2030, the creation of a knowledge-based society becomes imperative and the development of their youth into stronger leaders of tomorrow needs constant attention. However, it was found that most Qatari nationals work in the government/public sector as either technicians, managers, or clerks. The seemingly limited number of choices is a result of their failure to develop the necessary skills needed in Science, Technology and Computing, Industry, and engineering-type jobs (Nejad, 2016). More noticeable, is a lack of education, no exposure to the English language and social, religious and cultural barriers that are all factors found to hinder Qatari nationals from becoming marketable job candidates to meet the demands of highly skilled jobs, because, the fact that there are not enough technically skilled and competent Qataris to fulfil the demand for labour, firms are compelled to work with specialists from OECD nations or Arab expats who have received their training in other countries (Weber, 2013).

The United Nations Educational, Scientific and Cultural Organisation (UNESCO) reported in 2011, that in most Arab countries, contemporary pedagogy is focused on teacher-centred methods thus important skills such as critical thinking and inquiry are lacking amongst its students. This finding coincides with research conducted by Abd-El Wahed (1996), Almontasheri et al.

(2016) and BouJaoude and Abd-El-Khalick, (2004). Researchers such as Constant et al. (2010), Ikhlef and Knight (2013), Knight et al. (2014) and Zellman (2009) have corroborated this finding with their studies based on Qatari classrooms. They severely criticised the standard of education in Qatar urging for the implementation of proper policy procedures involving systems that are consistent, reliable, and standardised across all the educational sectors. Qatar University conducted a study that disclosed that 21% of learners in private schools and 36% of learners in public schools presented a persistent lack of motivation towards school (Al-Emadi et al., 2016). Moreover, private school students were found to be more likely to aspire towards careers such as software developers, engineers, physicians, scientists, lawyers, researchers, and analysts and that the number of Qatari students that intended to further their education at tertiary level was lower than non-Qatari students (Alemadi et al., 2012). It can be concluded that the K-12 educational reforms of 2001 have not produced Qatar's desired society, as the vast majority of Qatari students are still ill-prepared for either the workforce or higher education, and instructors lack the necessary skills to handle the demands of changing curriculum, teaching methods, and policies (Zakhidov, 2015).

Furthermore, Abou-El-Kheir (2016), Aguilar (2018) and Khadri (2018) report that the pressures of Qatarisation, which demands by law, that a certain percentage of the public sector workforce employed, must be Qatari, further guarantees the Qatari student a job, despite the level of grades achieved in school. This situation only adds to the current dilemma; that is 96% of all hired Qataris have jobs within the public sector only, which is a great imbalance and mismatch of Qatari skills. As noted below by Gonzalez (2008), little has changed in 14 years. If Qatar's state sector continues to be the primary employer of Qatari people, the country will not be able to compete in the knowledge economy of the 21st century, despite the fact that Qatar will continue to be one of the wealthiest countries in the world in the next decades. Without adequate education

and training for Qatar's young nationals, the influx of Qatari human resources into the market will remain unqualified. This may jeopardise Qatar's long-term economic sustainability (Gonzalez, 2008).

This might be the reason why STEM subjects are not desirable amongst Qatari youth. However, Kayan Fadlelmula et al. (2022), documented another issue preventing student involvement in STEM, which is the curriculum. This was corroborated by Asghar et al. (2012) who noted that the objectives of STEM can only be reached when a high-quality programme is applied, as well as a teacher's experience. Park et al. (2017) echo's that teachers' preparedness in teaching STEM subjects improves over their years of teaching practice. Teachers that display positive outlooks during lessons were found to have a positive impact on students' attentiveness to the subject. Research conducted in the GCC has confirmed that the funding and promoting of STEM-focused study initiatives along with the development of instructional materials and curriculums, are essential for enhancing class learning and instruction, as well as expanding learners' extra-curricular activities (Kayan Fadlelmula et al., 2022). Studies in STEM ought to be broadened to include the diverse areas within STEM and to establish connections among different STEM fields.

Sellami et al. (2023) recently reviewed STEM research in the GCC by drawing on research conducted by Aldahmash et al. (2019) which revealed that the successful implementation of STEM teaching calls for Mathematics and Science teachers to be educated on the instruction of combined STEM subjects. Real-life situations should be integrated into classroom activities, more qualified STEM teachers need to be employed and the aspect of design in engineering should be introduced in the Science curriculum (Elayyan & Al-Shizawi, 2019; Madani, 2017). Obsolete teaching

approaches and rote memorisation were utilised instead of teaching and testing the correct scientific terminology (Aldahmash et al., 2019).

The following discussions seek to provide a more complete picture of the Qatari classroom by investigating the factors that contribute to the above dilemma and thereafter gain insight into what actions must be taken to improve the skills of the Qatari youth so that they can emerge as qualified, accomplished, and competent leaders.

Empirical Review on Qatari Students Mindset, Learning and Future Aspirations

Research demonstrates that if Arab countries are deeply committed to developing economies that comprise highly skilled individuals to include their own national citizens, who are able to influence the development of their countries, then only focusing on the performance management of teachers and schools is not enough (Alraouf, 2017; Hvidt, 2016; Nurunnabi, 2017). Instead, the understanding that the sociocultural environment is a catalyst for quality education must be realised, as it sets an environment for real learning to take place because, it is here that the much-needed attitudes, mentalities, manners and behaviours, abilities and experiences of the youth are moulded and furthermore, a sense of responsibility to the development of their country can be inculcated (Lee, 2016). Herein lies the problem because Ali et al. (2022) and Zguir et al. (2021) note that Gulf countries, including Qatar, have focused solely on massive educational reforms without trying to understand the majority stakeholder of education, their learners themselves. As Lee (2016) further explains, one of the most essential things to do is to get an awareness of the viewpoints of students and their level of involvement with learning and education in the Arab Gulf area. This is because these students will be the next generation of leaders and developers of the nation.

The youth make up a country's driving force as future leaders and agents of change. Thus, it becomes necessary to understand the level of engagement towards school and studying from the student's perspective. A child spends much of their time at school, partaking in the educational process by developing learning and abilities and increasing their own beliefs and standards. It is reported by Abubakar et al. (2017) and Alrashidi et al. (2016) that if students are actively engaged in school, they can realise their true potential, because not only does this enforce positive expectations about their competencies. It also serves as a significant marker for future goals and aspirations. Therefore, Qatar's vision of a knowledge-based society can only be realised if their students' attitudes are enthusiastic and eager towards learning, as it would be difficult to empower the youth with the necessary skills, if there is a lack of concern towards the acquiring of knowledge (Nasser & McInerney, 2016).

However, it was found by Agasisti and Zoido (2018) and by Grey and Morris (2018) in their investigation amongst PISA participating countries, that Qatari students are absent from school often. They show a reluctance towards learning and achieving, insufficient time completing homework, and only a small percentage of students indicate that they are enthusiastic towards their schooling experience. Furthermore, Qatar University conducted a study that disclosed that 21% of learners in private schools and 36% of learners in public schools presented a persistent lack of motivation towards school (Al-Emadi et al., 2016; Alemadi et al., 2012). Moreover, private school students were found to be more likely to aspire towards careers such as software developers, engineers, physicians, scientists, lawyers, researchers, and analysts and the number of Qatari students that intended to further their education at the tertiary level was lower than non-Qatari students. Since most of Qatar's nationals attend public schools, it is concerning there is a lack of career aspirations that would contribute towards a knowledge-based economy, hence an insight

towards the factors that influence their current lack of an attitude towards education must be a part of Qatar's future education development plans.

The above revelation has had a negative impact on Qatar's mandated Qatarisation policy. As reported by Scott-Jackson et al. (2014), only 10% of Qatari nationals represent the workforce in positions of leadership. They reiterated that Qatarisation aims to decrease the reliance on foreign labour and enable a greater number of nationals to participate in the nation's economic development. Numerous expatriates presently hold strategic positions, such as in leadership or essential knowledge domains. To diminish dependence on expatriates, it is essential to cultivate nationals to develop the necessary strategic capabilities. This necessitates comprehensive preparation, training, and development that should commence at an early age (Scott-Jackson et al., 2014).

Herein comes the urgent need to relook at the schooling structures to develop the necessary skills among Qatari youth so that they can qualify for leadership positions; this process must start much earlier. Based on the findings from a survey conducted with one hundred Qatari respondents, Scott-Jackson et al. (2014) further revealed their future career aspirations and preferred sectors of work; see Figures 22 and 23 below.



Figure 22. Future career aspirations among Qatari youth

Source. The figure shows the ideal jobs that youth aspire to in Qatar. From “Qatar Chamber – Maximizing Qatari Talent” by Scott-Jackson et al. (2014, p. 11).



Figure 23. Preferred sectors of employment amongst Qatari youth

Source. The figure shows the preferred sector of employment that youth aspire to in Qatar. From “Qatar Chamber – Maximizing Qatari Talent” by Scott-Jackson et al. (2014, p. 14).

Knowledge-based careers are incredibly low on the minds of this sample of students, with education being the lowest career choice and government sector jobs being the most popular; ironically, the field in education is the career path that Qatari nationals need. It becomes clearer that jobs in the educational sector are integral to Qatar achieving its 2030 vision in creating a knowledge-based society. Another interesting revelation from the survey was the skills that Qatari youth thought they needed the most in preparation for entering the workforce; see Figure 24 below. Communication and language skills were the skills that they felt, needed the most development before they were fit to enter the working environment. However independent schools reverted to the language of instruction being exclusively Arabic.

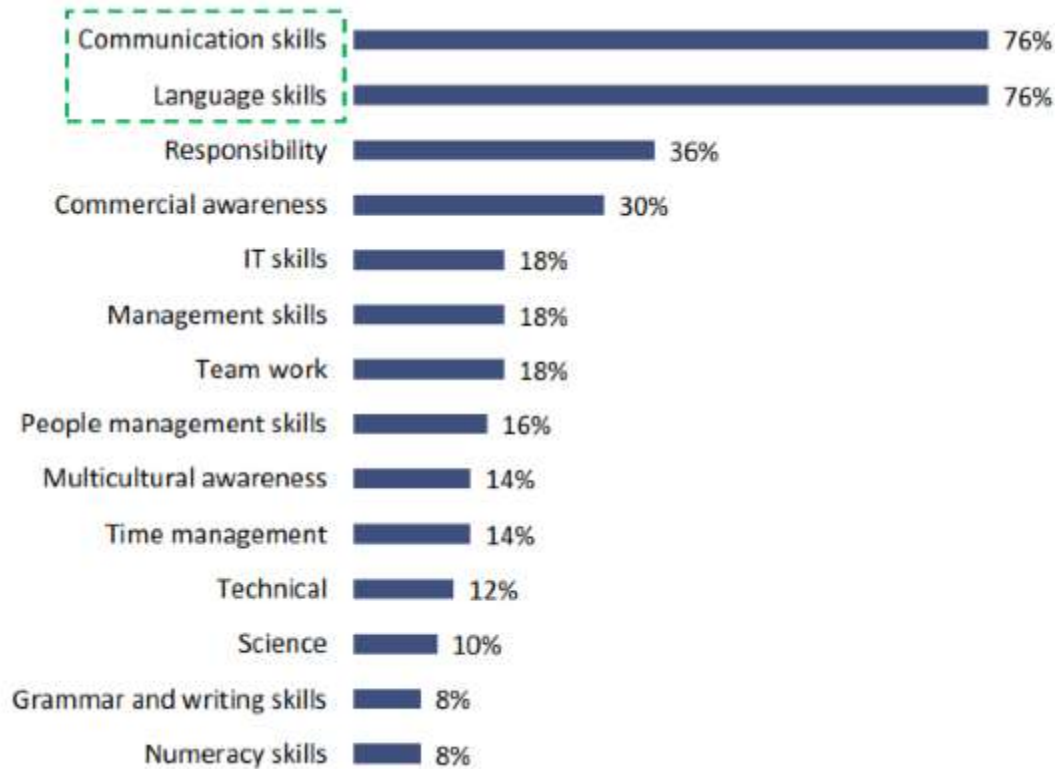


Figure 24. Preferred skills needed by Qatari youth

Source. The figure shows the preferred skills that youth in Qatar think they need to enter the workforce. From “Qatar Chamber – Maximizing Qatari Talent” by Scott-Jackson et al. (2014, p. 16).

In the same study, Scott-Jackson et al. (2014), conducted a survey that involved 500 employers – 14% Qatari and 86% being expats, which are based in Qatar from the private sector, local and international companies that held senior positions in these companies. The questionnaire asked employers about the biggest issues faced with employing Qatari nationals and what skills employers think Qatari nationals needed the most. (See figures 25 and 26). Although the youth think that their language and communication skills need developing, employers believe that, Commercial awareness, Science, and teamwork skills also need developing among Qatari

nationals. This can only be developed if there is a focus on the use of student-focused learning in lessons, to develop these necessary skills.



Figure 25. Issues faced by employers with hiring Qatari nationals

Source. The figure shows the problems experienced by employers when hiring Qatari nationals.

From “Qatar Chamber – Maximizing Qatari Talent” by Scott-Jackson et al. (2014, p. 30).

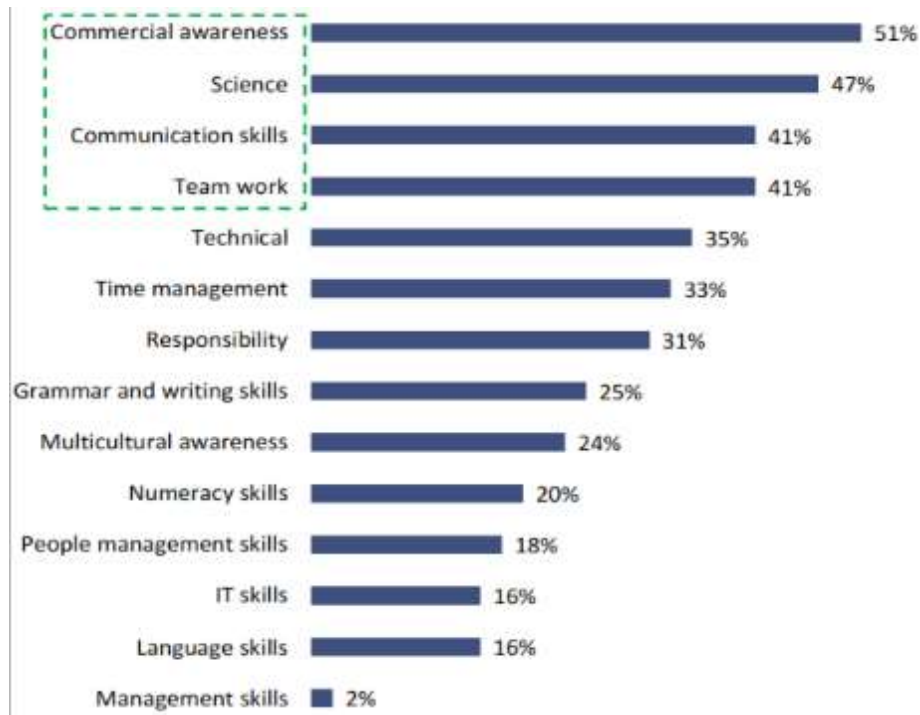


Figure 26. Skills identified by employers those Qatari nationals need the most

Source. The figure shows the problems experienced by employers when hiring Qatari nationals. From “Qatar Chamber – Maximizing Qatari Talent” by Scott-Jackson et al. (2014, p. 35).

A Look at Learning in Qatari Classrooms

With Qatar’s growing population, the educational sector is under pressure to ensure that children receive the greatest value of education, but with private schools offering a long waiting list and limited spaces, the spotlight falls onto public schools to ensure that students have access to education of a high standard (Qureshi et al., 2016). It was further noted by Qureshi et al. (2016) that the outcomes of the educational reforms have the practical application of this information has not been effectively streamlined to the classrooms, particularly in light of the increasing number of independent schools. The classroom experience is what matters the most, but changes have not affected teaching practices in Qatar. Hence, students have not benefitted. For one, the switch back

to Arabic being the language of instruction has caused greater concerns. Knight et al. (2014) and Nasser (2017) argue that the Arabic language in textbooks does not facilitate critical thinking skills and student-centred learning as the material has been translated to suit the cultural and religious context. Hence, access to the original high-quality resource has been reduced. Secondly, it was found that there is a focus on teacher-centred practices in Qatari classrooms, which results in the failure to develop interpretive, systematic, analytical, inquiry and questioning skills. Thus, several researchers such as Almontasheri et al. (2016), Alshahrani and Ally (2016), Garlitska and Zahrychuk (2021) and Qureshi et al. (2016) have called for the immediate implementation of student-centred teaching in Qatari classrooms because structured lessons that focus on teacher talk, lectures and teachers being the main contributor of knowledge, have been observed in Qatari classrooms (Al Said et al., 2019; Murphy et al., 2021; Qureshi et al., 2016). Lastly, students were found to be off task when it came to learning Mathematics and Science (Areepattamannil, 2012; Knight et al., 2011).

Sellami et al. (2017) outlined that many people believe that science, in its most general sense, is a strong tool that may help them comprehend and find solutions to the challenges that mankind is now confronting in the contemporary, globalised world. Jiwaji (2014), Osman and Anouze (2014), Said et al. (2018) and Sellami et al. (2022) stated that Qatar has a worrying lack of qualified workers in the STEM workforce and consequently the education sector is repeatedly criticised for not adequately preparing Qatari nationals for the profession (Ali et al., 2021; Brewer et al., 2007; Gonzalez et al., 2008). Qatar is a place which has a tiny citizen population with an even smaller subset of people educated in the skills required to maintain the oil and gas sector, but having enormous resources in oil and natural gas (Sellami et al., 2017), a situation that needs to be rectified for Qatar to successfully meet its 2030 national vision. The General Secretariat for

Development Planning (GSDP) (2012) indicated that Qataris have low enrolment numbers in STEM degrees in universities. Furthermore, in recent years, the number of students graduating from public colleges and universities in Qatar in the fields of accounting, economics, and banking significantly exceeded the number of graduates in chemistry, biology, and biomedical sciences. In certain years, there were no graduates in the physics specialisation, despite its availability. The number of engineering graduates exceeded that of science graduates, as anticipated in a fuel-exporting nation; however, it remained lower than the number of graduates in finance (Said et al., 2018).

Sellami et al. (2022) reported that despite the fact that authorities have invested a significant amount of effort and expenditure over the course of the previous two decades in order to enhance the STEM curriculum, there is a significant need for a highly educated workforce that is capable of supporting a knowledge-based economy, the industry is still unable to entirely supply that demand. Therefore more research is needed to investigate more in order to have a better knowledge of the perspectives or fundamental approach that Qatari children have on STEM education (Sellami et al., 2022).

A research program conducted by Sellami et al. (2022) looked at experiential learning involving SIS (Science in Sport), where Qatari students were required to design and build sports equipment. Learning behaviours were seen to have improved as the workshops progressed with students being actively engaged with various practical and hands-on scientific experiments. It was observed that the students were completely captivated by the prospect of investigating the relationship between engineering and sports, gaining a grasp of the scientific principles that lie behind the surface of sports, and so addressing STEM learning (Sellami et al., 2022). However, when faced with difficulty, some students were reluctant to problem-solve and complete the

projects, which resulted in them dropping out of the program. Another investigation of 380 grade 8 and 9 students revealed that the teacher, homework, knowledge and understanding of the subject, student achievement, and self-confidence hindered their interest in STEM subjects (Sellami et al., 2017).

According to Fortus (2014), an interest in science education depends on the student's confidence levels, attitude to learning and general curiosity in the subject which narrows down to the delivery of science education, in schools and universities, however, the fast growing economy of Qatar, in conjunction with the rapid changes that are occurring in society, is causing a significant number of students to shift their focus away from jobs in science and towards careers in finance instead (Said et al., 2018). A sample of 1800 Qatari students from secondary schools and university programs responded to a survey about their enthusiasm towards Science subjects (Said et al., 2018). Although Said et al. (2018) found that Qatari students' responses were positive towards learning Science, TIMSS and PISA international test results are still very low (Arikan et al., 2016; Schleicher, 2019). Sheldrake et al. (2017) attributed this finding to teaching methods and the state of affairs of Qatar's educational institutions.

Hence, both the quality of education and the academic achievement of pupils are directly influenced by instructors, who are the cornerstone of educational excellence (Sellami et al., 2022). Moreover, particularly schools must improve on their demonstrative deliverance of a robust STEM curriculum as a matter of urgency, to ensure national advancement, ultimately benefitting the economy of Qatar (Margot & Kettler, 2019). As the main facilitator in the learning route, teachers are tasked with encouraging and persuading students into the field of STEM (Blazar & Kraft, 2017). Together with this, the quality of STEM subject delivery, produces flawless provisions, for advancing students' calibre, skills and competence in STEM areas (MacFarlane, 2021).

Dong et al. (2020) and Kurup et al. (2019) highlighted some arguments on STEM learning, that pinpoint obstruction that hinder the administration of successful and multifaceted ways of delivering STEM in the classroom. These include inadequate lesson preparation, lack of equipment to perform experiments, low student morale and motivation, and unsuitable forms of assessments (Hsu & Fang, 2019). An interesting finding was the following based on a shortage of qualified experienced teachers. Teachers possessing a master's degree exhibit a higher level of education, thereby increasing the likelihood of familiarity with educational innovations compared to those with only a bachelor's degree.

A stereotype exists suggesting that recent graduates and younger individuals exhibit greater aggression, activity, and innovation compared to their more experienced counterparts, particularly regarding technology and innovation. The novel educator introduces contemporary knowledge, advancements, and educational innovations derived from a university setting. Moreover, novice educators, characterised by their youth and vitality, frequently seek updates on educational information from diverse sources such as social media, newspapers, and websites. Veteran teachers often retain their existing knowledge and are therefore less motivated to enhance their understanding of finance (Hsu & Fang, 2019).

Thus, it becomes clear that highly educated and younger teachers seem to be better equipped to deliver robust and interesting STEM lessons as opposed to older teachers. In accordance with, Sellami et al. (2022) results from 299 teachers of STEM subjects in thirty-nine schools across Qatar, the lack of materials, supplies and sufficient time were school-associated difficulties that teachers faced in STEM education. Moreover, the teachers recounted that the students' inability to acquire the necessary knowledge, the students' inability to acquire the necessary skills, and the students' inability to get sufficient sleep, were the significant factors that

contributed to the inability to successfully impart the proper knowledge on STEM (Sellami et al., 2022).

Additionally, the lack of parental guidance and the omission of parental support was another negative attribute preventing effective STEM teaching and learning. This revelation was further corroborated by findings from Šimunović and Babarović (2020) and Sellami (2019). Teachers need to be included in government-led projects like SIS because there is a need for teachers to be empowered via professional development programs that focus on STEM-related pedagogies. This is particularly important for teachers who have degrees from universities outside of the Western world and for instructors who belong to older age groups (Sellami et al., 2022). Yildirim et al. (2020) revealed that the use of technology in teaching STEM subjects such as online resources and tools, inspired passion and excitement and aided in simplifying harder scientific concepts. Therefore students need much more innovative ways to learn inside the classroom.

Consequently, it was reported by Du et al. (2019) that during the academic year of 2017/2018, the Ministry of Education in Qatar announced that project-based learning must be included in subject areas. This led to Du et al. (2019) investigating how this initiative was implemented and if it proved to be successful. Over twenty primary government schools from different districts were asked to participate. Eventually, data was collected from through interviews and classroom observations from three participating schools and fourteen teachers. It was revealed that project-based learning was added as an add-on to the existing curriculum without being aligned with the subject's assessment objectives. Furthermore, project-based learning was not given the time it needed to be implemented. This situation produced a lack of enthusiasm, low morale, and demotivation among the teachers, as the added stress of finishing the projects in a

short space of time created extra workloads. However, the authors did note that results could have been different if they had a larger sample size with respect to teachers and schools that participated.

The decision to make English as a medium of instruction (EMI) failed in Qatari schools. Mustafawi and Shaaban (2019) studied the language policy changes in Qatar between 2003 and 2012 and shared some light as to why (EMI) has failed. They reported that the decision regarding an EMI language policy is particularly contentious in Qatar due to the high regard and loyalty afforded to the Arabic language in this region, a phenomenon not commonly observed in other areas. The local population in Qatar, similar to other Arab nations, regards Arabic as a significant source of pride and a representation of individual, social, and cultural identity. The community will strongly oppose any perceived threat to Arabic, particularly from a foreign colonial language, and this opposition will intensify if the use of the foreign language is shown to be ineffective (Mustafawi & Shaaban, 2019).

Ellili-Cherif (2014) reported that once parents in Qatar, came to know that English would now be the medium of instruction, they reported feeling anxious and stressed, as they now had to employ private tutors of English, to further support their children at home, adding extra financial burdens. Furthermore, parents voiced their disapproval of the EMI reform because they felt this move would encourage westernisation and the gradual loss of their language, culture, and heritage. These ideas are in total contrast to other Gulf nations such as Oman, Kuwait, and Saudi Arabia. Alrabah et al. (2016), Khan (2011) and Tekin (2015) respectively stated that the parents in these countries were keen to expose their children to the English language from a young age as they believed that language advancement led to a successful future in higher education.

Additionally, these parents believed English to be an international language which gave their children the added skill of international communication. Ahmadi (2017), in his investigation,

has personally observed the resentment that the majority of Qatari students experience while participating in the Intensive English Programme (IEP). It is something that they consider to be a barrier to obtaining their Arabic degrees, which would ultimately lead to a better paying income.

Besides the need to maintain a high-profile expensive lifestyle, students also voiced their concerns over losing their identities and Qatar's national identity and it was concluded that the majority of Qataris are of the opinion that it is not just a waste of time, but also a danger to their own language (Ahmadi, 2017). As of recent, Kirkpatrick and Barnawi (2017) outlined that the Ministry of Education and Higher Education of Qatar decided on a new mission that is to now focus on the lifelong learning development of schoolteachers stating, at the moment, it seems that Qatar is planning to focus on a reform of teacher education in order to increase the number of teachers in Qatar and to further enhance the quality of the educational system.

The paragraphs thus far have discussed the Qatari classroom and have highlighted the reasons for reform initiatives failing. The following paragraphs seek to understand the management of international schools in Qatar and what impact the reform, if any, has had on these schools.

A Look at International Schools in Qatar

Gardner-McTaggart (2018) recorded that international schools have been around for 155 years and has since developed into a massive, productive schooling system around the world. Specifically expanding exponentially, are the English-medium international schools, defined as schools that embrace the 21st century learner by accepting all nationalities and languages and thereafter developing them for careers as citizens of the world (Kim, 2019; Mahfouz et al., 2019). Researchers such as Thomas (2008) specify two types of international schools: one being driven

by beliefs and principles and the other exclusively catering for the needs of the expatriate community. However, Cravens (2018) has contested this specification arguing that international schools should uphold their ideologies and cater for the needs of the expatriate population simultaneously. Kim (2019) found the features of international schools to be, the upholding of similar policy practices, the freedom to govern its own curriculum, a large cohort of international students and teachers, an amalgamation of multiple national systems and a strong representation of the student voice. However, this depends on which country the international schools operate from, as the host country most often forces the international school to abide by their national regulations causing challenges for the leaders of these international schools.

Research by Roberts and Mancuso (2014) has shown that the teaching profession battles to attract and retain teachers, middle managers, and senior managers as it often experiences high staff turnovers that cause immense disruption to the flow of teaching and learning. Consequently, international schools face financial losses because they must bear the costs of re-recruiting teachers constantly. On the other side, if international schools offered job security, added benefits and financial incentives, these could prove to be valuable in the retention of staff by creating a more attractive working environment (Tkachyk, 2017). Nevertheless, Hammad and Shah (2018) and Mahfouz et al. (2019) noted that there is a distinct lack of research associated with international schools in Arab countries, which is what prompted Sawalhi and Tamimi (2021) to investigate international schools in Qatar.

Education (2020) published that at the end of the academic year of 2019, Qatar had 307 public schools and 332 private and international schools, therefore this provided Sawalhi and Tamimi (2021) with a large sample to aid their investigation, however only four international schools responded. This could be because of privacy and anonymity reasons; hence, as Qatar is a

small country, schools and principals can easily be identified. Data was collected via semi-structured interviews with principals of outstanding international schools. Although their responses echoed the need to deliver a knowledge-based education that equips their students with the necessary skills to become successful in life, the issue of concern was that the primary role of Outstanding Schools was diminished during the departmental restructuring and subsequent reform and leadership changes in recent years, resulting in a breakdown of communication and allowing the schools to function similarly to other private institutions. One of their main objectives is profit generation, which may inadvertently undermine teaching and learning, as well as the commitment to adequately prepare students for admission to esteemed local and international universities (Sawalhi & Tamimi, 2021).

Other issues include: the private ownership of these international schools by Qatari nationals which prevents the running of the school in innovative and creative ways, for example, approval for building renovations and additional facilities is more than often rejected although there is an abundant supply of financial resources, the high teacher and administrative staff turnover, the language barrier, as Arabic is spoken by ministry officials and parents and conforming to Qatar's cultural values whilst still trying to retain ideologies of an international school. It was concluded that as principals of the international schools they had little autonomy towards the running and management of their schools. They further believed that the constant last-minute changing of policies and the heavy-handed governing of daily school operations, by the owners of the school could risk the efforts of delivering a knowledge-based education.

However, there have been some positive outcomes after Qatar's educational reforms. Romanowski and Du (2020) verified that a number of professional developmental programmes, teacher training programmes and teacher certification and licensing programmes have been put in

place in 2007 and revised in 2014. The initiative Education for a New Era has led to various forms of teacher development within Qatar's public schools. For over a decade, various teacher development programs have been implemented to ensure that educators remain informed about the latest teaching techniques. This support for teachers through various programs should enhance both capacity and the ability of teachers to implement diverse pedagogical approaches with minimal development (Romanowski & Du, 2020). Furthermore, the voucher system implemented in 2012 allowed Qatari students to attend private schools that were heavily subsidised by the government, offering international educational curricula to Qatari students (Amin & Cochrane, 2023).

The review of literature has revealed that although Qatar has invested heavily in numerous educational reforms, the aims and objectives of the reforms have failed to filter down to where it matters the most, that is, the development of key skills needed for the 21st century learner. Furthermore, the importance of education, achievement and success needs to be emphasised more to the Qatari student, to initiate a change in attitude, to one of flexibility, self-empowerment, personal growth, ambition, and a natural thirst for knowledge. When this is successful, then only can Qatar succeed in meeting its 2030 national vision.

Summary

The literature review began with an outline of the theoretical framework. Two theories were used to as the blueprint for the study, that is Social Constructivism and the Social Learning Theory. Social Constructivism, as defined by Amineh and Asl (2015), is the ability to communicate with one another on a social level and therefore, knowledge is constructed. Hence, a person's knowledge creation can be understood as, before their information is internalised,

knowledge may be discovered in their interactions with the people and environment around them. Furthermore, social contexts highly influenced by religion and culture play a substantial part in understanding and knowledge construction, which are highlighted in social constructivism according to McMahon (1997) and Derry (1999). In other words, students play an active role in the creation of their personal knowledge because, it is only via one's own personal experiences that one may get an understanding of reality, and even if reality does exist outside of a person, the only reality that counts for any individual is their own personal reality. When it comes to reality, beyond what one has personally experienced, it is only subjective (Massri, 2017).

The 21st century has arrived because the world as we knew it in terms of technology, medical and scientific advancements have evolved immensely providing similar opportunities to students to evolve simultaneously in the 21st century as global citizens (Tharumaraj et al., 2018). Moreover, Valle et al. (2015) believes that students of today are individuals who are given the chance to gain the skills necessary for the profession, for their society, and to make a life for themselves. These statements coincide with Qatar's national vision of 2030 in terms of advancement and sustaining developments because the objective is for Qatar to become a state that has the ability to maintain a high level of living for all members of a well developed society. The National Vision of Qatar lays out the country's desired future and serves as a guide for policymakers as they craft national goals and plans for their successful implementation (Critchley & Saudelli, 2015).

However, when Qatar made strides to implement an educational reform with a vision of becoming a country of the world, social constructivism governed by strong cultural and religious beliefs, rejected the opportunity for advancement and growth. Globalisation and educational reforms account for the outside stimuli, a surrounding, a reality that exists outside of the Qatari

community's existing norms and beliefs and is a part of evolution, meaning that change is inevitable. But this change was not welcomed by the community because their personal reality in terms of their personal principles and ideals, is the only real factor for them.

Arabic is the medium of instruction presently, in all independent schools, is the biggest factor that accounts for Qatar's poor performance in international tests such as PIRLS, TIMSS, PISA and TOEFL, placing Qatar lower than low-income countries such as Kazakhstan and Tunisia as noted by Morgan (2018) and Zakhidov (2015). Herein lies the biggest irony because Qatari youth themselves expressed that the most essential skills for university and the work environment are communication and language skills. Employers agreed that they needed communication skills as well as science and collaborative skills to merge into a working environment consisting of many expatriates (Scott-Jackson et al., 2014). This demonstrates that a person's thinking capacities, learning and attitudes are developed by outside stimuli and pressures from cultural and religious society holds true, which resonates with Vygotsky's (2012) theory of social constructivism.

Reed et al. (2010) define the Social Learning Theory as, people learn from one another via social learning, which is a process of social transformation that may benefit larger socio-ecological systems. Bandura and Walters (1977) explain that the Social Learning is having direct experience with a thing, subject, problem, or idea in question. Qatar has embraced the Social Learning Theory to a certain extent, as Qatar relies heavily on expatriate expertise in the workplace because employers have to hire experts from OECD countries or Arabs who have been trained abroad because there aren't enough skilled technically-trained Qataris to meet their needs (Weber, 2013). Globalisation, construction and development, remodelling and infrastructure, and the hosting of the FIFA Arab cup, the FIFA Amir cup, and the FIFA world cup 2022, has contributed to Qatar attracting a vast number of foreigners. It was noted by Al-Ammari and Romanowski (2016) that

Qatar has experienced unprecedented economic growth, which has resulted in a flood of expatriate workers with varying degrees of expertise living in the country, resulting in an unevenness among residents and emigrants among the population and workforce. Hence, social learning on Qatar's behalf had to occur, for these international events to be successful.

The concepts that led to the themes discussed in the literature review were based on the conceptual framework defined by Osanloo and Grant (2016) as the researcher's comprehension of the optimal approach to investigate the research problem, the precise trajectory the research must follow, and the interrelationship among the various variables in the study. Concepts related directly to the research problem as Eisenhart (1991) reiterates that research must be guided by some common idea or structure; a framework that leads research by depending on a formal theory, developed by applying an established, cohesive explanation of certain occurrences and connections. Therefore, students' attitude to learning was chosen as the first theme for discussion, as student's approach to their studies will determine whether they have learnt the necessary skills to deal with the pressures of the 21st century. This led to the second theme, the meaning of becoming a 21st century student, which gave examples of countries that have utilised student-centred learning, project-based learning, and student engagement as a means of developing problem-solving skills, effective communication, and collective cooperation amongst their students (Soffel, 2016).

The third theme, the concept of the global citizen, relies heavily on the skills of a 21st century learner in order to be called a true global citizen because the need to have the necessary intercultural communication skills is paramount because of globalisation (De Costa, 2016b). In the case of Qatar, where the population has a large influx of expatriates, social learning in the form of intercultural communication becomes a necessity. The idea of the global citizen, an agent of

change, deemed it befitting to discuss educational reform as the next theme as educational reforms are meant to change education for the betterment of the students, however, when there is mass educational borrowing of Western policies from an outside country, without adapting it to the host country, then there are bound to be problems arising. Abdel-Moneim (2020) reported that Qatar's educational reform material was purchased and implemented without aligning the policies to the local Qatari context. Furthermore, the dependence on foreign advisors was popular amongst Gulf countries because they truly believed that they were buying their money's worth and keeping up with the world, as this idea of education borrowing and neoliberalism gave the impression that they were following the best global practices, another example of social learning. The initiatives commenced at the turn of the millennium and were orchestrated at the highest national level, often beyond the purview of the Ministry of Education (MOE). An external consultancy was engaged to spearhead the reforms, followed by various specialist providers tasked with executing specific initiatives. The reforms aimed for transformative changes throughout the educational system and were grounded in the adoption of best global practices (Mohamed & Morris, 2021).

The next theme took the discussion of the literature review to an examination of the Qatari education system with a closer look into the Qatari and International school experience. This highlighted the poor performance of Qatari students in international tests, gave a history of the development of the Qatari educational system from kindergarten to schools and then to universities. The irony found in the review of literature was that Qatar disallowed English as a medium of instruction within its public schools, however Qatar spent millions of riyals on the introduction of international branch campuses of Western universities, when a large percentage of Qatari youth expressed their concerns over not communicating effectively (Walsh, 2019). Finally, an account of the principal's experiences in Qatari schools was presented.

Lastly, the review of literature concluded with the final theme, an examination of the current Qatari and international classroom with a revelation that the Qatari educational reforms having no impact on the Qatari youth because a significant proportion of Qatari students remain unprepared for postsecondary education and the workforce, while educators are inadequately trained to address the demands arising from new curricula, teaching methodologies, and frequent policy changes (Zakhidov, 2015). The government mandate of Qatarisation, has further added to this problem because this system guarantees a job and a monetary livelihood to the Qatari student regardless of the grades obtained in school, which was highlighted by Abou-El-Kheir (2016), Aguilar (2018) and Khadri (2018). Alarming, Gonzalez (2008) has reported that although Qatar has wealth unlike most other countries in the world, nothing has changed in 14 years. If Qatar's state sector continues to be the primary employer of Qatari people, the country will not be able to compete in the knowledge economy of the 21st century, despite the fact that Qatar will continue to be one of the wealthiest countries in the world in the next decades. Without adequate education and training for Qatar's young nationals, the influx of Qatari human resources into the market will remain unqualified. This may jeopardise Qatar's long-term economic sustainability.

Therefore, this demonstrates how the literature supports the need for the dissertation study. The fact that Qatar has a national vision of 2030 to create a knowledge based society, has invested billions in hosting the FIFA World Cup 2022 and continues to invest heavily in Western international branch university campuses, there appears to be a contradiction between these global efforts and the way the current schooling system is run, because a knowledge base society can only be developed within children at an early age when social constructivism and social learning is easier to implement as existing learning from culture and religion still has to be developed.

CHAPTER THREE: RESEARCH METHODS AND DATA COLLECTION

Introduction – Research Problem and Purpose

The purpose of this study is to explore the effect that Qatar's educational reforms have had on the education amongst Qatari and International school cohorts. The overarching goal is to conduct this investigation as a phenomenological, qualitative case study that examines the phenomenon through the experiences of two groups of students, a Qatari group and an International group and their outlook towards education, academic achievement, and the meaning of being and becoming a 21st century student. Hence, research into the attitudes towards education amongst Qatari students is compared with that of International students because studies have revealed that International students are more inclined towards STEM subjects than Qatari students. Additionally, International students achieve higher results on international tests.

Hence the comparison provides the education council with the necessary data on how to increase interest in core subjects at the school level amongst Qatari students, which can ultimately help Qatar become a progressive nation in terms of school education. Moreover, data from the interviews and focus groups was used to identify the reasons preventing student success and how they impact Qatar in developing their students. The literature review in Chapter 2 reveals that students in Qatari schools are performing poorly on a global scale, when compared to other International students. In International tests such as PIRLS, TIMSS, PISA and TOEFL, Qatar was placed at one of the two bottom countries in Mathematics and Science achievement from 2011 to 2015. Qatar was in last place in reading (Hejaze, 2018). Consequently, many students who enter university in Qatar cannot speak English.

This study uses a phenomenological case study research design to explore the relationship between the recent Qatari educational reform of 2002 and the influence this had on Qatari and International students' attitudes towards learning. The aims of this research are threefold and will be developed by answering the following research questions:

1. How do students' experiences of a Qatari International classroom affect their attitudes towards learning?
2. How does the curriculum engage students, and what measures are in place to prepare them to become global citizens for the 21st century?
3. How can educational reform change to engage students' attitudes toward studying in the future?

The contents of this chapter include details of the research approach and design, population and sample, research tools, study procedures, ethical assurances and data collection and analysis. The research approach and design are discussed in the following paragraphs.

Qualitative Research as an Approach

In quantitative research, the researcher takes on a role that is detached and neutral to what is being investigated, a guise that must represent the most objectivity (Patton, 2014). Although quantitative studies are suitable for studying correlations involving variables, defining developments, viewpoints, or beliefs of a population, including verifying the impact of some treatment or interference on a result (Creswell & Poth, 2016), Yates and Leggett (2016) argue that in contrast to the rich, in-depth descriptions provided by qualitative methodologies, it offers a two-dimensional picture of results. In contrast, qualitative research calls for the researcher to be directly involved with the background of the research, getting to know the *why* and *how* of the research.

Yates and Leggett (2016) assert that the researcher is aware of the socially constructed aspect of reality and is deeply entrenched in the environment of the study—the research setting, participants, and data being gathered.

Further, Creswell and Creswell (2017) claim that data collected from human experiences in social settings can be more dominant and often more convincing and conclusive than quantitative data. The process of qualitative research allows the researcher to become conscious of the collectively composed nature of existence and is, therefore, deeply entrenched in the context of the study, the setting, the sample population, and the process of data collection (Holmes, 2020). Du Plooy-Cilliers et al. (2014) explain that the qualitative researcher is fascinated by the complexity of human interactions, containing all the unique subjective idiosyncrasies that are distinctive of individual experiences and meanings linked with the specific phenomenon. Hence, Patton (2014) describes the qualitative researcher as an instinctive specialist who is mindful of their own personal perceptions yet wants to participate in introspection and reflection. Van den Berg and Struwig (2017) reiterate the significance of qualitative research, which is, to explain and identify social occurrences in terms of the meaning individuals attribute to them.

According to Gall et al. (2007), qualitative research is categorised into three types: the first involves phenomenology, an investigation of a living experience led in a cognitive psychological environment; the second includes a study involving society and culture and may adopt either ethnography, action research, critical theory research, or cultural studies; and the final type examines language and communication and may require narrative analysis.

Alternate Approaches to the Research Design

A research design is defined as an extensive layout responsible for meeting the objectives of a research project, which specifies the strategies utilised in meeting those objectives (Abutabenjeh & Jaradat, 2018). Asenahabi (2019) discusses in detail what a research design is. It is the comprehensive approach for linking the conceptual research challenges to the relevant and attainable empirical research. This procedure outlines the steps a researcher follows prior to commencing data collection and analysis to ensure the research objectives are met validly. Research design fundamentally involves converting a research problem into analysable data to yield pertinent answers to research questions. The research design dictates the types of analyses required to achieve the desired outcomes. It specifies the necessary data, the methods for data collection and analysis, and how these will address the research questions (Asenahabi, 2019).

The following research designs are discussed in the paragraphs below, and the reasoning for their acceptance or rejection of the current study is presented.

Ethnography

Ethnography, another qualitative research design, is the systematic study of people and cultures. It is a method that investigates observed reality, as it is lived and as the world exists (Maisuria & Beach, 2017). A characteristic of the ethnographical approach is participation and observation focusing on fieldwork that examines, points out, or defines an instance, group, environment, or culture (Ryan, 2017). Ethnography is defined by Atkinson (2016) as participant observation or observation in the anthropological sense; or in simple terms, thorough absorption in the daily life habits and customs of other people as a way of learning, knowing, and correctly reflecting them, which is a study of people and their cultures collectively. This

research design could not be chosen for the current study because it does not privilege the first-order perspective, in other words, it does not investigate lived individual experiences from the perspective of its participants.

Grounded theory

Grounded theory has developed into the leading qualitative approach in social science research; however, because this can be divided into three approaches, namely classic grounded theory, pragmatic grounded theory, and constructivist grounded theory, it can become difficult for beginner researchers to understand the methodology fully. Therefore, this could possibly prevent proper applications and contributions to this field of research (McCall & Edwards, 2021). Each of these approaches follows a different set of philosophical principles, with varied roles, purposes, styles of implementation and outcomes, which can create confusion regarding the quality criteria of each of these grounded theory traditions.

Furthermore, besides developing new theories, grounded theory can be perceived as a method of discovering theories contained within its data, that is generating a theory grounded in the data (Tarozzi, 2020). Hence, this type of research design will not be appropriate for the current research study because a phenomenological case study research design centres around capturing the core of human experiences and interpreting the meaning people give to those experiences. It pursues to acquire the primary constructs and core viewpoints of these experiences without imposing fixed and preconceived theories or interpretations. Hence theory generation is not needed in this study.

Narrative Research

Researchers, Moran et al. (2021) detail narrative research as the storytelling of a personal experience such that the capacity to tell stories that transcends distinction, providing a platform for the creation and unmaking of tales, via storytellers' voices, however they may appear. The power of narration is not bounded by gender, class, or age, does not discriminate, nor does it present limitations in terms of context. Through narrative research, a wide selection of topics such as personality developments, clinical applications, psychological realities, and well-being issues can be methodically categorised using individual variances. The affects of how participants' accounts of significant life experiences are interpreted, and how much they contribute to the creation of meaning and purpose (Grysman & Lodi-Smith, 2019). Hence the researcher utilised narrative research to present the data findings.

Phenomenological Case Study

Phenomenological research has its origins rooted in psychology and philosophy where the researcher explains people's actual experiences with a phenomena based on what the participants say (Asenahabi, 2019). Groenewald (2004) stated that generally people would know how the world appears to them or how they present themselves to the world via their consciousness. In other words, to arrive at a point of knowing and certainty, by ignoring anything outside of one's own awareness, the outer world is reduced to the contents of one's own consciousness. Therefore, reality, the state of things as they exist or as they actually are, is treated as a pure phenomenon and forms the foundation of information from where to begin. According to Krueger (2013) the keyword in phenomenological research is to 'describe', hence the researcher must describe the phenomena as truthfully as possible while staying faithful to the facts and avoiding any

predetermined framework. As mentioned by Welman and Kruger (1999), understanding social and psychological occurrences from the viewpoints of those affected is the focus of phenomenologists.

Merriam (2009) verifies how a phenomenological approach combined with a case study method improves the understanding of a lived event, as the case studies become grounded in practical contexts, yielding a comprehensive and integrated narrative, of a phenomena through inductive processing. Older research by Yin (1984) outlined case studies as, an empirical investigation examining a modern phenomenon within its real-life context, where the distinctions between the phenomenon and context are not distinctly defined, utilising multiple sources of evidence.

Case studies allow for data analysis to take place on a smaller scale such that the final outcome is a detailed and comprehensive account of the phenomena being studied (Merriam, 2009) and allows researchers to discover occurrences that might have been undetected in larger data sets. Furthermore, the case study methodology, which focusses on a single phenomenon from multiple perspectives, is particularly suited for examining the emotional aspects of teaching and learning. This allows for a greater comprehension of the formation of individual, community, and ethnic experiences (Crawford, 2016).

For the current study, one year group in one school was utilised as the chosen case. In order to investigate the objectives of the research, a single school was selected. Merriam (2009) further suggested that a phenomenological technique is ideal for researching experiences that are subjective, emotional, and often strong, hence the case selection allowed for a narrow more specific focus.

Hence the researcher, from an epistemological perspective, should decide how the social phenomenon is studied. Data is enclosed within the perceptions of students, and case study phenomenology provides a first order perspective, as they, through their daily experiences in a Qatari International classroom, offers more insight into how the current Qatari educational system affects their attitudes towards learning. Hence, for this study, a phenomenological case study is the chosen research design.

Research Paradigm

Early scholars such as Kline (1962) and Comey (1967) emphasise that research philosophy forms the framework for any type of research design because it involves crucial beliefs about observations and viewpoints from the social world. Research philosophy in educational research, uses the terms positivism (objectivism) or anti-positivism (interpretivism or subjectivism) to define a view about how evidence about a phenomena should be collected, evaluated, and utilised (Martin, 2013). Qualitative research is a mixture of many disciplines, concepts, and topics associated with research philosophies. Chase (2008) noted that qualitative research has links to research philosophies such as critical theory, cultural studies, interpretivism and constructivism.

Denzin and Lincoln (1994, p. 3) describe qualitative research as an “interdisciplinary, transdisciplinary, and sometimes counter-disciplinary field”. A research paradigm is viewed as a research philosophy. According to Tamene (2016), research paradigm refers to the theoretical or philosophical ground for the research work. Hence, a research paradigm is a philosophical framework upon which your research is based. It presents a model of ideas and insights from which the theories and practices of research studies operate. A research paradigm can be described in terms of the dimensions of ontology, epistemology, and research methodology.

Harré (1987) defines a paradigm as a metaphysical theory about the essence of things in a particular area of study combined with a consequence technique specifically designed to learn about those items. These philosophical perspectives are embedded in research. The researcher's philosophical position shapes their theoretical perspective, which encompasses the ideas, concepts, and assumptions they apply to their research. This framework influences the types of questions posed and the methods employed to address them. The elements determine the most appropriate methodologies for the philosophy, the integration of theory with the desired research outcomes, and the justification for the selected methods. Although philosophy may not overtly influence research, it consistently underlies the decisions made (Moon et al., 2019).

According to Baškarada and Koronios (2018), philosophical positions partly consist of ontological and epistemological assumptions. Ontological issues pertain to what exists, whereas epistemology focuses on the nature, limitations, and justification of human knowledge. Moon and Blackman (2014) note that ontology helps researchers understand the degree of certainty they may have on the presence and nature of the items they are studying. An example of an ontological assumption, given by Cetina (2016) states that in order to better comprehend existent objects and how they fit together in the larger universe, physicists validate several categories into which they might classify them.

The thought of the state of things as they exist, which is termed an ontological paradigm, is, a branch of philosophy that is concerned with existence and reality, it deals with the nature of reality or truth and is a process of how a researcher contemplates about retrieving the knowledge about reality, (Kivunja & Kuyini, 2017). Moon and Blackman (2014) verify that epistemology is the study of knowledge acquisition, it entails being cognisant of certain facets of reality and aims to ascertain what is known and how.

An epistemological perspective, as applied to a paradigm, is defined by Rehman and Alharthi (2016) and Davies and Fisher (2018) as how knowledge is created and generated. Further, according to Bahari (2010), the most important issue of epistemology in social science is the validity of information derived from the research process and if the social world can and should be investigated using the same methods and principles as the natural sciences. Hence an epistemological paradigm deals with the essence of knowledge and the procedures and techniques through which this knowledge is obtained.

From the above philosophies, the current research adopts an epistemological paradigm and an interpretive framework. Interpretivism, according to Saunders et al. (2007) is an epistemology that requires the researcher to comprehend how people vary in our function as social agents. Researchers living in the epistemological world take on the role of a researcher with feelings because researchers interpret their daily social functions and responsibilities according to the meaning given to these daily tasks. The researcher's epistemological position regarding the research project is the theory of knowledge, the understanding of knowing how the Qatari educational system has influenced learners' attitudes towards learning. Data exists within the schooling experiences of students. Hence, the schooling experiences of individual student's assist's the researcher in understanding how these lived experiences influence students' attitudes towards education and how these lived experiences prepare these students into becoming global citizens.

Hence, interpretivism is linked to phenomenology, which refers to the manner in which people make sense of the world that surrounds them, and in particular, the manner in which the philosopher ought to establish preconceptions according to his or her understanding of that world (Bahari, 2010). Lijster (2022) explains how an epistemological paradigm, interpretive framework

and qualitative research fit together, an epistemological perspective offers an outline for forecasting, expressing, inspiring, and breaking down views specific to populations, thereby expanding the knowledge base that contributes to a more thorough comprehension of the aim of qualitative research.

Hence, the research approach is primarily subjective in nature as it pursues to understand human behaviour and explore the reasons that regulate such behaviour, which aligns in with phenomenology, a first-order approach to understanding human experience. Researchers have the tendency to become subjectively immersed in the subject matter in this type of research method, in other words, a social actor, as discussed previously. This exploratory approach is appropriate for the current study as it was chosen over an objective method because quantitative research is associated with the ideas of objectivity in the social world. According to Bryman (2016), the objective researcher believes that there is a reality that exists apart from social actors, and that reality is the presence of social phenomena and their meanings, which involves using scientific methods, empirical knowledge, and numbers to measure relationships between variables that then produce theories. In other words, social phenomena and their meanings are predicted in an objective manner, independent of social actors. Hence a subjective approach is suitable as this connects to qualitative phenomenology design of the study. For justification using this qualitative approach, it is further discussed in the following paragraphs.

Research Design

A phenomenological case study design is used to better understand students' experiences of education through their engagement with the Qatari International curriculum. Hence, the terms phenomenology and case study need to be defined, and the links between them need to be clarified.

Creswell and Poth (2018) state that case studies permit the evaluation of reality within certain distinct constraints. Smith (2013) defines phenomenology as the study of the appearances of things, or the way things seem in our experience, or the manner in which we experience things, and thus the meanings that things have in our experience are referred to as phenomena. In much earlier literature by Smith (1986), he revealed that phenomenology is the detailed study of forms of awareness and realisation, basically everything one experiences about one's surroundings. Hence, this case study explores the issue of the importance of education amongst students by exploring the 'how' question, such as the research questions to be investigated, which is linked directly to the definition of phenomenology, through the way International and Qatari students experienced the Qatar education system through their emotion, perception, thought, memory and social activity, the structure of these forms of experience will provide the evidence needed to answer the research questions.

A case study, according to Baxter and Jack (2008) is a strategy to study, that involves the use of a wide range of data sources in order to assist the investigation of the phenomena within its natural setting. Yin (2014) justifies the use of a case study design when the researcher asks the *how* questions, when the behaviour of the participants cannot be controlled and when the environment serves as a contextual condition because of its applicability to the phenomenon being studied. Hence the case study methodology was selected because it would be difficult to understand the phenomenon without investigating it in the context of a school setting in the classroom where the students experience the Qatari educational system. The aim of the research is to understand how the past and present experiences of Qatari and International students contribute to their current stance on the relevance of education. A secondary aim is to see if the education system adequately prepares students to become global citizens equipped to contribute to meeting

Qatar's 2030 national vision. The single case that forms the foundation of this study is the experience of students in a Qatari educational system and whether this has affected their perspectives on the importance of education.

In this case, the numerous educational reforms that have taken place in Qatar may or may not have had an impact on students' attitudes towards education. The use of open-ended interview questions explored students' attitudes and experiences in the Qatari educational system. The combination of the phenomenological design with the case study method assists in further understanding complex teaching methods and notable student behaviours in relation to learning and achievement (Tadesse et al., 2021). When this design is implemented in the current study setting, it delivers a characteristic trait, where case studies are merged in real-life situations. Hence this combination provides valuable and comprehensive evidence of students' attitudes towards the importance of education.

To fully understand the experience of the participant, Creswell (2007) encourages the investigator to look at a phenomenon and gain a textural description and a structural description of what is experienced, as well as how it is experienced, to fully grasp the core of the occurrences. When research questions are focused on elaborating on a phenomenon, a case study methodology is ideal (Yin, 2014), and power over the occurrences is not controlled, which allows for the phenomenon to unfold naturally. Since the current study aims to identify what effect Qatar's educational reforms have had on the importance of education amongst Qatari and International students, the experiences of these students must be investigated. This links to Creswell's (2007) report about phenomenology, which claims that a phenomenological research is a method that explains the significance that an idea or phenomena has for a number of different people based on their own personal experiences with it.

These are the reasons that a phenomenological case study design which was comprised of interviews, focus groups and observations as the means of data collection was utilised to study the Qatari educational set-up at an international school, based on student's attitude and engagement during teaching and learning to answer the research questions. When this design was utilised in this research context, it delivered a unique quality where the case study was integrated in real-life situations. Hence, an amalgamation of students' experiences gathered from interviews, focus groups and observations produced valuable and comprehensive testimonies of their feelings towards the importance of education. Ridder (2017) claims that a phenomenological case study approach is preferred when research questions concentrate on characterising an event or phenomenon. Creswell (2007) states that a phenomenological investigation elucidates the significance of an idea or phenomena as experienced by several persons.

In this study, the intention was to gauge the importance of education among students experiencing learning through their daily activities at school. Understanding the value of the participants' experiences, how their worlds are formed and the meaning they give to their experiences, are the goals of this qualitative study, hence the need for phenomenological interviews and focus groups, because these data collection tools are perceived as a discussion or an interpersonal involvement between the subject and the researcher (Qureshi, 2017). Bevan (2014) notes that through conversation, participants can share their encounters with the researcher. Broad, open-ended questions allowed for participants to convey their perspectives completely and thoroughly.

Furthermore, the researcher has been teaching at the current school for eleven years, hence the students are acquainted with the researcher as being a familiar face at school during their high school years, hence this would make it easier to establish a relationship and trust with participants

to maintain honesty during the interview sessions. Kara and Pickering (2017) and Roger et al. (2018) explain that the stronger the relationship and familiarity between the researcher and participants, the more information can be gathered from them. Given that the research project is a phenomenological case study, the role of the researcher is to take the experiences of participants as words and attempt to match these experiences to answer the research questions.

Design Steps

The numerous reports that focused on educational trends in Qatar revealed that low test scores among students were caused by a lack of positive attitudes. These reports were generated from:

The United Nations Development Programme (UNDP) human development reports published by Qatar's General Secretariat for Development Planning (GSDP); the World Bank report on labour market strategy submitted to GSDP; the RAND-Qatar policy institute reports; results of the Programme for International Student Assessment (PISA), the Trends in International Mathematics and Science Study (TIMSS); international tests, Ministry of Education statistical reports; Supreme Education Council Evaluation Reports of the Qatar Comprehensive Educational Assessment (QCEA), and Qatar University statistical reports (Said & Friesen, 2013, p. 622).

This dilemma led to the development of the following research questions:

1. How do students' experiences of a Qatari International classroom affect their attitudes towards learning?
2. How does the curriculum engage students, and what measures are in place to prepare them to become global citizens for the 21st century?

3. How can educational reform change to engage students' attitudes toward studying in the future?

The second stage of the research design was to gain permission to conduct the study by going through the dissertation project ethics application process. Firstly, the researcher had to complete the Research Ethics Application Form (REAF). This form required the following information:

- Student and supervisors' personal information,
- Project timeline,
- Project summary, significance, and benefits of the research project,
- Type of project and methods to be used,
- Participant recruitment, the recruitment process, and participant details,
- Relationship between the main investigator and participants,
- Additional approvals,
- Potential risks,
- Application checklist,
- Declaration by applicant.

Along with the REAF form, the researcher had to submit to her supervisor, a gatekeeper letter, consent forms and the data collection tool (interview questions and observation proforma). Once reviewed by the supervisor, the researcher had to make the necessary changes and re-submit all documents. This then was submitted to the Unicaf Research Ethics Committee (UREC) for review. This was returned to the researcher to increase the sample size to reach the objectives of the research more effectively. Interview questions also had to be amended. Once these changes were made, then the researcher had to re-submit. This was later approved by the UREC, and permission

was granted for the researcher to commence with data collection. This entire process took approximately four weeks to complete.

The design steps then proceeded to identify the research participants. An earlier scholar, Hycner (1985) reported that the approach is determined by the phenomena, not the other way around; this includes making decisions about the participants. Kruger and Stones (1981) suggest that the researcher must look for individuals who have had experiences that are congruent with the phenomena that is going to be investigated. Hence purposive sampling was utilised as a non-probability sampling method to choose the participants. Thereafter, interviews, observations and focus groups were utilised as data collection methods.

Population and Sample of the Research Study

A population is defined as an entire set of elements, comprised of either human subjects or objects, which could be educational institutions or geographical areas, to provide but a few examples, that retain some common characteristics defined by a study's sampling criteria and which match the objective of a research study (Manna & Mete, 2021). More importantly, the sample connected to a research study is selected from the wider population. Manna and Mete (2021) further state, together with Flick (2018), that populations are composed of two groups, namely a target population and an accessible population. The universe, known as the target population, is needed to gain the results of the research, and will be used by the researcher to generalise the study findings, whereas the accessible population can be a portion or subset of the target population to which the researcher has access (Taherdoost, 2016). A unit of analysis is a term that also denotes the population.

Casteel and Bridier (2021) claim that an appropriate definition of the unit of analysis is needed to adequately address any research problem, because the unit of analysis represents the data population and samples to be defined or evaluated by the variables of the investigation. A good example of a quantitative unit of analysis description was provided by Bakibinga et al. (2019), followed by clearly defined variables that demonstrated to the reader that the sample selected would effectively reach the goals of the research study. In contrast, researchers claim that the qualitative research design presents more of a challenge. Studies conducted by Baskarada (2014) and Pernecky (2016) as well as earlier research conducted by Banerjee and Chaudhury (2010), Banerjee et al. (2007) and Denzin and Lincoln (2011), have revealed that qualitative studies have suffered from a lack of understanding of the study population and sampling processes, and the connection between them.

Hence, the relationship between the general, target and accessible population is shown in Table 1 below, which assists qualitative researchers to determine and characterise the general population by establishing the primary characteristic indicated by the research topic and objective (Asiamah et al., 2017). Moser and Korstjens (2018) specify that in a phenomenological study, participants need to be sampled deliberately, by either purposive, criterion, theoretical, convenience or snowball sampling because participants that are considered to be key informants possess specialised and expert knowledge about the phenomena that is going to be investigated, and they are eager to share information and insights with you, the researcher.

The context of the current research study is an international school in Doha, Qatar with a mixed population of Qatari students (70%) and International (expatriate) students (30%). The study sample is comprised of both groups of students. The inclusion criteria were full-time students enrolled at the school, with group one consisting of twenty Qatari national students, and group two

consisting of ten International students. Since the lessons for the students are timetabled as separate genders, the researcher had to further divide the samples into a male group and a female group. Therefore, the tables (1, 2 and 3) below, illustrating the general and the target populations, are split by gender. The exclusion criteria were students not enrolled at the school. The aim of the research was to explore the relevance of education amongst International and Qatari students and discover whether the numerous educational reforms in Qatar are developing 21st century students capable of assisting Qatar in becoming a progressive nation.

A general population is described by Banerjee and Chaudhury (2010) as a complete group for which specific information needs to be determined. Creswell and Creswell (2017) state that the general population must share common characteristics. With reference to the current research study, the general population constitutes the students who attend the international school. The students in this educational institution share a common characteristic, which is the fact that they are International and Qatari students who attend the same school, and every student contributes directly or indirectly by learning and achieving.

Hence, this directly relates to the sample of the research study, which was examined, to gauge the relevance of education amongst Qatari and International students. The table below was taken from the school's data system and shows how the wider population of the school setting links to the study's sample. Once the principal approved the data collection, the researcher identified a group of Qatari students and a group of International students from the school management system and used a random number generator to select a sample of thirty-five students. The researcher selected five extra students as a precautionary measure in case some students did not wish to participate in the study.

Table 1. Number of the General Population of the Current Research Setting

	Qatari	International
Boys	323	137
Girls	232	115
Total	555	252

Note. The table provides the total number of Qatari and International students in the general population.

Table 2. Number of the Target Population of the Research Study – Current Year 12 Cohort

	Qatari	International
Boys	45	25
Girls	38	14
Total	83	39

Note. The table provides the total number of Qatari and International students in the target population.

Table 3. Number of the Sample of the Research Study

	Qatari	International	Total	%
Boys	10	5	15	50%
Girls	10	5	15	50%
Total	20	10	30	100%

Note. The table provides the total number and percentage of Qatari and International students in the sample population.

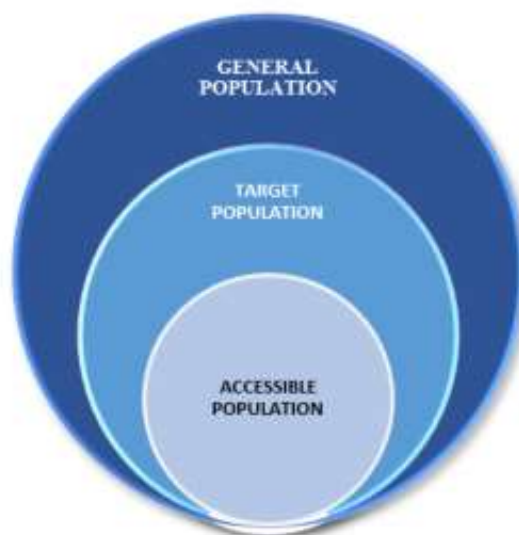


Figure 27. The relationship between General, Target and Accessible Populations

Source. The figure shows the general population as a representation of the target and accessible populations. From “General, Target, and Accessible Population: Demystifying the Concepts for Effective Sampling” by Asiamah et al. (2017, p. 1611).

Figure 27 above relates to the current research study’s context. The general population is limited to one school because of accessibility and time constraints. However, according to the latest publication of the total population of students that attend private schools in Qatar, this number stands at more than 215,000 students that attended 679 private schools during the academic year of 2021 – 2022 (Times, 2022). Hence the current school setting is related to the wider population of students that attend private schools in Qatar. The researcher was a full-time teacher at the school and accessibility to any other school in Doha would have been difficult during working hours. Moreover, the researcher had approximately six weeks to collect data. Although every student was a member of the general population, not every student could participate in the study. The eligibility criteria of the participants set out in the ethics application were full-time year

12 students enrolled at an international school. This study required students who were of a mature age, who could self-analyse, who took learning and achieving seriously, and who could reflect on their learning and teaching experiences.

Therefore, the general population had to be refined to students with these characteristics. This refinement of the general population is designated as the demographic of interest, classified as the target population (Asiamah et al., 2017). The target population for the current study were the current year 12 cohort; a total of 122 students, comprising of 70 males and 52 females, of which 83 were Qatari and 39 were International students. They were selected because they would have the necessary experience with their years of schooling behind them. Additionally, with the reform implemented in 2002, the target population would have started school in 2007 and in 2010, which meant that they would have experienced the reform for their entire schooling lives. Furthermore, the assessed outcome upon completion of year 12 would determine university entrance. Hence they would take their learning very seriously. Thus, it was from the year 12 cohort, which was the accessible population, a subset of the target population, from which the sample for the investigation was drawn.

Purposive Sampling

Purposive sampling was the sampling method that was used for the research project because the sample is directly linked to meeting the objective of the research. Furthermore, Campbell et al. (2020) reiterate that the sample is more closely aligned with the purposes and objectives of the research, which ultimately leads to an increase in the level of rigour of the study as well as the reliability of the data and the findings. Researchers have found that purposive sampling is beneficial when conducting a phenomenological case study.

Palinkas et al. (2015) advocate that the use of a purposively selected sample increases the depth of understanding in a phenomenological case study. Older research promoting purposive sampling conducted by Kelly et al. (2010), concurs with recent research from Campbell et al. (2020) asserting that purposeful sampling is used for the purpose of selecting respondents who are most likely to provide information that is both relevant and helpful. Additionally, van Rijnsoever (2017) details for the purpose of reaching saturation, a minimum sample size of between 20 and 30 but fewer than 50 is necessary. This is due to the fact that the sampling strategy known as ‘a more is better’ effectively reduces the likelihood of codes being overlooked.

The initially proposed sample size for this study, which was 10 students, was rejected by the research ethics committee. The sample size was increased to 30 students which was later approved. A total of 30, year 12 students, twenty Qatari and ten expatriate students, were then selected to answer the study’s research questions. This was the closest representation of the general population so the researcher could collect data fairly based on the whole school dynamics. As Campbell et al. (2020) mention, a qualitative study may utilise a sample that is comparatively very small and has been purposefully picked with the intention of boosting the depth of knowledge, as opposed to the breadth of comprehension.

Palinkas et al. (2015) further comment that the selection of individuals or groups of individuals who are particularly knowledgeable about, or have had experience with a phenomenon of interest, is important. Hence this relates to the research design of phenomenology. Notwithstanding this, more importantly, is having the ability to convey your thoughts and feelings in a style that is eloquent, expressive, and reflective of your experiences. Research shared by Vasileiou et al. (2018) justifies small sample sizes in phenomenological research with the purpose of providing assistance for the comprehensive case-oriented analysis that is essential to this form

of inquiry. Creswell and Poth (2016) suggest that a sensible sample size for a phenomenological design can include between three to twenty-five participants.

Older research conducted by Sandelowski (1995) and Morse (2000) further justifies small sample sizes because they reiterate, that the more valid and functional data collected from each participant, the fewer people are needed. Hence the year 12 students were identified as an appropriate sample because they were able to share information-rich experiences about their years at school. More significantly, the decision to select 30 students is to reach a point of data saturation, which is described by Hennink and Kaiser (2021) as the moment in the process of data collecting, when all significant concerns or insights have been exhausted from the data, which indicates that the conceptual categories that make up the theory have reached their saturation point. The aim is to use in-depth interviews, focus groups and classroom observations, as data collection tools to track when data begins to repeat itself to a point when no new themes, codes, or concepts have developed.

For example, Guest et al. (2020) utilised a homogenous sample size of 40 participants. Through in-depth interviews, data saturation via common codes was reached, between 11 to 14 interviews, where 90% of themes were identified. Similar to Hennink et al. (2017), with a sample size of 25 participants, they reached data saturation through in-depth interviews, via common codes, after nine interviews, which accounted for 91% of their codes. This is consistent with Turner-Bowker et al. (2018) project, where they reached data saturation using categories, after 15 interviews, where 92% of their concepts were discovered. These examples are comparable with Hennink et al.'s (2019) investigation to determine how many focus groups are needed to reach saturation. Their results revealed that code saturation was reached after four focus group discussions; in total, 96% of the most prevalent codes and 94% of remaining codes were identified.

The table below illustrates the sampling strategies used at each stage, to support the text explanations above:

Table 4. Sampling Strategies

Population	Strategy used for identification
General population – students at school, <ul style="list-style-type: none"> - 70% Qatari, - 30% International. 	Identified by common characteristics, <ul style="list-style-type: none"> - Students attending an international school, - Qatari and International students who experience teaching and learning on a daily basis.
Target population – Year 12 students (individuals for interviewing)	Researcher looked at the school’s database, and found the year 12 class lists following the eligibility criteria set out on the ethics application form which was, <ul style="list-style-type: none"> - Full-time year 12 students. - Researcher printed off all year 12 class lists, - International and Qatari students were identified and separated,
Accessible population – International and Qatari students (focus group)	<ul style="list-style-type: none"> - Thereafter, boys and girls were identified and separated, - Students were allocated consecutive numbers,

- A random number generator was used to select the sample for data collection – split into Qatari male, Qatari female and International male and International female.

Accessible population – Observation

Proforma

- All year 12 subjects were listed,
- These were allocated consecutive numbers,
- A random number generator was used to select which lessons to observe.

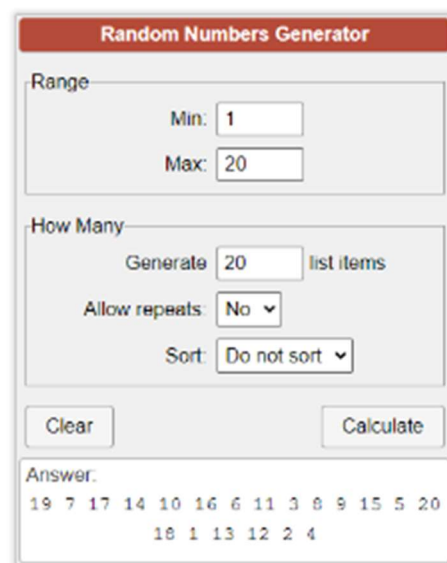
Note. The table provides the strategies used to identify the sample.

Recruitment of Participants

The researcher prepared a gatekeeper letter so that permission was sought from the school principal to undertake research with students. Once approved, Qatari (group Q) and an International student (group E) were chosen using a random number generator method (online calculator tool), from the target population consisting of 83 Qatari students and 36 Expatriate students. The researcher allocated numbers to the students of each group on form class registers. These were from tutor lists and not subject lists. Thereafter, a random number generator was used to pick a subset of the population – see Figure 28 below, an example of how Qatari students were chosen. The researcher then called the students to a meeting and explained what the research

project was about including details of the interview process and what the role of a student as a participant would involve.

At the second meeting, a participation information sheet describing the study and the extent of participant involvement was given to the students to read. The students were given four days to decide whether they wished to participate. During a follow-up third meeting, 18 students initially expressed an interest; only then were consent forms distributed. The researcher had to call a fourth meeting to gain the remaining student's participation. Once the signed consent forms were returned, the researcher held another meeting to allocate dates and timings for interviews and focus groups to begin data collection. The researcher then scheduled two interviews per day during a free lesson, lunch break, study period or after school, each one-to-one interview lasting approximately 30 to 45 minutes. The researcher also verbally re-checked consent before one-to-one interviews and focus group interviews.



The image shows a web-based 'Random Numbers Generator' interface. It has a red header with the title. Below the header, there are two main sections: 'Range' and 'How Many'. The 'Range' section has input fields for 'Min' (set to 1) and 'Max' (set to 20). The 'How Many' section has a 'Generate' button, a text input for '20 list items', a dropdown for 'Allow repeats' (set to 'No'), and a dropdown for 'Sort' (set to 'Do not sort'). At the bottom of the form are 'Clear' and 'Calculate' buttons. Below the form, the 'Answer:' section displays two rows of generated random numbers: '19 7 17 14 10 16 6 11 3 8 9 15 5 20' and '18 1 13 12 2 4'.

Figure 28. Random Number Generator

Source. The figure shows a random number generator used for selecting 20 Qatari participants. From “Random Number Generator website” by Soup (2023).

Instrumentation of Research Tools

The purpose of the research is to answer the following three questions:

1. How do students’ experiences of a Qatari International classroom affect their attitudes towards learning?
2. How does the curriculum engage students, and what measures are in place to prepare them to become global citizens for the 21st century?
3. How can educational reform change to engage students' attitudes toward studying in the future?

With the above in mind, the Table 5 below specifies what data collection methods were used to answer each research question, as well as the number of participants that was utilised.

Table 5. Summary of Interviews

Research Question	Data collection method	Sample
One	One-to-one interviews	30 participants
Two	Focus groups	3 focus groups – 2 boys and 1 girl group held separately.

Note. The table provides a summary of the data collection methods.

A phenomenological case study design comprising interviews, focus groups and observations aims to study the Qatari educational set-up at an international school based on

student's attitudes and engagement during teaching and learning to answer the research questions above. When this design is utilised in this research context, it delivers a unique quality where case studies are integrated with real-life situations. Hence, an amalgamation of student's experiences gathered from interviews, focus groups and observations produced valuable and comprehensive testimonies of their feelings towards the importance of education. Ridder (2017) claims that a phenomenological case study approach is preferred when research questions are focused on describing an event or phenomenon. Creswell (2007) stated a study that is phenomenological explains the meaning that an idea or phenomena has for a number of different people based on their lived experiences of that concept or occurrence.

In this study, the situation is to gauge the importance of education among students experiencing learning through their daily activities at school. To understand the value of the participants' experiences, how their worlds are formed and the meaning they give to their experiences, are the goals of this qualitative study, hence the need for phenomenological interviews and focus groups, because these data collection tools are perceived as an interaction or personal connection between the subject and the researcher (Qureshi, 2017). Bevan (2014) notes that through conversation, participants can share their encounters with the researcher. Broad, open-ended questions allow for participants to convey their perspectives completely and thoroughly.

The researcher consulted a range of literature about designing and conducting research interviews, namely, methods of data collection using interviews and focus groups and tips on conducting qualitative interviews to assist her with the development of her research questions (Arsel, 2017; de la Croix et al., 2018; Gill & Baillie, 2018; Majid et al., 2017). Specifically, the researcher aimed at gaining an insight into students attitudes through their daily experiences at

school, therefore she utilised the standard questions from the Student Attitudes to School Survey as a framework to develop her own research questions (*Student Attitudes to School Survey*, 2020).

Interview questions were developed to answer research question one and focus group questions were developed to answer research question two. Table 6 and table 7 below show the interview questions that were linked to the research questions.

Table 6. Mapping of Interview Questions to the First Research Question

Research Question	1. How do students' experiences of a Qatari International classroom affect their attitudes towards learning?
One-to-one Interview Questions	
Demographics	
	<ol style="list-style-type: none"> 1. What is your date of birth? 2. What is the occupation of your parents? 3. What is your religion? 4. What language do you speak at home?
Open – ended Questions.	
	<ol style="list-style-type: none"> 5. Can you give an example of good attendance record to school? <ol style="list-style-type: none"> a. What the reasons for your answer in question one? Why? b. How do you think we can improve attendance at school? 6. If you look back over your years of being at the school, can you relay examples of good teaching and learning experiences? 7. What are the best and worst parts of teaching in your classroom? <ol style="list-style-type: none"> a. Can you give examples of the above? 8. What are the best and worst parts of learning in your classroom? <ol style="list-style-type: none"> a. Can you give examples of the above? 9. Elaborate about your teachers in terms of - relationship with students, controlling students' academic activities, rewarding students and teacher competency. 10. How do your teachers support with your learning? <ol style="list-style-type: none"> a. Can you give examples of the above? b. How does this influence your approach to learning? c. What effect does the above have on your academic achievements? d. Why would you say this and what are the reasons for this? 11. How were your initial experiences with classmates that are expats? <ol style="list-style-type: none"> a. How would you describe your classmate's that are expats/Qatari's attitude and ability towards learning and achieving in the classroom? b. Can you give examples of the above? c. How is this different from your views on learning and why would you say this?

-
12. What support are you given at home to help you study?
 - a. How is this adequate for you to meet your goals in every subject?
 13. What support are you given at school to ensure you are a progressive student?
 - a. How is this adequate for you to meet your goals in every subject?
 14. Did you encounter any barriers or challenges with the type of subjects offered by the school?
 15. Compared to other schools in Doha, what is the reputation of your school? Why?
 16. What are the factors promoting your enjoyment of being at this school?
 17. What are the factors preventing your enjoyment of being at this school?
-

Note. The table shows the interview questions that were linked to research question one.

Table 7. Mapping of Interview Questions to the Second Research Question

Research Question	2. How does the curriculum engage students and what measures are in place to prepare them to become global citizens for the 21 st century?
Focus Group Interview Questions	
<ol style="list-style-type: none"> 1. What do you understand by the term global citizen, diversity, and human rights? 2. How does your school cater for diversity and equal opportunities? 3. What leadership roles have you taken during your schooling career at this school? 4. Have you been involved in any volunteer or environmental work at school? 5. How often have you been involved in group work, role playing or debating activities during school? 6. What are the different nationalities at your school? 7. How does their culture and religion differ from yours? 8. What do you admire about the Qatari culture or religion? – expat students? 9. What aspects of an expat's culture do you admire? – Qatari students 10. Are you proud to be a Qatari? Why? 11. Are you aware of Qatar's 2030 national vision? 12. Looking at the current workforce of Qatar, what is your opinion about this? 13. What educational/job opportunities do you have as a Qatari? 14. What jobs can you get in Qatar as a Qatari? 15. What opportunities have you gained by living and schooling in Qatar as an expat? 16. How often do you talk to/collaborate with someone that is of a different nationality to yours during school? 17. How often do you talk to/collaborate with the opposite gender at school? 18. How is school preparing you for university and the job sector? 19. What are most excited about university? 20. What are you the least excited about university? 	

Note. The table shows the interview questions that were linked to research question two.

Research question three was only answered once the data from the interviews were analysed and interpreted. The aim was to first identify the factors affecting students' attitudes to

learning and thereafter recommend what changes need to occur to improve students' attitudes, reflecting on the literature review.

The researcher utilised the school's official lesson observation proforma, appendix I, which was concurrent with the observation proforma in Figures 29 and 30. The observation proforma links to the study's objective; to present an authentic perception of research in a Qatari International classroom. Data collected using this tool supported the study's aim, which was to evaluate in what ways the daily classroom experiences affect the attitudes of students towards learning.

Location:	Date:	Start time:	Stop time:
Year group:	Subject:	Number of students:	Period of the day:

Teaching and Learning in the Classroom

Area of observation:	Engaged	Discipline	Interest/Enthusiasm
<i>Attitude to Learning</i>			
	Answering questions	Pride in work	Self-Assess
<i>Work Ethic/Participation</i>			
	Respect – teacher/peers	Arriving on time	Attention span
<i>Behaviour</i>			
	From teacher	From peers	Critical Thinking - Group
<i>Support/Collaboration</i>			

Figure 29. Observation Proforma Student

Note. The figure shows the observation proforma for a student.

Location:	Date:	Start time:	Stop time:
Year group:	Subject:	Number of students:	Period of the day:

Teaching and Learning in the Classroom

Area of observation:	Fun - How	Interesting - How	Engaging - How
<i>Learning</i>			
	Questioning	Discussion	Other Strategies
<i>Assessment for learning</i>			
	Methods	Explanation/Clarification	Examples
<i>Teaching Style</i>			
	Less able/More able	Group work	Critical Thinking
<i>Support</i>			

Figure 30. Observation Proforma Teacher

Note. The figure shows the observation proforma for a teacher.

Interview Protocols and Schedule

The understanding of how we come to know about something; the study and nature of knowledge, asking people *what* they know, a field of ideas dealing with the development and production of knowledge such as scientific discoveries, decision making, critical thinking, validating news and just simply understanding and comprehending the world we live in, is the essence of expressing an epistemological viewpoint through interviews, which is well documented by researchers such as Ben Aharon (2022), ChanLin et al. (2019), Schommer (2019) and Shaban and Wilkerson (2019). A major disadvantage and limitation of interviews noted by Alshenqeeti

(2014) is that when asked about their ideas and impressions of events, interviewees will only divulge what they are willing to reveal about themselves. These perceptions may be subjective and subject to change over time based on circumstances. Such responses may significantly diverge from reality.

MacDonald et al. (2016) further reveal that interviews are time-consuming and, like Alshenqeeti (2014), view interviews as encouraging potential bias and inconsistencies as a person's perception and responses can change over time. However, opposed to these limitations is, the thought that this knowledge can be expressed through stories and descriptions. This is what makes interviews a key source of data collection. As Arsel (2017) notes interviews have been a crucial main data source for papers published in the Journal of Consumer Research because they provide voice to people's lives and allow what they have experienced to be comprehended via narration. Furthermore, and perhaps most importantly, as stated by Sutton and Austin (2015) and Alase (2017), is that interviews allow the researcher to know the world through the eyes of their participants, to get a better understanding of how they view and experience the world and to make more sense of their lived experiences through a series of open-ended and probing type questions which connects to the idea of phenomenology and the first-order perspective.

One-to-one Interviews – Type of Interview Questions Asked

Semi-structured one-to-one interviews with open-ended questions were developed to answer research question one. The reason this was chosen to answer research question one is explained by Arsel (2017) as an overall objective that continuously and gradually seeks new information around a research issue that is always developing and should be the subject of the interview. Every data point and iteration in the research process should prompt a re-evaluation of your understanding and the underlying research questions. Although the process of conducting

interviews is outlined in a linear manner, interviews should not be regarded as the initial phase of research design, nor should research design be deemed complete prior to the first interview. Conduct several interviews, analyse the findings, revisit the data, and repeat the process. Arsel (2017) together with Moser and Korstjens (2018), Sutton and Austin (2015), Turner III and Hagstrom-Schmidt (2022) and Kolar et al. (2015) assert that it is crucial to be careful about who has control between the researcher and the participants, because although the researcher develops the questions to direct the interview, it is important that participants have the control and power to tell their story whilst being guided by a question.

Gill and Baillie (2018) declare that interviews must take place at a location free from noise and distraction and during a time that is convenient to the participant. All interviews were conducted in either an empty classroom, the canteen, the auditorium, or the student's common room. The researcher also utilised semi-structured interviews because they make certain that the same subject is discussed in each interview, but they provide room for interpretations and correlations to be made (de la Croix et al., 2018). An interview protocol was prepared according to Arsel (2017) that merges three components, important points of investigation, issues that are still being considered, and anticipated probing and transitions.

All interviews were audio-recorded, and demographic questions were asked first, followed by the participant being asked to describe themselves, as a warmup and to build rapport to make the participant feel comfortable. Thereafter the questions transitioned into the experiences of the students needed to answer the first research question that focussed on the development of students' attitudes regarding teaching and learning. Three interviews were conducted first, so that questions could be revisited and revised. This was included in the data that was analysed. As Castillo-Montoya (2016) explains interview questions need to be constantly progressed and developed with

not only the aim of answering the research question, but also tailoring them to suit each participant to ensure a flow of the conversation is reached (Arsel, 2017). Furthermore, Vagle (2014) states that in phenomenology, it is not necessary for every interview question to be exactly the same. Additionally, Goodman (2016), in his phenomenological case study, noted that the purpose of phenomenological interviews is to provide an opportunity to learn something significant about the phenomena from each participant; hence, every interview does evolve from the previous. Open-ended, original questions were asked because these required longer responses, and according to Tran et al. (2016), the point of saturation can be reached quickly when using open-ended questions. A total of 30 interviews lasted between 30 to 45 minutes and was done over 3 months.

Focus Groups

Whereas one-to-one interviews inquire about the experience of individuals, a focus group is far more suitable for the introduction of novel concepts that are developed within the framework of a social setting (Breen, 2006). Earlier research conducted by Krueger (1995), verifies that focus groups allow members to express their experiences and opinions without any pressure. He further defined focus groups, as a debate that has been meticulously organised, and organised with the purpose of obtaining perspectives on a certain subject of interest in an atmosphere that is permissive and non-threatening (Krueger, 2014). However, Goodman (2016) advises that although questions are asked, it is important to let participants guide the discussion, because when participants are allowed to steer the conversation then, this leads to a more profound comprehension of their shared experience with the phenomenon and the ways in which those experiences contribute to the formation of their own worldview.

Limitations and disadvantages of focus groups was detailed by Leung and Savithiri (2009) as being heavily dependent on assisted discussion, as the focus group significantly relies on this

to generate results. Analysing large volumes of qualitative data can present challenges. The focus group format mitigates the risks associated with a nominal group process; however, dominant participants may still monopolise the discussion. A notable limitation of the focus group format is its participant selection method; participants are self-selected, which complicates the generalisation of the study results to the broader population.

Sagoe (2012) mentioned that other shortcomings of focus groups included dominant voices and artificial environments. Participants or groups of participants that have extreme opinions and viewpoints may influence the group discussion. Other thoughts and beliefs may not be heard if this is not challenged. Sagoe (2012) further noted that participants may exhibit altered behaviour while under surveillance, thus compromising the integrity of the collected data. To alleviate this issue, Sagoe (2012) suggests that the focus group moderator must thoroughly guide the discussions to ensure that all participants engage in the conversation without any one person or groups of people monopolising the discourse.

Other researchers describe focus groups; as encouraging group interaction (Jacobs et al., 2015), as a way of gaining insightful information (Wilkinson, 2015) and is a better way to understand matters in a social setting, as Nyumba et al. (2018) state that focus groups allow the researcher to get a comprehensive awareness of societal challenges. Since the current study was set in a school environment, a highly social context, the researcher thought it best to use focus groups to answer research question two. It was found that, in school settings, researchers traditionally used quantitative methods to analyse test scores and compare these against achievement to determine whether a school is successful or not. However, these figures could not answer why a school is unsuccessful, a predominantly significant question that informs what measures need to be taken by a school's leadership in order to improve. Shoaf and Shoaf (2006),

noted that the use of focus groups in a school setting will provide a researcher with a better understanding of the participant's experiences whilst they are in school, mentioning that, the focus group technique provides a more comprehensive grasp of participants' perspectives compared to quantitative metrics like test scores and surveys, thereby offering plausible explanations for a school's failure.

Hence, focus group interviews proved to be a worthy means for the appropriate data to be collected. The focus group consisted of Qatari and International students, and questions were developed to assess whether the schooling system has adequately prepared these students as 21st century learners. This links directly to the review of literature about the 21st century learner, because the focus group aims to delve deeper into the student's entire schooling experience as either an International student or as a Qatari student, to determine if they understand what it means to be a 21st century learner and whether they are prepared to meet the demands of 21st century living.

Additionally, the world has advanced dramatically and with this, it becomes necessary for students to engage effectively during lessons so that they acquire and apply feelings, knowledge, and skills in a timely and pertinent setting (Matriano, 2020). This further relates to investigating whether the students are a representation of Qatar's National vision of 2030. Thus, the questions for the focus group discussion dealt with issues surrounding diversity, human rights, equal opportunities, collaborative work, respect for another religion and culture, future aspirations, and experience with independent schooling in Qatar. Three focus groups were conducted, one with girls – International and Qatari – 10 students of which six were Qatari and four were International students, then boys - International and Qatari, another 10 students of which five were International

and five were Qatari and finally a third group of Qatari boys with a total of 10 students, all Qatari students. Each focus group lasted approximately sixty minutes in length.

Observations

Observation proforma sheets were developed to observe teachers and students. These were based on existing in-house learning observation sheets, utilised for official teacher performance evaluations (attached as Appendix I). For teachers, the teaching style and method, how they encourage learning, how they support students, what are their classroom expectations, and how they cater for student well-being were the main areas of observation. For students, their attitude to learning, participation during lessons, work ethic, behaviour, and collaboration with each other, were the main areas of observation. The researcher visited eight lessons, which were randomly chosen, over a two-week period. In recent research conducted by Ekka (2021), he noted the advantages of observation are, providing the researcher with the opportunity to see people in action, as opposed to depending just on what individuals claim they have done. Data is collected at the location and time of an event or activity. It does not depend on individuals' willingness or capacity to provide information.

Kawulich (2012) warns that covert observation should be avoided because this occurs when, the people being watched are not aware that you are watching them. She further advises that overt observation is a better way to observe participants because, the participants know they are being observed, and you are openly acknowledging that you are conducting this observation for research purposes (Kawulich, 2012). Research conducted by Taherdoost (2021) states that the disadvantages of the observation method are that observer bias can skew the genuineness of the data, the observation method is extremely time-consuming, and there is no way of knowing for sure why the participants behave in a certain way. However, when the observation is conducted

with carefully selected participants who are suitable to the subject matter being investigated, then this helps in alleviating observer bias confirmed by earlier research conducted by Kawulich (2005).

Study Procedures

The data collection process did not begin until the university UREC council had approved the research study. Permission was first sought and granted by the school principal to conduct interviews with students and to gain access to the student's data from the school's information management system. Initially the ethics forms were emailed to the school principal. Thereafter, the students were sent a message via Google Classroom and invited to meet with the researcher. At the meeting, the researcher welcomed the students and explained what the research project was about including the details of the interview process and what the role of a student as a participant would involve.

Thereafter, the researcher went to the Year 12 classes during form tutor time and handed out participant information sheets, which detailed the purpose of the research, the role of the participant and an invitation to a question-and-answer session. The meeting sessions were held with all boys first, then girls, because of the nature of the school environment. Classes for males and females are timetabled to be held separately, in line with cultural norms and standards and religious beliefs – Muslim, and Islamic beliefs who believe in gender segregation. At the meeting, the researcher clarified any issues relating to confidentiality and anonymity and had a general discussion with all the students about their thoughts, feelings, and apprehensions about finally being in year 12.

This was an exercise to develop a rapport with the participants, to get familiar with the participants and to understand them, and to make them comfortable to answer questions freely

during the interview sessions. Similar to what Martineau and Arsel (2017) did during their research on Managing Communities of Co-creation around Consumer Engagement, where they spent time to appreciate the culture, attitude, and context of their participants. De la Croix et al. (2018) further believe that a good interview reveals the details of individual perspectives, ideas, opinions, emotions, and sentiments; the success of an interview is highly based on how at ease the interviewee appears, hence the building of relationships with your participants is important to connect with them through mutual respect to find out what they believe to be significant, openly appreciate their perspective, show acknowledgment, be interested, and, maybe most of all, listen (de la Croix et al., 2018). Furthermore, the researcher has been teaching at the school for the past 11 years. Hence, the year 12 students were familiar with the researcher through their years of study, with the researcher being the head of the Mathematics department since 2020. This allowed for the students to be comfortable during the interviews. It was at this instance that, consent forms were handed out, seeking consent from the students.

Ethical Assurances

Researchers such as Ciuk and Latusek (2018), Tolich (2016), and Roger et al. (2018) strongly note the importance of maintaining the appropriate level of ethical conduct in the field of social research during every stage of the qualitative inquiry process. It is further re-iterated by Fleming and Zegwaard (2018), that the emphasis on ethical conduct, encompassing personal, professional, and research activities, has intensified and expanded, leading to heightened expectations for accountability. It becomes a compulsory practice to adhere to ethical etiquette involving the collection of data for exploratory reasons involving human participants, because if this is not strictly adhered to, then the researcher would be placed as operating outside the institution's code of conduct, as reported by Zegwaard et al. (2017). A host of relevant professional

associations, such as the Association of Internet Researchers, the British Sociological Association, the Committee of Publishing Ethics, and the Human Research Ethics board, have published specific guidelines to ensure that research is performed in an ethical manner (Ciuk & Latusek, 2018; Lune & Berg, 2017). The foundation of any ethical research and perhaps one of the most significant requirements of any ethics body, association, or committee, and arguably considered to be an ethical challenge, is the need to gain informed consent from the likely research participants, as stated by Xu et al. (2020) and Kadam (2017). Fleming and Zegwaard (2018) further state that well informed, briefed and permission, must be addressed separately so that, participants are required to be provided with comprehensive information on the questions that will be asked of them, the manner in which the data will be used, and the potential consequences, if any, that may arise. Participants are required to provide clear, committed, signed consent to engage in the research, which includes an understanding of their rights to read their information and the right to withdraw at any time. The informed consent process functions as a contractual agreement between the researcher and the participants. The informing aspect of consent is typically addressed through a brief, precisely crafted information sheet designed for the participants, intentionally avoiding complex academic terminology.

It, therefore, became extremely important that the *who*, *what*, and *how* questions of the research were clearly explained and the participant's right to withdraw, access to their data at any given time, consent for the voice recording of interviews, voluntarily participation, and requesting more information, was clear and well written and explained robustly. It becomes the responsibility of the researcher to gain consent before commencing the research and further ensure that each participant is well-informed about all aspects of the research (Kang & Hwang, 2021).

The researcher provided the students with a participant information sheet that detailed the information discussed above and made the students aware that this study strictly followed the project ethics application process and research security policy detailed by the university's doctoral studies approval guidelines. The researcher further assured the participants of their confidentiality and anonymity by making it known to the students that although the researcher was aware of students' identities, all information, such as the identities of each participant and recordings of interviews, would be protected and not disclosed to others. It was explained further that during one-to-one interviews, all students would be given a code name which only the researcher could understand the significance of the code in terms of its relationship to gender. According to Goodman (2016), the careful selection of code names must be done in such a manner that the school's location or any participant's identifying factors (such as sex, race, or other identities) cited in the study's results could not be determined.

Similarly, Ciuk and Latusek (2018) maintain that the policy of ensuring safety and the duty to safeguard the identities of research participants must be kept in the strictest of confidence. Therefore, the researcher made sure that these code names protected every student's identity and character during the one-to-one interviews. However, participants were told that this study required a group interview, and it is here that their identities would be revealed only to each other. It was appealed to all students that the discussions during the focus group maintain confidentiality with respect to what was discussed in the group. Lastly, each member was informed that all research information and findings such as observation notes, recordings of interviews and transcripts of interviews would be saved on a password-protected computer that would only be retrievable by the researcher and would be deleted as soon as data analysis and results were completed.

Another aspect of dealing with ethical assurances is clearly outlining the role and relationship between the researcher and participants and avoiding influencing the analysis and findings of the data in any way. Kang and Hwang (2021) give their account of ethical matters during social research and state that the primary ethical issues in qualitative research pertain to the initiation, conduct, and conclusion of relationships. Ciuk and Latusek (2018) maintain the same, reporting that numerous ethical issues in qualitative research concerning direct relationships with participants pertain to the beginning, maintenance, and termination of these relationships. Moreover, Sanjari et al. (2014) detailed that, when specific data is being collected, it is possible that the development of personal ties with participants will be unavoidable. Researchers must consider the potential impact on participants and vice versa, with details of these interactions clearly outlined in research proposals. The roles of the researcher, including (a) stranger, (b) visitor, (c) initiator, and (d) insider-expert, must be clearly defined and articulated.

This role also has the responsibility of ensuring all ethical concerns are addressed. Anonymity, confidentiality, and informed consent are ethical issues that the researcher adhered to. To avoid bias, all interviews were audio recorded and transcribed verbatim before proceeding to the data analysis stage. At this stage the researcher asked participants to review the data.

Data Collection and Analysis

Table 8 lists the studies research questions and the forms of data collection methods to be utilised, to answer each question.

Table 8. Research Questions matched to data collection method

<i>Research Questions</i>	<i>Data Collection Method</i>
1. How do students' experiences of a Qatari International classroom affect their attitudes towards learning?	- One to one interview – same set of question posed to 30 students.
2. How does the curriculum engage students, and what measures are in place to prepare them to become global citizens for the 21st century?	- Focus group interview – girls. - Focus group interview – boys. - Focus group interview – boys
3. How can educational reform change to engage students' attitudes toward studying in the future?	- Classroom observations and data collected from RQ1 and RQ2.

Note. The table provides a summary of the data collection methods linked to each research question.

The table demonstrates different data collection methods that consider each research question, that is, the use of multiple data points to answer the research question. Lemon and Hayes (2020) define this as data triangulation, which augments the trustworthiness and integrity of the research.

Data were collected using one-to-one interviews, focus group interviews and observations. Interview and focus group discussions were audio recorded, and each audio file was saved as an individual MP4 file. The audio files which were recorded during the one-to-one interviews were saved onto the researcher's personal laptop in folders separated by students' individual demographics. This process was cross-checked to meet all the required ethical regulations according to the ethics application guideline form provided by the university. After each interview, the researcher listened to every interview and transcribed verbatim participants' utterances in separate word-processing files for individual interviews. After each focus group, the researcher

proceeded with the same process as with the one-to-one interviews. Each interview and focus group transcription were stored separately ready for input into the data analysis software. The benefits of the researcher transcribing the interviews and focus group interviews, provide an opportunity for the phenomenon to be studied so that the researcher can see how the students experience their daily school life.

Jackson et al. (2018) claim that through transcribing, the researcher produces a vivid account of lived events because phenomenology's ontology pertains to the lifeworld and the examination of things as experienced by individuals. The observation proforma required field notes about teaching and learning. Field notes were based on teaching in the classroom; that is, strategies utilised for assessment of learning, teaching styles, support to students, classroom expectations and student wellbeing. Field notes about students were based on their observed attitude to learning, participation during lessons, behaviour, and collaboration with each other.

Bracketing

Bracketing defined, by Carpenter (2007), is a tool associated with phenomenological inquiry, that prescribes the researcher to set aside their own feelings, thoughts and beliefs about the phenomena being studied, or whatever prior knowledge the researcher has about the investigation during the duration of the investigation, must be set aside and not influence the outcome of the investigation. The utilising of a reflexive diary is suggested by Wall et al. (2004). Peddle (2022) further encourages the use of reflexivity and recommends that the researcher thoroughly self-evaluates their assumptions and preconceptions about the research at every stage. The researcher made sure to note her thoughts down after each one-to-one interview. Some examples of reflective thought processes are in the next paragraph.

She remembers feeling very stressed about interviewing the students. After all, she was only supposed to interview 10 students and now that number had tripled. Furthermore, being in a management role, as a member of the academic leadership team, running the Mathematics department and teaching her own senior classes, made data collection more challenging. Most times, she had to explain the meaning of certain words like elaborate, influence, approach, adequate, barriers and factors, as only four students out of thirty students were first language English speaking students. Sometimes students would drift away from answering the question and speak about religion. She had to re-word the interview questions in order to get the participants back on track. As she did more interviews, the better the interviews would flow. Some days, there was a struggle to locate the participants or find a suitable venue to conduct the interviews.

The researcher had to deliberately and continuously blank out any memory from her own teaching experience during the one-to-one interviews, in order to keep an unbiased stance so that she maintained her interest and curiosity about the phenomenon being studied. This enabled the participants to express themselves openly. The fact that face-to-face interviews along with open-ended questioning was applied allowed the participants to tell their stories from their perspectives (Munhall, 2007). The researcher approached each interview as a general conversation using the interview questions as a guide rather than a dictation and relied on hints from the participants to question further about an area of significance for example, the following probing questions were utilised: *tell me more, can you give more examples, how did this make you feel, why do you think that is, why do you feel this way, how did you come to this conclusion*. This approach is advocated by Ray (1994), who advised that cues from participants are best used to lead and control the interview, which allows the researcher to probe an area of interest based on the participant's accounts (Lindlof & Taylor, 2017).

The use of interpretive phenomenological analysis further allowed for the understanding of the participant's viewpoint to showcase, that the individuals' inherent disposition is comprehended (Chan et al., 2013) and allowed the researcher to make sense of the students' experiences in a school setting as they described their daily human experiences. The role of the researcher in the inquiry cannot be completely bracketed off because, hermeneutic phenomenology acknowledges that the researcher, just like the person being researched, is unable to escape his or her own lifeworld. The researcher's prior experiences and knowledge serve as important guides to the inquiry. The researcher's education and knowledge base inform the decision to investigate a particular phenomenon or experience. Requesting that research adopt an unbiased approach to data contradicts the philosophical foundations of hermeneutic phenomenology. Researchers operating within this tradition must explicitly recognise their preconceptions and consider how their subjectivity influences the analytical process (Neubauer et al., 2019).

The coding and themes were generated using of a software programme, which excluded the researcher from producing any codes on her own, removing the issue of bias. Additionally, the researcher applied member checking on ten one-to-one interviews, during which she had a brief discussion about the interview recording, to ensure that the participants' answers were accurately understood.

Applying Interpretive Phenomenological Analysis

The objective of interpretive phenomenological analysis, (IPA), is to investigate exactly how participants comprehend their experiences in terms of their personal feelings and emotions about an event. Smith and Fieldsend (2021) reiterate that IPA, aligns with its phenomenological roots, focussing on understanding the subjective experiences of participants and advocating for their perspectives. Since phenomenology is a theoretical method committed to the study of experience, it enables multiple individuals who have experienced comparable events to share their accounts without any modifications or prosecutions (Alase, 2017). Creswell (2012) stated that, a phenomenological study elucidates the shared significance of a concept or phenomenon as experienced by multiple individuals. Phenomenologists emphasise the commonalities among participants in their experiences of a phenomenon.

Hence, in the true sense of the IPA tradition, the researcher is tasked with having the skill set to decipher the lived experiences of the study's participants. Furthermore, interpretive phenomenology allows for the researcher to act as a mediator between different perspectives (Creswell & Poth, 2016). Interpretive phenomenology calls for a meaning or comprehension of an occurrence between participants (Vagle, 2018).

Dabengwa et al. (2020) advocate that interpretative phenomenological analysis is a qualitative method that arose from psychological research which follows an inductive approach. This intends to carry out a comprehensive investigation on the manner in which individuals make sense of their personal and societal surroundings. Sense-making is favoured over impartial statements. Interpretative phenomenological analysis posits a relationship between participants' narratives and their emotional, mental, and contextual circumstances. It accurately reflects

participants' interpretations of experiences while incorporating the researcher's assumptions regarding these interpretations.

Therefore, participants expressed their social experiences through interviews and the researcher then condensed these descriptions to decipher the experiences as one conventional interpretation. Saldaña (2016) recommends that a thorough evaluation of initial data must be done to recognise themes that arise from the data because this level of coding leads to a detailed analysis of the respondent's specific language and an interpretation of expressions that reflect attitudes and behaviours, therefore the researcher read all transcripts line-by-line twice, to become familiar and reacquainted with the data.

Phenomenology requires the researcher to gain a deeper understanding of participants lived experiences. As suggested by Vagle (2018), the whole-part-whole analysis methods originate from the principle that focal meanings (e.g., moments) must be considered in relation to the broader context from which they arise. When we extract components from one context and juxtapose them with others, we generate new analytical wholes that possess specific meanings concerning the phenomenon.

The researcher utilised a data analysis software programme called Atlas.ti developed by Muhr (2022), which is software for qualitative data analysis which facilitates a systematic, clear, and cohesive analysis (Frieze, 2019). Topics of research had to be created as projects and managed as documents on the document manager page. A document is a source of information that was examined during the data collection process, in this case all transcribed interviews and field notes. After the one-to-one interviews and focus group interviews, the researcher read and transcribed each interview. In this way, the researcher became acquainted with what each participant was saying about their lived experiences. This also assisted the researcher in getting a better

understanding of the frame of mind, that is the mood, temper, reasoning, confidence, optimism, and feelings of each of the lived experiences being communicated through their replies. This was then typed out and imported as text data to the programme. Every interview was saved as a separate text and was then read for a third time.

Bengtsson (2016) advises that the coding of data involves four standard phases. In the first phase the researcher followed the open coding process (Berg, 2001), by firstly collecting all similar quotations and breaking these down into smaller meaning units, a combination of phrases or paragraphs covering characteristics connected to each other addressing the topic posed (Bengtsson, 2016). Each meaning unit (quotation content) was labelled with a code, Figure 31. This process was repeated for every interview. Atlas.ti facilitated this process of finding codes, and clustering data collectively in groups. The first phase is meant to help the researcher break down the responses into a format that are similar paragraphs. This is meant to group the responses together as substantial statements or sentences to locate repeated key words and phrases.

<p>8:3 11 14 in <i>Qatari_Boy_3</i></p> <p>To be honest I have seen decline lately, in comparison to 7 years ago, specific rather than general, I would not know who is to blame here, but at the same time you can also see the decline of teachers leaving the school at the same time, so attendance for students, the more regulations implemented, sure, it may force us to better our attendance, but no way does it make our lives anymore positive, I think instead of a consequences, we should be motivated to come to school because there is zero m...</p>	<p>8 Codings</p> <ul style="list-style-type: none"> Academic motivation: Negativ... Attitudes and experiences in... Education experience: Desire... Education: Desire for more te...
<p>8:13 11 36 in <i>Qatari_Boy_3</i></p> <p>I do not have any tutors I prefer to study alone, usually during the night time I work better when I'm under stress.</p>	<p>4 Codings</p> <ul style="list-style-type: none"> Academic motivation: Perform... Attitudes and experiences in... Attitudes and experiences in... Attitudes and experiences in...
<p>9:3 11 20 in <i>Qatari_Boy_4</i></p> <p>I see most teachers in my experience, I get along with teachers. Like tell them about myself and my family and I feel I get along better with them. I feel in this way, teachers will know my personality.</p>	<p>4 Codings</p> <ul style="list-style-type: none"> Academic motivation: Seeking... Interpersonal connections: Se... Opportunity: Friendliness Opportunity: Openness
<p>10:1 11 10 in <i>Qatari_Boy_5</i></p> <p>I would say good attendance is following the school rule which says that you can't be absent for more than 18 days. But I feel like a good attendance record will be maybe 5 days or less or three days. I feel like you can't be absent often like other students. I believe attendance is a really important factor at school, every college every university every job you'll take, they will obviously check your attendance cycle and attendance is one of the most important things, because they have to se...</p>	<p>8 Codings</p> <ul style="list-style-type: none"> Academic motivation: Percepti... Attitudes and experiences in... Education experience: Import... Education: Importance of atte...
<p>10:5 11 23 in <i>Qatari_Boy_5</i></p> <p>The best part is there some teachers who try to do their job and they interact with you, they answer your questions, but the bad thing is there are some students try to drag the teaching experience down, for example, they would be in a group in the back who would talk loud constantly and this would ruin the teaching of the other students.</p>	<p>7 Codings</p> <ul style="list-style-type: none"> Academic motivation: Negativ... Attitudes and experiences in... Frustration Motivation (2): Obstructionism

Figure 31. Stage One of Data Analysis

Note. The figure is a screenshot from the programme Atlas.ti.

The second phase allows for a deeper analysis of these grouped paragraphs. It calls for a listing of the responses into fewer words and is called condensed coding. According to Alase (2016), although the initial coding processes will simplify the participants' responses into a more accessible format, the reduced coding will still precisely capture the opinions and lived experiences. Therefore, the researcher shifted through the above to check if the content answered

the research question by re-grouping these together, Figure 32. This was checked again for relevance and repeated content was eliminated.

ID	Quotation Name	Quotation Content	Codes
6:1	Because some universities would ask for your attendance record of your...	Because some universities would ask for your attendance record of your last year, it will benefit you in your studies.	Education experience: Academic performance Education: Academic performance Education: Higher education
6:2	You just saw a whole lot of students walk past the class who are not a...	You just saw a whole lot of students walk past the class who are not attending lessons, why do you think this is the case?	Emotions: Speculation
6:3	Because from the beginning, our school is known as a school that has n...	Because from the beginning, our school is known as a school that has no rules, and it is what is happening inside as well, that is why everyone does not go to class and some teachers are not qualified to teach.	Challenges or Obstacles: Lack of structure Emotions: Lack of structure Teaching challenges: Inadequate teaching Teaching quality (2): Inadequate teaching
6:4	The way of teaching is a problem for me. Some teachers only put up the...	The way of teaching is a problem for me. Some teachers only put up the slides, read from the slides and this is it.	Teaching challenges: Boring class Teaching challenges: Ineffective teaching Teaching quality (2): Boring class Teaching quality (2): Ineffective teaching
6:5	Look back at your years at this school, can you tell me any examples o...	Look back at your years at this school, can you tell me any examples of good teaching and learning that has happened?	Attitudes and experiences in education: Positive experience Development: Positive experience Education (2) Education: Education Education: Recall
6:6	Not understanding the content in class, not understanding how the teac...	Not understanding the content in class, not understanding how the teacher is teaching, only putting up slides, too strict nature, no relationship with the class, slides are not in order. I do not want to be taught by just putting things up and reading.	Challenges or Obstacles: Lack of engagement Teaching challenges: Disliked teaching style Teaching challenges: Lack of engagement Teaching challenges: Poor organization Teaching quality (2): Disliked teaching style

Figure 32. Stage Two of Data Analysis

Note. The figure is a screenshot from the programme Atlas.ti.

The third phase explained by Alase (2016), is called the category phase. This allows for a further breakdown of the responses into a particular list of just a few words. The aim of the final stage is to condense the fundamental essence of lived experiences into one or two words, preserving the core meaning (Alase, 2016). Hence, the researcher applied the process of categorisation, that is further condensing of the data by using the code co-occurrence analysis tool on Atlas.ti, where themes, categories and sub-categories were identified, Figure 33 and 34. This

was a back-and-forth process between the categories and sub-categories, checking for relevance against the research questions.

Challenges or Obstacles:
 Uncertainty

Challenges or Obstacles:
 Uncertainty about the future

Challenges: Difficulty
 Challenges: Feeling
 unprepared
 Challenges: Uncertainty about the future

Disappointment

Education experiences:
 Academic pressure

Education experiences: impact
 of Covid-19 on education
 Education-related
 Relationships and Experience
 Emotions/Feelings
 Disappointment
 School Issues: Dependency on
 Parents
 Challenges or Obstacles:
 Feeling unprepared

Figure 33. Categorisation

Note. The figure is a screenshot from the programme Atlas.ti.







<input type="checkbox"/>	Name	Grounded
<input type="checkbox"/>	▸ <input type="radio"/>  Academic motivation	<div><div></div></div> 12
<input type="checkbox"/>	<input type="radio"/>  Academic pressure	<div><div></div></div> 4
<input type="checkbox"/>	<input type="radio"/>  Appreciation	<div><div></div></div> 5
<input type="checkbox"/>	▸ <input type="radio"/>  Attitudes and experienc...	<div><div></div></div> 31
<input type="checkbox"/>	▸ <input type="radio"/>  Challenges	<div><div></div></div> 31
<input type="checkbox"/>	▸ <input type="radio"/>  Challenges or Obstacles	<div><div></div></div> 50
<input type="checkbox"/>	<input type="radio"/>  Criticism	<div><div></div></div> 8
<input type="checkbox"/>	▸ <input type="radio"/>  Cultural challenges	<div><div></div></div> 15
<input type="checkbox"/>	▸ <input checked="" type="radio"/>  Cultural differences	<div><div></div></div> 9
<input type="checkbox"/>	▸ <input type="radio"/>  Development	<div><div></div></div> 4
<input type="checkbox"/>	<input type="radio"/>  Disappointment	<div><div></div></div> 10
<input type="checkbox"/>	<input type="radio"/>  Disruption	<div><div></div></div> 4
<input type="checkbox"/>	<input checked="" type="radio"/>  Distraction	<div><div></div></div> 3
<input type="checkbox"/>	▸ <input type="radio"/>  Diversity	<div><div></div></div> 21
<input type="checkbox"/>	▸ <input type="radio"/>  Education	<div><div></div></div> 31
<input type="checkbox"/>	<input type="radio"/>  Education (2)	<div><div></div></div> 28

Figure 34. Theme Development from Categories

Note. The figure is a screenshot from the programme Atlas.ti.

Once the researcher found that the meaning of similar groups of sentences would answer a research question, this was highlighted, and the programme allowed the researcher to attach codes or comments to the highlighted text. The programme assisted with listing groups of codes into categories during the data analysis, which led to the development of themes. The final stage of analysis was choosing the final themes in a most neutral way to transform the students' experiences into the correct interpretation, by going through the categories and themes, the researcher selects relevant meaning units from the continuous text to be used as quotations (Bengtsson, 2016). From these quotations, narratives of the participants experiences were compiled.

Role of the Researcher

Simon (2011) emphasises that the researcher takes on a more active role in qualitative studies as in quantitative studies, the researcher's role is, in theory, absent. The researcher becomes an instrument involved in the data collection process during qualitative research as reiterated by Simon (2011) that indicates that the data are mediated by this human tool, as opposed to being mediated by robots, questionnaires, or inventories. The individuals who are participating in the research need to be aware of the human instrument in order to perform this job. In order to demonstrate that they are capable of carrying out the study, the qualitative researcher has to provide a description of important parts of themselves, such as any biases and preconceptions, as well as any expectations and experiences they may have.

Therefore, as the creator and facilitator of the research project, it was of utmost importance that I clarified, seriously assessed, and understood my own stance as a teacher at the school, as a researcher, and as an individual with my own opinion. I had to accept and reason that my personal experience at my school, could affect how I interpreted the data. For example, my ethnicity, my culture and values, and my own diverse journey at my school has informed my personal experiences, especially with regard to observing the state of education amongst the students that attended my school over ten years. I had to come to understand that Qatari children are not exposed much to international customs and traditions and that their viewpoints maybe opposed to what I believe in because their religion and culture are ingrained in them from a very young age, and they know nothing else. My fundamental assumptions of how youth should approach education was challenged, leading me to accept an altered structure of reference. I could only use these experiences as being transformative learning lessons, that not only led to a better acceptance and understanding of the way of life amongst Qatari students, but further influenced how I connected

with the data and the concepts I found. My knowledge of the research setting gave me an advantage to not act as a disinterested, neutral participant, but rather as an actor without personal reservations in this study.

Summary

The chapter began with a review of the research problem and purpose and verified the need to explore the experiences of Qatari education in a Qatari International classroom. A qualitative research design was chosen over a quantitative design because data needed to be collected about the lived daily experiences of students who have attended the Qatari schooling system. More specifically, a phenomenological case study methodology was utilised to understand how the current Qatari educational system affected students' attitudes towards learning during their daily experiences in a Qatari International classroom. Since the research questions proceeded to ask the 'how' questions, the use of qualitative interviews and focus group interviews provided the opportunity to further investigate student behaviours towards learning and achieving. Creswell and Poth (2018) verify that case studies allow for the unfolding of a phenomenon naturally without the restrictions of controlled variables. The population, sampling methods and the recruitment of participants were described and the process of data collection and data analysis was detailed from start to finish.

CHAPTER FOUR: FINDINGS

Introduction to the Chapter

A phenomenological case study approach was used to explore the effect of Qatar's 2002 educational reform on Qatari and International student's attitudes towards the value of education in the modern-day, in terms of their classroom experience and levels of progress. The case study, which explored the phenomena around Qatari and International students' experiences, was utilised to understand, whether the Qatari, International classroom had any influence on their attitudes to learning, stages of attainment and the meaning towards becoming a global citizen in the 21st century. Moreover, the research project aimed to assess what effects their daily experiences had on the attitudes of International and Qatari students towards learning and achieving, and to explore whether their experiences with the Qatari educational reform have had any positive influence on preparing students for the 21st century. These aims led to the investigation of the following research questions:

1. How do students' experiences of a Qatari International classroom affect their attitudes towards learning?
2. How does the curriculum engage students, and what measures are in place to prepare them to become global citizens for the 21st century?
3. How can educational reform change to engage students' attitudes toward studying in the future?

The chapter is divided into three sections that present the findings of this research. Firstly, the trustworthiness, reliability and validity of the data are presented. Table 9 details the audit trail and lists the stages that the researcher followed during the thematic analysis. The presentation of

findings (Figure 35), illustrate how categories shape a theme by showing the associated categories and sub-categories that emerged under specific themes. The results of the findings are presented in Table 10, which lists the demographics of all participants as gender, generation type, ethnicity, language, and occupation of parents. A summary of the themes is introduced by including the research question, the themes that appeared under each question and a brief description of what each theme means. Thereafter, a quality diagram and the subsequent network diagrams generated by Atlas.ti, are listed as figures 36 to 40, showing the categories and sub-categories that were produced alongside each theme. Then, the narratives of the students obtained from the data collection process, are brought to view, as they described their experiences in a Qatari, International classroom. Afterwards, the evaluation of the findings and a reconnection to the literature are displayed. The evaluation of findings is structured around each research question together with their successive themes and connects these to the literature reviewed in Chapter 2. Potential explanations for unexpected or conflicting results are offered. Finally, the chapter ends with a summary of the main findings.

Trustworthiness of Data

Phenomenology is a research practice that is situated within an informative epistemic classification, that concentrates on how the different takes of a phenomenon are experienced by participants. Therefore, Lincoln and Guba (1985) recommended that when embracing an interpretative epistemology, qualitative researchers should work in an accessible and open approach. This particularly assists in understanding the trustworthiness of research and improving the outcome of the research in terms of its effect as trustworthiness is a significant problem for consumers of inquiry reports (Lincoln & Guba, 1985). However, Collier-Reed, Ingerman and Berglund (2009) argue that trustworthiness extends beyond mere applicability for consumer

benefit, rather trustworthiness in phenomenography research, must be shown from a holistic perspective that supports the objectivity and aims of the research. They further reiterate that trustworthiness must be applied to every stage of phenomenography research. It was also noted by Henry (2015) that the credibility of the data is addressed when a combination of methods, sustained interaction with data, ongoing monitoring, and member verifications are further processes utilised to improve the rigour and credibility of qualitative studies including the case study approach.

Triangulation is said to add effectiveness, conclusiveness, and credibility to data (Noble & Heale, 2019). Moreover, triangulation signifies the idea of adding validity to data using two or more data points to improve the trustworthiness of data. Guba (1985) confirmed that triangulation enhances the credibility of data; more specifically, the trustworthiness criteria is used as an instrument to assess qualitative research through six approaches: confirmability, credibility, dependability, transferability, audit trails and reflexive journaling. Researchers through the years, such as Patton (1999) and Bashir, Afzal and Azeem (2008) and more recently, Noble and Heale (2019) and Lemon and Hayes (2020) all validated that triangulation increases the credibility and validity of research findings and explores and explains the complexities of human behaviour using multiple methods and offers explanations of phenomena that assist in explaining the outcomes of a study.

It was further noted by Guba (1985) and more recently by Stewart, Gapp and Harwood (2017) that credibility has its foundations in seeking the truth, which questions whether the researcher has expanded and conveyed a certain degree of confidence in the results of research. In seeking the truth, Krefting (1991), found that this requires an exploration and understanding of the human experience and reality as described strictly by the participants. Lemon and Hayes (2020) report that dependability replaces reliability and posits that discoveries are unique to a particular

period and context, whereas the consistency of explanations is evident across the data, hence, without the presence of dependability, the credibility of data cannot exist. Transferability means that the researcher has provided evidence that the findings can be relevant in other research settings and confirmability is established when findings are undoubtedly obtained directly from the data (Nowell et al., 2017). Guba and Lincoln (1989) verify that credibility, dependability, and transferability are reached when confirmability has been demonstrated.

Haven and Van Grootel (2019) discuss that researcher bias, researcher reactivity and researcher fabrication are misbehaviours that pose a threat to qualitative research. Hence, Lemon and Hayes (2020) reiterate that confirmability is an important criterion that gets to the objectivity of the topic under examination and discusses whether the interpretations and conclusions are based on the participants' actual experiences and do not incorporate the researcher's biases. When multiple sources and various forms of data are used to corroborate the phenomenon under investigation, then this eliminates researcher bias and improves the evaluation of findings. Carter et al. (2014) define triangulation as a qualitative research approach to assess validity via the integration of data from multiple sources. Noble and Heale (2019) define triangulation as a method to increase the trustworthiness of data and the credibility of a research; validity pertains to the degree to which a study correctly represents or assesses the concepts or ideas under investigation.

Hence, using multiple data sources in a research study can eliminate the bias that could arise from the use of a single method from one data source. Recent research conducted by Abdalla et al. (2018), Moon (2019), Noble and Heale (2019), Lemon and Hayes (2020) and Denzin (2017) discuss the four types of triangulation, namely methodological triangulation, which utilises various methods and sources, data triangulation, which utilises various participants over a period of space and time, theory triangulation, which utilises many theories to understand a phenomenon and

lastly, investigator triangulation, which utilises multiple researchers throughout a study. To ensure the trustworthiness of this study, the researcher utilised two of the four types of triangulation listed above, methodological triangulation and data triangulation. In addition, the study was undertaken by only one researcher, who documented the findings with an audit trail. Furthermore, the step-by-step description of the data analysis, which is documented in this chapter, provides a guide so that future researchers can follow the same procedure.

Data collection lasted a total of three months which is a testament to the researcher's commitment to the study. The one-to-one interviews were intensive and took an extended period of time to complete. Each one-to-one interview lasted approximately thirty to forty-five minutes in length. The focus group interviews each lasted approximately sixty minutes in length which elicited detailed, rich data. The interview format and duration prevented bias during the analysis process as they provided the researcher with an opportunity to ask the participants more varied questions and also allowed for the averaging out of potential interviewer bias, leading to a more consistent participant experience.

This further protected the researcher from what Mertens and Wilson (2012) noted as a premature closure, a criterion that would have resulted in inaccurate results due to a lack of data because of a small sample size, which was not the case for the current research study. Specifically, data were coded using Atlas-ti, a qualitative research tool that supported locating, coding, and tagging all transcripts from each interview which provided further validity and reliability of the data. The data analysis led to the generation of a coherent set of themes which were evidenced across all the transcripts from both the one-to-one and the focus group interviews. The researcher utilised the process of member checking, whereby interviews were reviewed and verified during several sessions. A sample of five participants listened to a playback of their interviews confirming

what they had meant. Birt et al. (2016) confirmed that member checking, often referred to as participant or respondent validation, is a method used to assess the credibility of findings, wherein data or results are presented to participants for verification of correctness and alignment with their experiences.

Reliability and Validity of Data

Noble and Smith (2015) reported that terms such as generalisability, validity and reliability are terms mostly associated with quantitative research and that alternative terminology will be analysed concerning its applicability to qualitative research. Similarly, Golafshani (2003) noted that reliability is an idea that is mainly used for assessing or appraising quantitative studies, however, the concept is sometimes used across all research. He further noted that if we regard the concept of testing as a method of eliciting information, the quality of any qualitative study is the most critical test (Golafshani, 2003). According to Eisner (2017), robust qualitative research, entails getting the reader to grasp a situation which would otherwise be mysterious or unclear, in other words, understanding the quality of a situation.

Corresponding to literature by Stenbacka (2001) who stated that reliability assesses the quality in quantitative studies by the order to clarify, whereas reliability in qualitative studies has the intention of producing comprehension. For any qualitative research, Patton (2014), advises that reliability and validity must become two elements that are consistent whilst planning the research, examining the findings, and considering the quality of the research. Lincoln, Guba and Pilotta (1985) who were early researchers on qualitative inquiry, then asked the question, How can an investigator convince their listeners that the study results are important enough to warrant their attention?

Antwi and Hamza (2015), Healy and Perry (2000) and Kivunja and Kuyini (2017) responded by asserting that, the quality of research falls within its individual paradigms. Lincoln, Guba and Pilotta (1985) verified that validity and reliability are key measures for quality testing in quantitative models, whereas tests for quality in qualitative models utilise the terms transferability, dependability, confirmability, and credibility. They stressed that a method to improve dependability is the use of a detailed investigation assessment (Lincoln, Guba, & Pilotta, 1985). Similar to early research a few years before, by Lincoln and Guba (1982) who detailed this audit process as a process that comprises the audit trail and the audit method. The documentation for a naturalistic audit trail includes a reflective diary and a detailed account of methods. The audit process comprises many fundamental components. The tasks encompass the decision to conduct the audit; procurement of the inquirer's report and all segments of the audit trail; assessment of documentation adequacy; juxtaposition of procedures with addressed issues; alignment of raw data with written narratives; articulation of comparison outcomes; observation of alterations in personnel deployment methods and contextual judgements; evaluation of the logical coherence of inferences derived from data; and validation of findings in the final report.

They labelled the above process an instructive inspection to demonstrate reliability and produce an outcome of investigation for the elimination of bias (Lincoln & Guba, 1982). Fast forward to recent research in which Noble and Smith (2015) referred to validity as the accuracy and execution of the methods utilised, along with the precision with which the findings accurately represent the data, are essential. Reliability pertains to the consistency of the analytical procedures employed. Noble and Smith (2015) agree with Lincoln, Guba and Pilotta (1985) criteria for exhibiting accuracy within qualitative research using concepts such as validity, reliability, objectivity, and relevance (Noble & Smith, 2015). Therefore, the researcher, incorporated

reflexivity through an audit trail, a similar stance of inquiry audit and methodological strategy to deal with potential bias.

Engward and Goldspink (2020) state that in IPA, reflexivity is not optional; it is an essential component of the research process, akin to other hermeneutic methodologies. The data permeates the researcher's cognition. The researcher took to journal entries as a reflexive practice since engaging with the data was extremely time-consuming and more complicated than originally expected. There was a moment of bafflement with 454 excerpts from 30 participants, that the researcher had to make sense of. Therefore, the researchers' actions at each stage, were carefully noted down so that only the participant's experience was being studied. Upon reflection, and a great need to meet this challenge, the due date for data analysis and report on the data analysis was negotiated.

Accordingly, for this study, the phases of thematic analysis, description of the process and actions to determine the codes, categories, sub-categories, and themes, to ensure the credibility of the findings, are listed in Table 9 below, with reference to research conducted by Braun and Clarke (2006) and Lemon and Hayes (2020).

Table 9. Phases of thematic analysis.

Analysis Phase	Description and Actions	
	Description of the Process	Actions
Transcribing of data	The researcher listened to each recorded interview and transcribed it onto paper.	<ul style="list-style-type: none"> • Transcribed notes were typed onto a Word document – the researcher used this as part of her reflexive experience with the data.
Semantic Extraction – development of priori codes.	Significant statements relating to the phenomenon were found by initial codes. The artificial intelligence tool was used to generate the initial codes. Then, the frequency of the words and phrases was calculated.	<ul style="list-style-type: none"> • Get more familiar with the experiences of the students.
Familiarity with the data	Reading and re-reading of transcripts, grouping similar words and phrases together, noting codes to similar words and phrases.	<ul style="list-style-type: none"> • Numerous codes were identified.
Theory-driven coding linking to quotations and cleaning of the data	Group coding data in a systematic fashion via relevant themes relating to quotations.	<ul style="list-style-type: none"> • Matching codes to quotations
Concept cleaning	Irrelevant, similar, and duplicate codes and concepts are merged.	<ul style="list-style-type: none"> • Code co-occurrences were identified.
Reviewing and revising codes, searching for themes	Themes created to match codes.	<ul style="list-style-type: none"> • Matching quotations to themes.
Reviewing themes	Checking that themes produced are related to quotations.	<ul style="list-style-type: none"> • Five themes with common codes identified to answer research question 1.

		<ul style="list-style-type: none"> • Three themes with common codes identified to answer research question 2.
Member checks	Researcher called participants to verify the emergent themes matched their personal experiences.	<ul style="list-style-type: none"> • Group meeting
Final Review	Changes made based on participants clarity.	

Note. The table provides the steps of the audit trail during the data analysis process.

Presentation of Findings

Qualitative research methods have been known to offer insight into rich datasets using thematic analysis that entails the recognition of recurring patterns articulated by academics as overall conclusions or themes (Lochmiller, 2021). Current and previous scholars such as Castleberry and Nolen (2018), Firmin et al. (2017), Attride-Stirling (2001), Boyatzis (1998) and Tuckett (2005) have merely touched the surface of how thematic analysis should be presented, however, according to Lochmiller (2021), the finest and clearest definition of thematic analysis is presented by Braun and Clarke (2006). They interpret thematic analysis as a technique for detecting, evaluating, and reporting patterns and trends (themes) throughout the dataset. They further state that during the analysis process, frequent codes are identified within a dataset and themes are then associated with these codes. This aligns with Denzin and Lincoln's (2011) definition which states that qualitative researchers study objects in their natural environments, aiming to make sense of, or to perceive, occurrences in terms of the meaning's humans attach to

them. They further added that participants, through interviews and focus groups, present their accounts and recollections of life experiences as an echo of their existence. Hence, thematic analysis sees this recorded data as an accurate encounter of a reality that was experienced.

Braun and Clarke (2006) explain that thematic analysis can also be presented in a constructionist way, which is a method that analyses how events, realities, meanings, and experiences are influenced by many discourses functioning within society. This means that the interpretation of the data stems from a description of patterns emerging from what participants have reported through their experiences. Lochmiller (2021) viewed this as an explanation of a particular phenomenon grounded on the recurrent assertions of participants. This illustrates how a theoretical concept may be presented and substantiated by the recognition of recurring patterns in data. Scholars that have applied a similar approach in presenting their qualitative thematic findings were studies conducted by Galvin et al. (2015), Hogue (2012), Thachik (2016), Nieto Angel (2018) and Clair (2014).

Therefore, the same approach to presenting qualitative thematic findings was adopted for the current research, that is to present findings in relation to a theme and to verify these findings using various examples taken from the dataset. This is further reiterated by the following statements: to present the results of a thematic analysis effectively, it is essential to organise findings according to themes and to support these assertions with examples from the dataset. The data presentation comprises a collection of statements pertaining to certain topics and a series of associated categories and/or subcategories extracted from the dataset. Thematic statements encapsulate the core of the material, while categories include more intricate details derived from participants' observations or thoughts (Lochmiller, 2021). The thematic analysis described above results in the composition of a narrative report of the study (Pietkiewicz & Smith, 2014). They

further reiterate, the use of interviewees' own words to illustrate topics serves three purposes. It allows the reader to evaluate the relevance of the interpretations, preserves the participants' personal experiences, and provides an opportunity to express the emic viewpoint.

Researchers, Conroy and de Visser (2015), and Dwyer et al. (2019) advocate that the construction of narratives and the development of narratives is created from interpreted extracts/quotations from participants. The quotations from the participants must convey a coherent story that progresses over a series of narratives which takes place at two levels: within themes and across themes. The narrative is constructed through an alternation of meticulously chosen participant quotes and their analytical interpretations within each theme. The development of the narrative is facilitated by each quote illustrating a specific point, while additional quotes advance the narrative by introducing new elements and alternative perspectives. Coherence among themes can be attained by ensuring that each theme contributes to the overall narrative of the findings in an interconnected way. Each subtheme possesses a distinct narrative that unfolds through a combination of description, quotations, and analysis. The alternation imparts rhythm, nuance, and a sense of progression to the narrative (Nizza et al., 2021).

Thus, the findings followed the above recommendations and are presented by themes, the descriptions of the themes, quotations from participants that link to the themes, and through a series of narratives, revealing the results of the research that unfolded from the participants experiences. Figure 35 below demonstrates how categories and sub-categories shape a theme, which is a similar map of how findings will be presented to support the current research study.

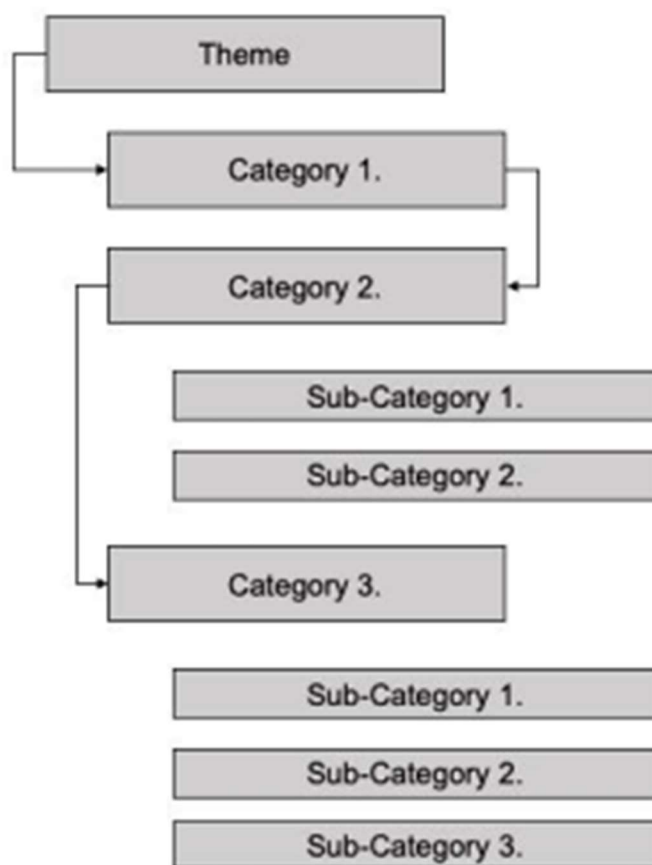


Figure 35. How Categories Shape a Theme

Source. The figure shows a map of how categories and subcategories shape a theme. From “Conducting Thematic Analysis with Qualitative Data”, by Lochmiller (2021, p. 2037).

Results of Findings

Data were collected from a total of 30 participants, that is, 10 expatriate students and 20 Qatari national students by conducting individual one-to-one interviews and focus group interviews. Table 10 below lists the demographics of the participants. As the structure of the school had just recently changed with genders being segregated during the school day, the focus groups were split into boys and girls and interviews were conducted separately. Observation field notes

were documented before, during and after the interview period. This part of the chapter first presents the themes with the support of word maps and network diagrams that were generated from Atlas.ti (Figures 36 to 40). Then follows the narratives of the students, which are based on the interview data. This details the lived experiences and individual interpretations participants attached to the phenomena being studied.

Table 10. Description of Participants

Demographics	Frequency	Percentage %	Demographics	Frequency	Percentage %
Gender			Occupation of Parents Expatriates		
Male	15	50	Accountant	1	1.7
Female	15	50	Business	1	1.7
Generation Type			Doctor	1	1.7
Gen Z – (2004 – 2007)	30	100	Engineer	3	5
Residents of Qatar			Professor	2	3.3
Expats – 5 girls, 5 boys	10	33.3	Hamad Hospital	2	3.3
Qatari – 10 girls, 10 boys	20	66.7	Housewife	5	8.3
			Qatar Gas	1	1.7
			Teacher	4	6.7
Ethnicity			Occupation of Parents Qatari's		
Indian	1	3.3	Accountant	1	1.7
Libya	1	3.3	Business	3	5
Malaysian	1	3.3	Dentist	1	1.7
Pilipino	1	3.3	Doctor	1	1.7
Qatari	20	66.7	Emiri Guard	1	1.7
South-African	4	13.3	Engineer	3	5
Sudanese	2	6.7	Government Jobs	2	3.3
Language spoken at home.			Hamad Hospital	4	6.7
Arabic	23	76.7	Housewife	7	11.7
Bahasa	1	3.3	Lawyer	2	3.3
English	6	20	Military Officer	2	3.3
English and Arabic	3	10	Military Pilot	3	5
Religion			Ministry of Education	3	5
Christianity	4	13.3	Police Officer	2	3.3
Hinduism	1	3.3	Qatar Gas	1	1.7
Muslim	25	83.3	Surgeon	1	1.7
			Teacher	3	5

Note. The table gives the demographical information of the participants.

Each research question is listed below, followed by; the corresponding themes, relevant quotations matching each theme, a description and significance of each theme and the diagram or network diagram associated to the theme. Five themes were generated against research question one and three themes were generated against research question two. These are presented below.

Summary of Themes by research question

Research Question One.

How do students' experiences of a Qatari International classroom affect their attitudes towards learning?

Theme 1

Lack of Structure

Description and Significance

This theme, the lack of structure, was mainly described from the quotations below, as a challenge and an obstacle and also seen in figure 36 below. This was presented as being homogenous amongst all the participants. Most students felt that a lack of leadership, a lack of teachers, a lack of engaging teaching, and the constant changes of procedures, led to low-quality lessons, no interest and excitement to learn and boredom during lessons. Students experienced the school as unorganised and having a bad reputation, having no rules, and chaotic, unprofessional, and restrictive, which meant that the school's leadership failed to oversee whole school operations, failed to supervise teaching and learning, and failed to manage support staff to effectively create a learning environment conducive to teaching and learning.

Quotations

We do not have a proper system; things are changed all the time. If we had a principal who has been at this school for many years, he would have a stronger connection with the students. Or if you have a head of year, that has been with the students for a long time, they would respect them more and they would be encouraged to come to school, but when you

have different teachers every couple of weeks and teachers that just come for a few weeks and leave [22:5 ¶ 26 in Qatari_Girl_4](#)

Because we are stuck on one floor, before we used to be able to move across the floors, we were allowed to go to the canteen, now even that was taken away, we are very restrictive, this environment is not preparing me for going out into the real world. Even some teachers are also suffering with this change because they do not have their own classrooms to teach from [7:16 ¶ 46 in Qatari_Boy_2](#)

Some teachers teach well, they have a really good relationship with us, but some teachers just open their power point and just show us what is on there, and tell us to copy from it, I feel like some people do not really learn that well with this technique so I feel like teachers should switch it up and try to teach them. Try asking questions, present the work more better and confidently, instead of just putting this on the board [10:9 ¶ 31 in Qatari_Boy_5](#)

I do not like the way of teaching in school, I do not understand the teaching a lot. I prefer teachers that I have privately because they know how to deliver the information [19:18 ¶ 46 in Qatari_Girl_1](#)

Definitely the unorganisation, definitely the environment, the feeling. We are restricted to one floor, this is hectic [24:10 ¶ 52 in Qatari_Girl_6](#)

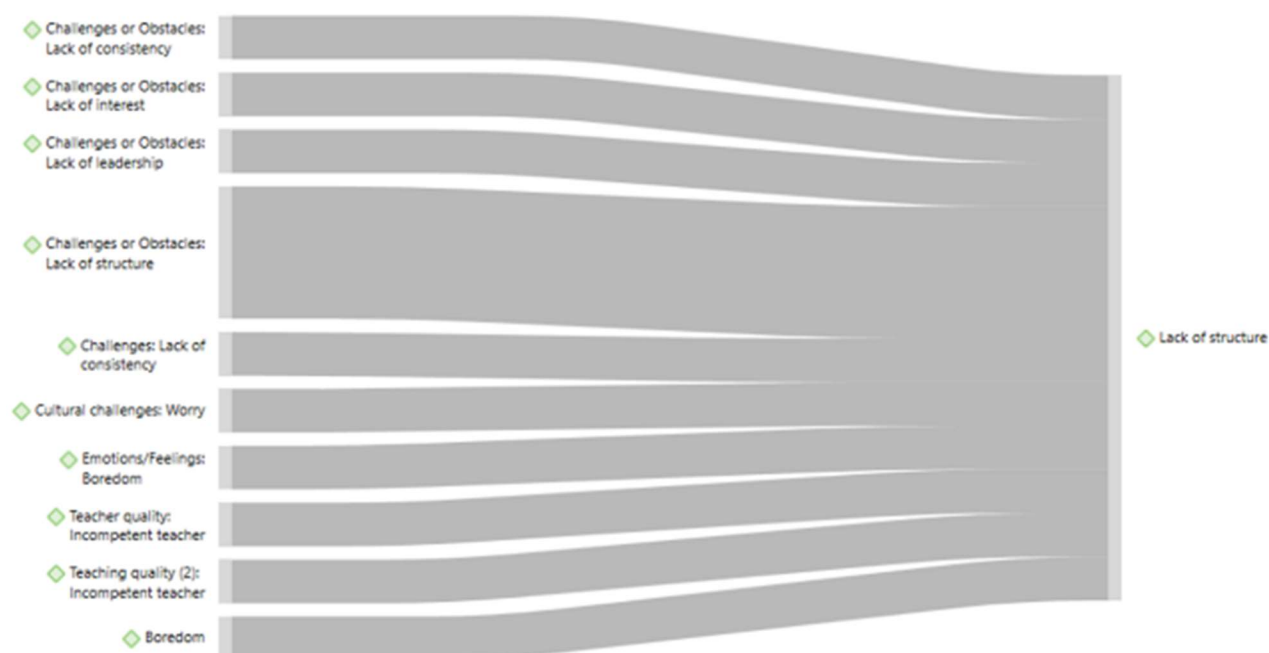


Figure 36. Theme One - Lack of Structure

Theme 2

Cultural Differences

Description and Significance

From the quotations below, Qatari students despite being of Qatari nationality, discussed the differences between a Qatari student's attitude towards learning compared with an Expatriates student's attitude to learning. They attributed these differences to occur as a consequence of their lifestyles, beliefs, parent expectations, language, personalities, family life, learning styles, circumstances, companionships, pride, wealth, dedication, work ethic and integrity in the classroom, and respect and politeness. The majority of Qatari students expressed that their Expatriate classmates take their learning much more seriously than a Qatari student, because their life situations are not as easy as Qatari students, so they are forced to produce the best results.

Consequently, Qatari students become immune to authority and end up displaying a very carefree attitude towards their education. Some Qatari students expressed their unwillingness to learn amongst lots of students, so the affordability of private learning or tutoring, as they phrase it, is very popular amongst Qatari students. Others mentioned that cultural differences are because of stereotyping associated with socio-economic status.

Quotations

Like an expat student makes it absolutely necessary that they study, that they attend lessons, that they do their work, they follow all teacher instructions, with the Qatari student if he doesn't want to work he will do nothing. And also, as I said earlier he knows that his future is guaranteed, he has the relations to get him a good and comfortable future [7:13 ¶ 36 in Qatari Boy 2](#)

To be honest, I feel that the expat has a better attitude towards learning. They see how hard their parents work whilst Qatari's are usually spoilt. They do not know the value of working hard and learning [22:10 ¶ 40 in Qatari Girl 4](#)

You can say most Qatari females in this school gravitate towards other Qatari students in this school. The Qatari behaviour and attitude to learning is not the best for many reasons, entitlement, they would have less respect or understanding to a teacher [24:7 ¶ 37 in Qatari Girl 6](#)

From my experience, everyone who is bad is usually a Qatari, this is what I am saying, so I feel like their ego, since they are in Qatar, their ego gets a little bit higher, and they usually think so high of themselves and for some reason they think that they are on the top, but they are usually not so I think their ego gets the better of them [10:12 ¶ 37 in Qatari Boy 5](#)

Most Qataris, they do not pay attention much in class because we have all the learning and resources at home and also, we are bit extra spoiled by having tutors at home and this also effects the non-Qatari's as they come from different countries to study at our school and we do not focus and this effects the non-Qataris in school [27:7 ¶ 42 in Qatari_Girl_9](#)

Qatari kids – are indifferent to rules, punishment, detention, they really do not care about sanctions imposed on them. You know, they have the safety net of all that money. They do not have to do anything for themselves [13:11 ¶ 39 in Qatari_Boy_8](#)

Most of them don't care as much about education as an expat student, because they have different plans for the future other than university. Qatar is our country, and there are a lot of privileges [23:5 ¶ 37 in Qatari_Girl_5](#)

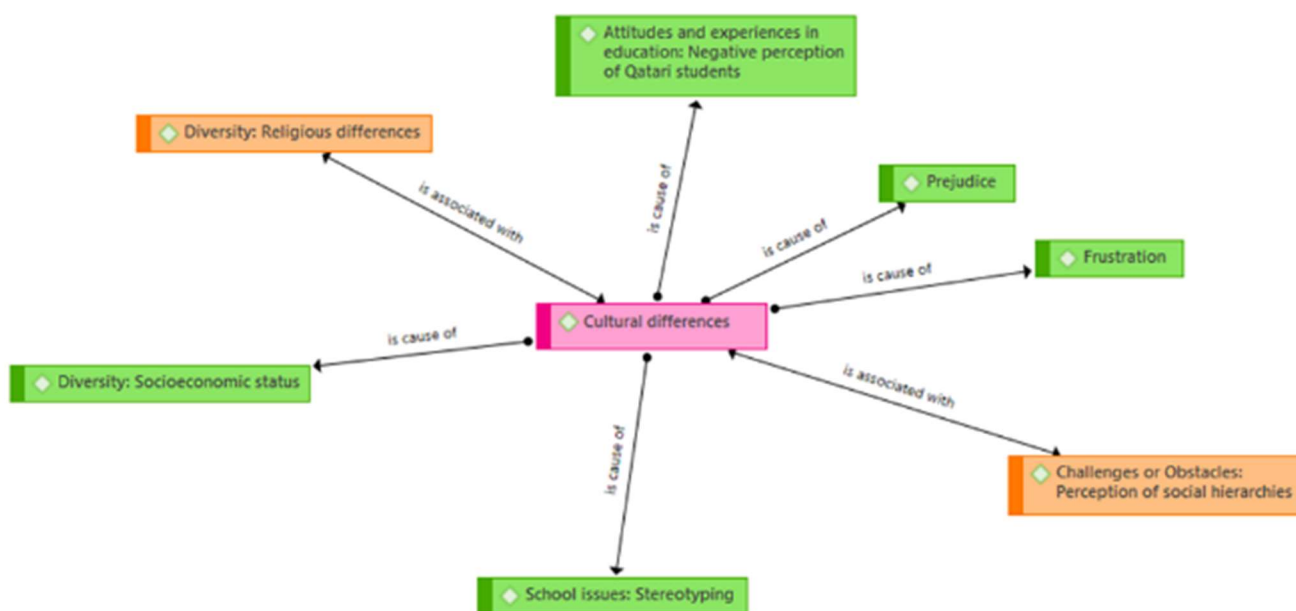


Figure 37. Theme Two - Cultural Differences

Theme 3

Negative Perceptions and Attitudes

Description and Significance

The Qatari students reflected on their learning experiences and the difficulties and complications they faced with regard to their subject choices. This brought about negative feelings of anxiousness, frustration, despair, and hopelessness, especially because this impacted their future university studies. The limited subjects on offer, changes in curriculum and the lack of learning resources contributed to these negative attitudes and perceptions. Furthermore, the lack of structure, lack of teachers, and the inability to concentrate during the lessons because of behaviour issues, further compounded the development of these negative attitudes.

Quotations

We do not have lots of subjects that are offered, like in other schools there are loads of subjects [27:8 ¶ 55 in Qatari_Girl_9](#)

We did not have that much choices and options because the universities want Math's and the sciences but we did not have that many choices [28:6 ¶ 53 in Qatari_Girl_10](#)

Our subjects offered is very limited in comparison to other schools. They were subjects that were knocked off last year [8:15 ¶ 40 in Qatari_Boy_3](#)

Yes, our school does not offer a wide range of subjects to students, so I was forced to take subjects that I do not need. I did not have any other option but to take travel and tourism [19:20 ¶ 55 in Qatari_Girl_1](#)

Yes, we did have one particular subject, due to the decrease of resources, we did not have the right resources for the subject, we had to drop it, so we were studying it for two months, which is a big gap, so studying it for two months, then just dropping it out of nowhere, that's really like.... You know how much we could have learned in this two months, we could have learned a lot, but because we dropped it, we had to take another subject, which meant we missed out a lot. So I feel like, this should be planned ahead, they need to plan their subjects ahead before offering this to students [10:20 ¶ 53 in Qatari Boy 5](#)

Comparing our school with some of the other schools in Doha, my friends and cousins, they would have a more variety of subjects. Limited subjects and limited teachers without the proper experience. When teachers are unhappy, this affects their attitude towards the students and how they teach [22:15 ¶ 53 in Qatari Girl 4](#)

To add, also during this year I was supposed to take environmental management and literally midterm they told me that because only 2 girls are taking the subject, we are going to remove you from environmental management to Psychology. I did not want to do Psychology so I ended up just dropping the entire subject [1:9 ¶ 56 in Expat Libiya Girl 1](#)

When we are given substitute teachers who have no knowledge or understanding of the subject. This leads to lessons where no work is being done, basically an unproductive lesson. Lessons are also ruined by disruptive students. They talk excessively or do not focus on the work given in the lesson. All this contributes to an unproductive lesson where work does not really get done [24:3 ¶ 24 in Qatari Girl 6](#)

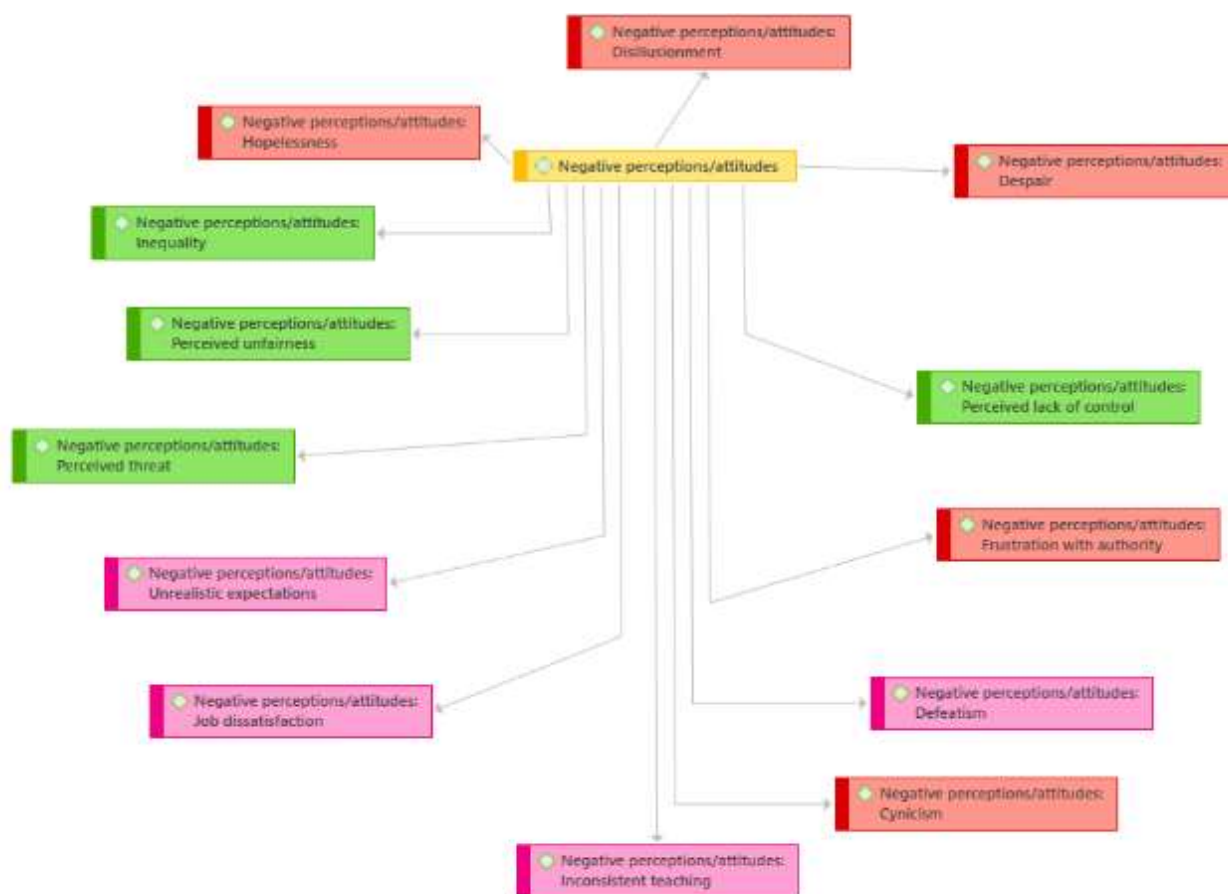


Figure 38. Theme Three - Negative perceptions and Attitudes

Theme 4

Disruption

Description and Significance

Here the lack of discipline expressed by both Qataris and Expatriate students was the main cause of disruption during lessons. Students expressed their unease with how student behaviour negatively impacted teaching and learning, for example, the eruption of fights, the loud talking whilst teaching is going on and the disrespect towards teachers were the main experiences described by the students that prevented teaching and learning. Many students felt that the school

needed to enforce stricter disciplinary rules so that teachers are empowered to gain better control in the classroom. Some students conveyed that, Qatari students understood better in Arabic, and they did not like to be taught in English, highlighting another possible cause for disruptive behaviour.

Quotations

There were lots of fights in the class, outside of class too, and that kind of disrupted our teaching lessons, we had to pause to stop the fights [9:6 ¶ 28 in Expat_Boy_4_Malaysia](#)

Most of them display this selfish attitude, by shouting and arguing in the class and this distracts me from focusing on the lesson, gets really annoying, and results in us getting no learning done. This happens very often during lessons [10:8 ¶ 29 in Expat_Boy_5_Phillipines](#)

The teachers are not good at controlling the kids in the class. Especially the Arab kids, they all like to group together in classes and talk to each and they are very loud and often the spends time on this. After about 10 minutes, the students are loud again. They do not really pay attention during lesson time. If they given a detention, they do not care. For those of us who want to learn, our academic activities are stopped [2:5 ¶ 28 in Expat_South_African_Girl_1](#)

The girls were so disrespectful, the spat on the teacher. They will literally take 55 minutes begging that teacher to go to the bathroom. The poor teacher feels helpless. . He is so nice, He tries to do his best to try to get them to calm down but they just mock him especially for him being outside the country. They mock the way he speaks. They disturb the whole class. [1:4 ¶ 29 in Expat_Libiya_Girl_1](#)

But daily, I can say that at least 2 lessons are disrupted because mainly Qatari kids spend most of their time messing around, just not paying attention. Sometimes the teachers cannot control them and they stop teaching. This causes us to disengage with learning. This results in the objective of the lesson not being reached and sets everyone back, behind in their work." [4:4 ¶ 26 in Expat_South_African_Girl_3](#)

Last year we had the situation where in set 1 math we had one teacher and then he left, and it was a struggle to get another teacher, they did bring in another teacher, he left again after a week , at the end of the year by that time it was so close to our exams, we didn't get to complete our content, we finally did get a teacher, however there was not enough time to cover the content that was missed [7:15 ¶ 49 in Expat_Boy_2_South_African](#)

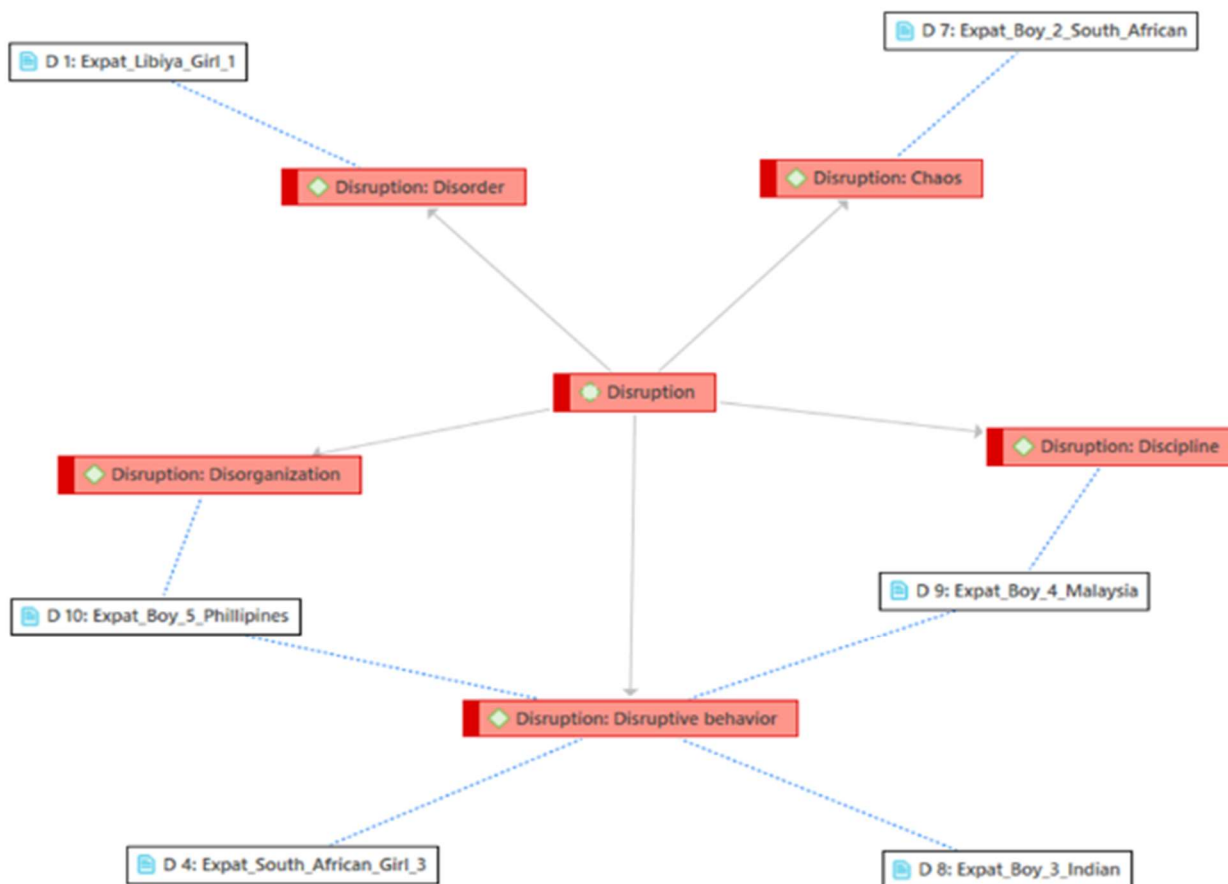


Figure 39. Theme Four – Disruption

Theme 5

Discrimination and Stereotyping

Description and Significance

Expatriate students echoed their experiences with bullying based on their race and nationality. They described themselves as feeling targeted and ashamed because people who looked like them worked as maids or drivers in the country and they would be bullied because of this. Qatari students face a different type of stereotyping, one that was based on their social

standing when compared with other Qataris in the community. The more financially secure you are as a Qatari, the more favoured and privileged you are, which brought about an often-unfair belief that all Qataris feel the same way because a few are projecting themselves to be this way.

Quotations

Being an expat in this country, during my first years at this school, I was bullied because of my nationality, my race, my looks because this was not accepted to them, as people that look like me work as maids. But over time they learnt to accept [10:5 ¶ 21 in Expat_Boy_5_Phillippines](#)

Most do not take school seriously, lots of bullying towards me and other expats, even in primary, I was bullied a lot, from year 3 to year 6, so it was like, it was not the best image of Qataris to me, this had a negative impact on me towards school [8:16 ¶ 40 in Expat_Boy_3_Indian](#)

Because I was an easy target and they liked that, because I looked different, brown, from India, and Indians are mostly the low income workers for Qatari families, hence I believe this gave them reason to bully me and made me an easy target [8:17 ¶ 42 in Expat_Boy_3_Indian](#)

So basically in Qatar society, there is like middle class and like high class. Like the girls that are disruptive, some of them, not all of them, are like really high class. So since they are high class, like, their parents have connections. They have like certain privileges. For me, I am from the middle class. I do not have such connections. This basically means the position of your job and how much of money your family has. For my family, my dad, he came from a middle income family ok, but he went to university and he built himself up [20:6 ¶ 27 in Qatari_Girl_2](#)

It usually depends on the student's financial stability and how stable they are. Like their financial statements are very stable, they are very rich. So, when you see a foreigner having a hard time and trying to be better than their parents, this is what they have experienced to push them to achieve. But Qatari's are known to spoil their children.. Most Qatari parents do not let the children see any struggles, out of fear for loosing respect of their kids [22:11](#)

[¶ 43 in Qatari Girl 4](#)

Research Question Two.

How does the curriculum engage students, and what measures are in place to prepare them to become global citizens for the 21st century?

Theme 1

Cultural and Community Awareness

Description and Significance

Both groups of students expressed their appreciation for the similarities between cultures and for an understanding that similar cultural knowledge creates a sense of community and familiarity, however, their accounts reflect an exposure mainly to the Qatari culture only. Students did have a few substantial descriptions of international celebrations to be only focussed on the Qatari culture. Qatari students expressed immense pride in their country and its leadership and in their living conditions as Qatari citizens. All of the Qatari students agreed that no Qatari student would be willing to immerse themselves into an expatriate's culture because of fear of what another Qatari might think or say.

Quotations

I have experienced different friends from different countries, like through primary, it is a nice experience, like we get to know about their religion, about their history about like everything about them. We've even experience teachers who are from other countries, like teachers from the UK, Ireland, I have learned like their culture, for example Saint Patrick, cause like, I just see it, but I never knew like in detail about it. It is nice to like to know from teachers and different students new things, instead of learning it yourself through the internet or something. The international day that we have at our school, it is really nice to see the different nationalities and where people are from, how the people dress and how the dressing and cultures are different [3:6 ¶ 16 in Focus_Group_1_Girls](#)

I think the Qatari culture is very respectful, they are like unique in dressing and stuff like that, and it is really ties with their religion where they are not overly dressed or overly exposed and stuff like that [3:7 ¶ 18 in Focus_Group_1_Girls](#)

And this also creates a sense of community, like if I have to walk into any class you are familiar with me, you have learned about me, you become more educated about the next person, like you would never know somebody is from Trinidad and Tobago for example [1:4 ¶ 8 in Focus_Group_1_Boys](#)

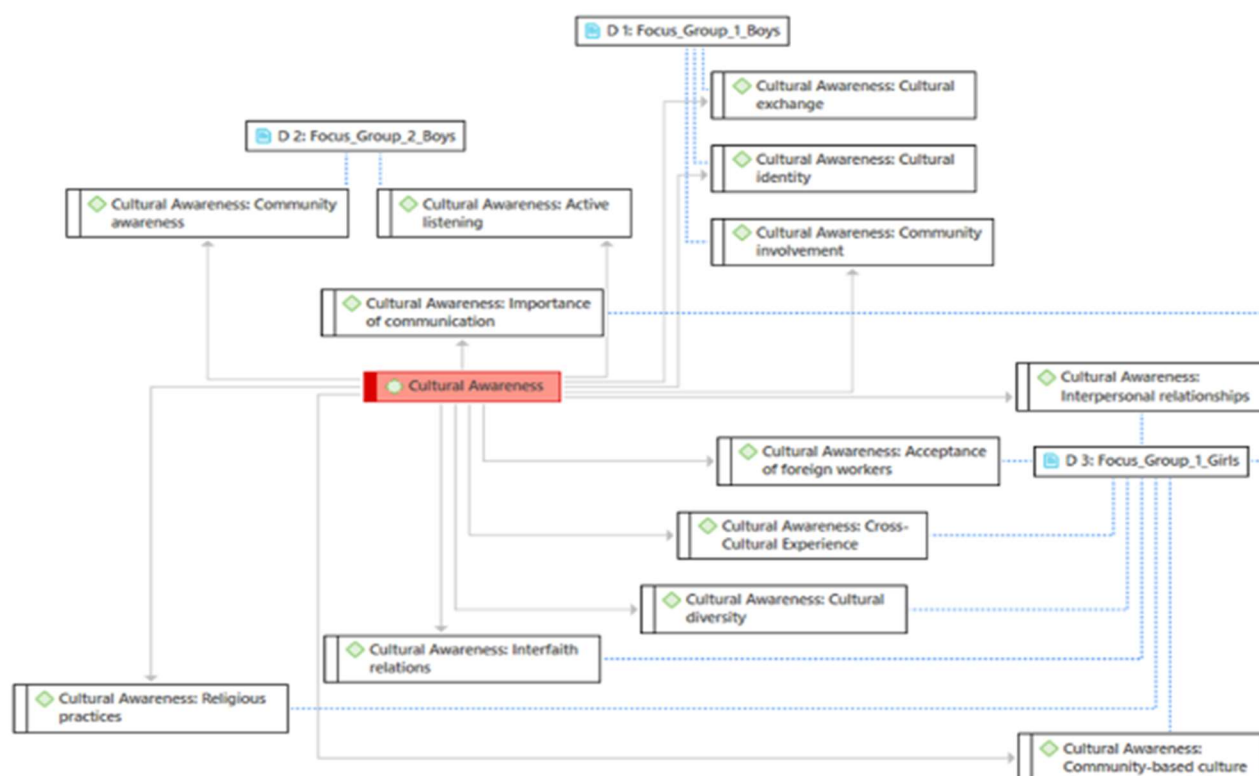


Figure 40. Theme One: Cultural and Community Awareness

Theme 2

Social Factors

Description and Significance

The students expressed some understanding of the meaning of a global citizen for example, they talked about looking at their surroundings and noticing the diversity in terms of race, gender, and age, however most students were not exposed to the characteristics of a global citizen like social responsibility, compassion, or empathy. Qatari students understood what Qatar's 2030 national is but expressed that they are not willing to expose themselves to becoming self-sustaining, for example, they will not consider part-time jobs in a mall or coffee shop or any sort of construction jobs.

Quotations

Global citizenship, I would say is just like everything that means diversity, everywhere we go, it's understanding the meaning of diversity, when you open your phone, when you open your TV, when you go outside, everything is diverse now, different, I feel like that's how it's supposed to be, everyone should get along whether it's your race, sexuality, gender, age, anything [1:1 ¶ 3 in Focus_Group_1_Boys](#)

The 2030 vision is where Qatar is trying to equalize between the woman and men. Also try to have their citizens more educated. They want all of the population of Qatar, their citizens to be educated and working as teachers because we do not have a lot of teachers in international schools. We do not have Qatari citizens that teach in international schools, but we have them in governmental schools [3:10 ¶ 24 in Focus_Group_1_Girls](#)

But also, if you see Saudi Arabia, there is actually Saudi's that work in retail, in malls and coffee shops. Here if you work err as a barrister for example, they will be like "oh, how could she, and like it is too low of a job for us [2:10 ¶ 20 in Focus_Group_1_Girls](#)

They really want us to get, let's say for example, part-time jobs, like we are all sitting at home, lazy, like not even doing any homework or study. So this is a nice idea to experience this chance to work I feel. We are open to this, but if we are not open at the same time as it will be a shock to us and to the community because we are so used to being lazy [1:15 ¶ 15 in Focus_Group_1_Girls](#)

No Qatari's work on the streets or outside in construction, we work in offices. There is no such thing as poverty or homelessness. I feel like I don't like, I am not err, what's it called,

I am ok with expats working because here in Qatar the population is not a lot [4:15 ¶ 28 in Focus Group 1 Girls](#).

Theme 3

Skills and Career Development

Description and Significance

Only a few students described their exposure to 21st century skills during lessons or whilst partaking in certain leadership activities. Most agreed that the military is a career path that is most likely for a Qatari male because this is mandated by the government and paid for by the government. Some spoke about careers as an engineer or doctors, but then, they later agreed that these jobs are mainly for expatriates and that as Qataris, they will only consider jobs in the oil companies, government sectors and businesses. Others described that the lack of technology usage during lessons did not make sense, since their lives are consumed by technology and technological devices.

Quotations

For me I am now doing leadership skills in travel and tourism. It really improves my communication and it makes me a much stronger person than my older self-cause now I can communicate with most of my teachers, like previously I would not speak with them at all, because I felt like scared of, like how I would approach them. I felt like in my lower grades, I could not talk. I felt like they just don't get you to talk, for example, let's just say, I'm coming to class first thing that we will do is asked to get our books out, it's like we're not allowed to bring devices to school it's only books, we have not kept up with technology all advancements in our learning [1:9 ¶ 16 in Focus Group 1 Boys](#)

Oh yes, I did student council I was a part of the student council, but this was a few years ago. At the moment our student council is inactive. Student council is very active in primary but not in secondary [1:11 ¶ 19 in Focus_Group_1_Boys](#)

Miss, we are part of the student leadership team, basically we work as a voice for the students, so we get ideas from the students like about fun stuff and about the education of the students [2:6 ¶ 42 in Focus_Group_2_Boys](#)

You can be an engineer, a doctor, however we have mostly expats working as engineers and we have mostly foreign doctors at our health centres. Most popular for the Qatari people is working at the ministry, that is government work. Also working at the military. Most of the boys will be going there. Also we are able to work at police stations, so basically any government job [2:11 ¶ 79 in Focus_Group_2_Boys](#)

We have not kept up with the technology in terms of the environment, for example they embrace and preach about environmental issues and stuff, but they make us use books instead we could use a laptop or iPad and save trees [1:10 ¶ 17 in Focus_Group_1_Boys](#)

Research Question Three.

How can educational reform change to engage students' attitudes toward studying in the future?

Evaluations from research questions 1 and 2 and researcher field notes will be used to answer the third research question in the evaluation of findings section.

Narratives of Participants

McElhinney and Kennedy (2022), detailed that single case narratives can be at risk of identifying the participants, due to the uniqueness or sensitivity of the phenomena described, therefore, in order to address these concerns, academics from a wide range of social science disciplines, who are conducting research using a variety of methodological approaches, have started using a technique known as composite narratives. This technique involves combining the similarities in the experiences of research participants in order to produce joint narratives or story lines, that illustrate the experiences that participants have in common. Thus the presentation of findings will follow composite narratives.

The Narrative of Sex Segregation

Qatari Girl 4 has been at this school for 12 years. She feels that the recent change of structure that occurred in the school, which was the separation of boys and girls, should not have happened, because she feels that as a private international school, they should not have to adhere to the customs of Qatari culture. She is quite distressed when she pointed out that it would be “kinda silly” because how would she communicate in university with the opposite sex if they are not exposed to boys. She thought that this was absurd because in real life, this is not normal.

Qatari Girl 9, who has been at the school for 14 years, believed more so than her classmates, that this sudden new system was bound to fail, as with the previous systems that the school has tried to implement over the years. Being a long standing student of the school, she has been here for many years to speak from her experience. She thinks the current setting is worse, because it affects how boys and girls talk to one another because she knew that she will face the opposite sex in college or when she starts a job, so this did not make any sense to her.

Qatari Girl 5, who is at the school for 6 years now, also believes that it is not good to separate boys and girls because it is important to teach us how to interact with one another. In fact, she feels that, by separated them, this is not teaching them anything, but rather imposing more boundaries and restrictions. She herself worries that this is not how the real world functions and imposing these boundaries would create resistance.

Qatari Girl 6 who has been at the school for 7 years and Qatari boys 2 and 5 who have been at the school for 8 and 9 years respectively, describe the change as, hectic, chaotic, unorganised, stuck, and restrictive. They speculate that this was partially due to the managements inability to control the behaviour of the students, therefore they came up with this elaborate plan to stick students on one floor with the hopes of better controlling the discipline, but they feel that this created more problems. This toxic environment concerned them because now teachers were late to classes because of carrying their materials from class to class and walking in the crowds across the floors. They could see from their own movement between classes what was happening; students causing havoc in the corridors, them damaging classrooms and this continuous hordes of students walking about and not listening to anyone. Indeed, this was why they called the school as the school with no rules because look at what was happening during the lesson changeovers. They spoke of how it looked as if every day, this system was an opportunity for more chaos to unfold as the day progressed, rather than them experiencing a quiet and calm day at school. They thought that the segregation contributed to students feeling frustrated and boxed up and caused teachers to feel as if they had no stable, conducive teaching and learning environment to deliver outstanding lessons.

The Narrative of the Learning Experiences

Several students saw that their lessons lacked the appropriate teaching styles to cater for their individual learning needs. Qatari Girl 7 said that her lessons are boring and have no direction and structure because the teacher fails to provide extra revision material and homework exercises. Qatari Boy 1 considers himself at a great disadvantage because the putting up of slides and reading is not the way to teach for understanding. Qatari Boy 5 tended to think that whilst some teachers had a really good relationship with the class, and they knew how to teach, there was a majority of teachers that just open up the power point, tell them to copy from it, and do not explain the content. He felt that these teachers were not challenging him, by asking questions and they needed to work on their teaching styles by presenting the content better and more confidently.

For Qatari Girl 1, she also experienced good teaching with only specific teachers. She mentioned that whilst some teachers knew the subject knowledge, they had no idea how to give that information out to the students. She could count the teachers who knew how to teach on her fingers, she said. Likewise, Qatari Boy 2 and Expatriate boy 1, felt that teachers love to read slides without explanation, with the hopes of completing the syllabus quicker, which does not help with their understanding leaving them most of the times confused. Qatari Boy 3 did reflect on his lesson expressing that his classes will be more beneficial if homework, course work and research were provided daily because he recognised how this has left him feeling unsettled and worried about his future.

Students speak about how having no teachers gets them stressed and worried about their progress and understanding in key subjects such as Mathematics, Business Studies, Travel and Tourism and Chemistry. Expatriate Boy 3 has his sights on preparing for university, but with

having no teacher for important subjects like Mathematics and Chemistry, he becomes forlorn during the conversation saying,

We have practically no full-time teachers at all in the classroom, for example in Mathematics, there was no teacher for the entire year and I did not learn a lot of stuff that I should have learned, this kind of created gaps in my knowledge.

Qatari Boy 2 recognises how difficult it has been with having no teacher for Business Studies which resulted in his examination being postponed. He does not think that the school is doing enough to employ and retain teachers. Qatari Boy 3 and Expatriate boy 2 reflected on their lessons and conveyed their irritation and annoyance about how teachers come and leave, and this is a vicious continuous cycle that hampers their understanding of Mathematics causing Qatari Boy 3 to feel uncomfortable and embarrassed at having to move to the lowest set in Mathematics and Expatriate Boy 2 feeling negative because he missed all the content in Mathematics for a year.

Last year we had the situation where in set 1 math we had one teacher and then he left, and it was a struggle to get another teacher, they did bring in another teacher, he left again after a week , at the end of the year by that time it was so close to our exams, we didn't get to complete our content, we finally did get a teacher, however there was not enough time to cover the content that was missed.

Qatari boys 2 and 6 and Expatriate boys 2 and 3 reflected on their experiences saying that even though the school provided them with substitute teachers, this was inconsistent, with different teachers attending the lessons, leading to an understanding of how disadvantaged they felt because of having no teacher.

The Narrative of Privilege

Qatari Girl 9 considers herself to be at an enormous advantage over her Expatriate classmates because she is spoiled with the fact that she can have a private tutor at home and learn in the comfort of her home instead of studying in school. Qatari boy 6 credits his privilege to his dad because his dad brings teachers at home and he studies all his subjects with them. Qatari boy 1 said that his upbringing made him aware of his privilege, because his parents are absolutely okay with him not learning at school because he has the opportunity to study privately at home without interference and he credits his lifestyle for this choice. Qatari girl 7 is proud to say,

Maybe because we can afford to have tutors in every subject.

So did Expatriate boy 2 confirm that Qataris have access to an elite way of life because Qatari students depend more on private tutors than themselves,

But nationals usually hire tutors OK, so I feel like they don't really, errr, I mean, I feel as if they don't pay attention that much in class because they know they get their education, personal education outside of class.

The Narrative of the Expatriate Student

Qatari boy 2 is self-aware about expatriate students relating his recent classroom experience with them,

An expat student makes it absolutely necessary that they study, that they attend lessons, that they do their work, they follow all teacher instructions.

Qatari Girl 4 is contemplative throughout the interview and from the beginning praises the Expatriate student because they see how hard their parents work, so they are driven to have a good work ethic. Qatari girl 1 praised the qualities of her expatriate classmates by saying,

They are very smart, extremely smart, Mashallah, (God has willed it) , they have really good skills, they are innovative, they think outside the box.

Expatriate Girl 3 speaks at length about how she feels that they are ‘much much’ better during lessons than the Qatari students when it comes to group work because they are more involved by asking questions. Expatriate Girl 1 feels very proud because they do all their work, they constantly have conversations with the teacher, and even have study groups outside of class. Qatari Boy 3 feels that expatriate students are here in the country based on opportunity, because a lot of money is involved regarding the payment of their school fees, so he thinks they have no choice, but to take their education very seriously. Qatari Boy 5 believes his current schooling setting makes him see expatriates as immigrants so it becomes their responsibility to make their parents proud of them, because being in a different country, their privileges are not as high as Qatari privileges. Conversely Qatari Girls 4, 5, 6, 7 and 9 as well as Qatari Boys 4, 5 and 8 witnessed Qatari students as spoilt, privileged, entitled, having a high ego, indifferent to rules, to punishment, and to detention, talkative, having the knowledge of being financially stable, disrespectful, less motivated, and disruptive during teaching and learning.

The Narrative of Disruptive Experiences

Qatari Girl 3 is upset as she remembered her disruptive lessons, she sees students talking continuously in class, and she cannot pay attention and understand what the teacher is saying. There are too many badly behaved students around her that are causing a disruption to teaching and learning. She felt very angry and frustrated during these disrupted lessons.

When asked about his experience during lessons, Qatari Boy 6 explained that students are disrespectful, and the teacher cannot handle these badly behaved students. He felt that the major

disruption was caused by these groups of students who sat at the back of the class and talked so loudly, ruining the lesson for everyone else.

Expatriate Girl 1 explained her frustration during a Biology lesson caused by a group of girls who kept interrupting the teacher. She felt very worried for her teacher because these girls were extremely rude and disrespectful. They could not complete their experiment because these girls continuously stopped the teacher whilst he was teaching, to ask to go to the bathroom. She thought that their behaviours warranted disciplinary action because they mocked the teacher's accent and spat at him.

Expatriate Girl 3 recalled feeling detached during lessons because at least 2 lessons in a day are halted because the Qatari kids spend their time running around the class causing teachers to stop teaching.

Expatriate boys 4 and 5 believed that the shouting and arguing in the class were responsible for them getting no learning done and some lessons stopped completely because fights would need to be separated.

Expatriate boy 1 and 5 felt upset with their teachers when Qatari students would keep speaking in Arabic with other students during lessons. They sensed that these boys preferred to learn in the Arabic language because only English was allowed in class.

The Narrative of Cultural Competence – Focus Group

During the focus group discussions, the girls and boys articulated their appreciation for learning about other cultures through their experiences of National and International Day celebrations through the years. They talked about the similarities between their cultures and said that it is interesting to learn about someone who is different from you. Different girls said below,

We thought that we are the only ones in the world who fast, you know, but now we know that there are other people in other religions that practice the same.

I have experienced different friends from different countries, like through primary, it is a nice experience.

Like we get to know about their religion, about their history, about like everything about them.

They enjoyed getting to know their teachers on a personal level, different girls spoke of the following,

We've even experience teachers who are from other countries, like teachers from the UK, Ireland.

I have learned like their culture, for example Saint Patrick, cause like, I just see it, but I never knew like in detail about it.

They were pleased to learn that fasting can also mean the avoidance of something that you admire or cannot take control off, instead of the avoidance of food only. They talked about how it is really nice to see how the dressing and cultures are different. The Expatriate Girls said that they found the Qatari culture to be very respectful in terms of dressing because this ties in with their religion where there is no over exposure.

The boys voiced that they appreciated being amongst diverse people because it created a sense of community because this forced them to know where their classmates are from,

And this also creates a sense of community, like if I have to walk into any class you are familiar with me, you have learned about me, you become more educated about the next person, like you would never know somebody is from Trinidad and Tobago for example.

However the boys were vocal in saying that these International Day celebrations mainly focused on the Qatari culture and you would see all the teachers and students dress in Qatari national dress only,

I feel like International Day we honestly like most teachers and students only focus on the Qatari culture.

You will not find a Qatari dressing in a culture that is not their own, different boys in the group voiced their opinions below,

Like what is stopping a Qatari from dressing up in international dressing other than their national dress.

They are full of pride to go out and enjoy other people's culture.

I don't think a Qatari would ever do this.

Personally, as a Qatari, I would...

.... so would I...., but we would get bullied for it.

.... Or we would hear people talk about it.

It is evident that the Qatari students are very proud of their religion, their leader, and their country. They compared themselves to other countries like Kenya and Saudi Arabia, indicating that the leaders of those countries treat their citizens very badly, like, the citizens are living in

poverty and those citizens can be jailed for going against their government, hence, they are very privileged to be Qatari citizens where the wealth is shared amongst its people. They indicated that,

Qatar has a lot of wealth and is one of the richest countries, to make us citizens like satisfied and comfortable, they share the wealth.

They spoke about the experiences of comforts, like,

They pay for our electricity, the water bill and they give a house, a floor.....sa.....oh land.

We get free education and hospitality, free health care. So, this is something very unique and I like my country and I am comfortable.

They depicted their lives to be very comfortable and that they enjoy being Qatari citizens,

So, this is something very unique and I like my country and I am comfortable.

See like here, Walla, it is nice to live here.

The Narrative of the Characteristics of a Global Citizen and Skills Development – Focus Group

The students believed however, that more is needed to be done in terms of their skills development and getting the Qatari population educated because they would never think about working in retail, malls or coffee shops,

Here if you work err as a barrister for example, they will be like “oh, how could she, and like it is too low of a job for us.

They stated that the government wants to change this outlook amongst Qataris, by encouraging them to get part-time jobs, however they prefer,

Sitting at home, lazy, like not even doing any homework or study.

They explained that they are open to this, but also not open to this, like, there was a lot of apprehension when they spoke about this because,

It will be a shock to us and to the community because we are so used to being lazy.

The students were exposed to some skill development, this being during Travel and Tourism, student council, planning of the senior graduation and as house captains, as students mentioned,

I am now doing leadership skills in travel and tourism. It really improves my communication, and it makes me a much stronger person than my older self-cause now I can communicate with most of my teachers.

Both the girls and boys expressed their disappointment about the ban on technology usage during learning. They understood that some students take advantage and would not follow the teachers instructions, however, they found this rule to be annoying, because they spend most of their time outside of school, on their phones or occupied with some form of technology, like their iPads, play-stations, or music and gaming devices, so they could not understand why they were banned from using technology to learn. They protested that they cannot use their phones or iPads for research, and the thousands of photocopies of learning materials, that are made on a daily basis, is detrimental to the environment.

There were further conversations were students relayed each of their experiences involving skills development,

Some developed public speaking,

I mean I got over my stage fright. I had to do public speaking it improved my English.

Others were involving with decision making,

Miss, we are part of the student leadership team, basically we work as a voice for the students, so we get ideas from the students like about fun stuff and about the education of the students.

Several did the arranging of sporting activities,

House captains, we organize football matches.

Most got involved in the planning the bake sale to raise money for breast cancer awareness,

We planned a bake sale. We did an awareness about breast cancer.

Qatari students in the focus group opened up about their future prospects in terms of studies and job opportunities by indicating,

No Qatari's work on the streets or outside in construction, we work in offices.

The government motivates you to like finish your education and you can also work everywhere.

They revealed that they have the chance of getting their dream jobs.

Any job you want, like what's your dream, khalaas, you get it.

Like in the oil company, private companies, family business or any government jobs, police, and military.

Most popular for the Qatari people is working at the ministry, that is government work. Also working at the military.

Findings

Evaluation of Findings

This study sought to investigate International and Qatari students' perspectives on the importance of education in the modern day, by seeking answers to the following three research questions.

1. How do students' experiences of a Qatari International classroom affect their attitudes towards learning?
2. How does the curriculum engage students, and what measures are in place to prepare them to become global citizens for the 21st century?
3. How can educational reform change to engage students' attitudes toward studying in the future?

The research was guided by the theories of Social Constructivism and the Social Learning Theory which form the theoretical framework. The conceptual framework for the research project was focused on the concept of students' attitudes to learning, culture and diversity, globalisation, and the impact of educational reforms. It is clear that the theoretical and conceptual framework chosen provided the necessary support to develop findings in response to the research questions, as these were closely linked to the themes that emerged after the phenomenological analysis. For example, early proponents of social constructivism, such as Vygotsky and Cole (1978), and the Social Learning Theory, such as Bandura and Walters (1977), stated that learning occurs as a result of social contexts (which are the immediate physical and social surroundings for individuals), and as a result of the interactions between people, dealing with various issues, causing changes in

behaviours, contributing to the development of various attitudes, so a person's learning and thinking capabilities depend on their environment.

The social constructivism theory states that language and culture form the framework through which humans interact with each other and understand their experiences, thus this plays an important role in the overall human cognitive development in order to understand their realities and experiences (Vygotsky & Cole, 1978). Hence learning happens, via the use of language, which is then processed and comprehended through experience and relationships within a cultural context. Language and culture require a collective effort, indicating that knowledge is not merely socially constructed but also co-constructed. The distinction lies in the perspective on knowledge acquisition: the constructivist views knowledge as an individual construction derived from personal experiences, whereas the social constructivist perceives knowledge as a collaborative endeavour involving interactions with peers, teachers, and others. Social constructivism represents a subset of cognitive constructivism, highlighting the collaborative aspects of learning facilitated by an instructor or through peer interaction (Akpan et al., 2020).

Therefore, the theory of social constructivism forms an adequate framework for this study because the participants described in rich detail, how their daily social interactions in their environment, which is a school setting, impacted their behaviours and contributed to changing their feelings towards learning. The fact that both groups of students, from different cultural and religious backgrounds were able to experience their realities from their environment, helped in contributing to the understanding of their experiences so that they could articulate this during the interviews. Fernandez-Gimenez, Ballard and Sturtevant (2008) define social learning as an intentional process of collective self-reflection that involves dialogue and interaction among a variety of stakeholders, which is why the social learning theory is appropriate for the current

research study, because the research setting is an environment that includes diverse participants and it is their interactions with each other that contribute significantly to the results of this study.

The themes which emerge from the data analysis gathered from the narratives of the participants, are, a lack of structure, disruption, discrimination and stereotyping, cultural differences, negative perceptions and attitudes, cultural and community awareness, social factors, and skills and career development, link directly to the theories of Social Constructivism and the Social Learning Theory and the concepts, attitudes to learning, culture and diversity and globalisation, which supported the phenomenon being studied.

The following focuses on an evaluation of the findings in the context of the existing literature.

Research Question One

How do students' experiences of a Qatari International classroom affect their attitudes towards learning?

Theme One

The first theme to have emerged from the experiences of participants' daily social interactions, to answer the research question above was a *lack of structure*. This was described as a challenge and obstacle that had a negative effect on learning and achieving in the classroom. The Qatari students were very vocal about their experience of their environment, with the school's lack of leadership to:

- implement basic school rules regarding student discipline,
- provide consistent structures and maintain these structures throughout the school year,
- organise the effective movement of students and teachers,
- prepare them for a university and work environment, where girls and boys are mixed,

- provide a constructive teaching and learning environment,
- improve the quality of teaching in the classroom,
- monitor effective teaching and learning strategies during lessons,
- hold teachers accountable for a lack of teaching or classroom control,
- hire and retain experienced, qualified teachers of crucial subjects.

The category identified under the theme of a *lack of structure* was challenges and obstacles. The subsequent subcategories found were a lack of consistency, a lack of interest and leadership, teacher quality, teacher incompetence and boredom. These seem to build in particular on the literature about students' attitudes towards learning, for example, the experiences contributed to negative attitudes developing amongst the students which connect with Almohaimeed and Almurshed's (2018) belief that negative attitudes prevent learning by blocking the process of learning and affecting the performance of a student. Along with these negative attitudes, certain prejudgments can also arise, further contributing to the absence of learning.

Boredom, the lack of engaging lessons and the lack of engaging teaching, seem to echo the literature discussing the 21st century learner. Bickham et al. (2008), describe the 21st century learner as one who is saturated with technology for most of their day. Thus, maintaining the attention of students who are now technologically advanced becomes imperative, hence, the level of engagement and interest during lessons is important in developing the necessary skills of problem solving, effective communication and collective cooperation. Soffel (2016) terms the acquisition of these skills as a major proficiency in social and emotional domains, and if this is lacking, then students are deprived of developing the life-long skills required to function as a 21st-century learner. The results of this study did not show an engaging, 21st century, highly skilled environment. Instead, the teaching environment that was described was one where the teacher is

talking and the student listens, where limited teaching styles are applied, where the teacher is not teaching for understanding, but rather for completing the content and where homework and extra classwork are not provided.

The lack of teaching staff was one of the findings, confirmed by the studies of Sawalhi and Tamimi (2021), Bunnell (2017) and Gardner-McTaggart (2018), who mention that International schools, especially those in Qatar, often struggle with a high turnover of staff due to the demands of paperwork related to qualification attestation and visa requirements. The lack of teaching staff contributed to the development of further negative attitudes amongst the students. The results suggest that the lack of teachers and the continuous change in teachers, in critical subjects such as Chemistry, Mathematics, Business Studies and Travel and Tourism, impacted the students' understanding and progress in these subjects negatively. These findings were rather disappointing to the students and suggested that their lessons were futile, there were gaps in their knowledge and their progress was hampered.

Theme Two

The second theme to arise from the participants was *cultural differences*. This theme gave a better insight into how the participants experienced their daily lessons in the Qatari, International classroom. The Qatari students spoke at length about the difference in work ethic and attitude to learning between themselves and expatriate students, an example of how the social constructivism theory plays an important role here in terms of learning experiences through culture and language. This is detailed in the table below.

Table 11. Attitudes in the Classroom

Students	
Expatriate Student	Qatari Student
<ul style="list-style-type: none"> • Dedicated. • Work on their own without private tutors. • Have study groups outside of school. • In Qatar based on opportunity, parents are part of the expatriate working class population, so they have to study hard. • School fees are very expensive so they have to produce good grades. • Study, attend lessons, listen to all teacher instruction. • Smart, good work ethic and work skills, innovative. • Continuously engage with the teacher. 	<ul style="list-style-type: none"> • Entitlement, spoilt, high ego. • Rely on private tutors and do not study in lessons. • Opportunity is always available, so they do not see the need to study hard and do not take education and learning seriously. • Financially stable, free schooling. • Highly privileged, less motivated. • Indifferent to rules, punishment, and detention. • No respect for teachers, proud, think they better than expatriate students, high ego leads to non-compliance.

Note. The table showed the difference to attitude to learning between an Expatriate student and a Qatari student.

These results seem to follow closely with literature based on the Qatari educational system and the current Qatari International classroom. Hejaze (2018) findings that Qatari students continue to perform poorly in international tests such as PIRLS, TIMSS, PISA and TOEFL, as compared to international students, seems to ring true with the findings displayed, as these findings seem to provide possible reasons for the Qatari student's poor performance. These findings further support the research of Morgan (2018) and Zakhidov (2015), who stated that Qatar has been repeatedly ranked below 50 other partaking countries in international testing. The findings are

further consistent with current and previous research that states that native Qatari students receive generous grants and secured government jobs upon the completion of school, so there is no need to contend for a career, hence the lack of interest to study in school and the feelings of favour, privilege and entitlement are present (Berrebi et al., 2009; Dargin, 2007; Tok, 2020; Tok et al., 2021).

Theme Three

The third theme of relevance was *negative perceptions and attitudes*. The Qatari students experienced a range of emotions that resulted in a negative attitude towards learning and achieving. These were disillusionment, despair, frustration, defeatism, inequality, hopelessness, and cynicism. Other experiences that were related to negative attitudes and perceptions were job dissatisfaction, unrealistic expectations, perceived threat, and perceived unfairness. There are several possible explanations for this result. The lack of schooling structure, the lack of teaching staff and the lack of engaging lessons may have contributed to the development of these negative attitudes. Another possible explanation is that the students may have seen teachers struggle to teach the Qatari students, hence their frustration may have led to job dissatisfaction resulting in disengaging lessons.

These are very closely linked to the categories and sub-categories associated with themes one and two. The above emotions were detected with regard to the quality of teachers and teaching, the negative behaviour of the students, and lack of consistency, which overlaps with themes one and two, such that it seems to match those observed in study on the development of negative attitudes amongst students by Pratolo (2017). He noted that attitude was the most essential factor that influenced learning because, not only does this affect behaviours, but also has an impact on

how one is feeling. The above negative emotions seem to have had a negative influence on the students and teachers, and therefore resulted in a negative attitude towards learning and achieving.

Theme Four

The fourth theme was *disruption*. Again, it seems evident that this theme is related to themes one and three, because the theme of disruption, may explain the relatively good correlation to the lack of structure and to the development of negative attitudes. Here, the social learning theory comes into effect because the interaction between the Qatari and Expatriate student resulted in reflections of this experience. The expatriate students echoed similar sentiments to what the Qatari students had said in theme two, however, instead of labelling this as a cultural difference, the expatriate students described this as extreme disruption to the teaching and learning during lessons. This was a disruption to the point where teaching was suspended, resulting in no learning taking place.

The types of disruption explained by the participants through their experiences were due to four different causes. The first was the inability of the Qatari students to obey class rules and follow the code of conduct. Both the Qatari and the Expatriate students said that the Qatari students were rude and disrespectful to their teachers by shouting out during the lesson, arguing with the teacher, by excessively talking amongst each other instead of paying attention to the lesson and by asking unnecessary questions. A serious incident relayed was when students mocked the way a teacher spoke and spat at the teacher. A possible reason for this might be that the students had a sense of entitlement and perhaps did not like being told what to do or maybe the school did not enforce serious consequences for these behaviours.

The second cause was the constant lack of teachers. Teachers would leave at the end of a school term, and then when another teacher was employed, that teacher would leave in the middle

of the school term, failing to uphold their termly or yearly teaching contracts. It seems possible that these results are due to the difficulty in handling the behaviour challenges or this result may be explained by the fact that the new school structure did not allow teachers to teach from a main classroom causing these teachers to become dissatisfied with their jobs. The third aspect brought forward was the reluctance of Qatari students to learn in English because they have difficulty in understanding the English language. Possibly because most of the participants speak Arabic at home, and the lack of understanding led to acts of disruption during the lessons.

The fourth component that caused disruption was a sudden change of subjects that were already chosen by students. Some subjects were cancelled because of the lack of trained, skilled teachers and resources, resulting in students being forced to take subjects that did not align with their university choices. It is difficult to explain this result, but this might be related to the lack of leadership and organisation in the school. Lastly, the lack of authority from the schools' leadership team was described as adding to disruption, because friendly relationships were formed with students instead of serious consequences being applied. Possibly, this discrepancy could be attributed to the inability to enforce stricter discipline measures.

Morgan (2018) noted that schools in the Gulf countries are not meeting the needs of developing the 21st century student. Alfadala (2015) confirmed that although these Gulf countries have invested huge amounts of money on education, the students graduating from these schools are still lacking communication in English and necessary 21st century skills. Eight years later, the study's findings show that students are still not taught these skills and still find learning in English difficult and as a consequence, teaching and learning is being disrupted. It was said in the review of literature that the educational reforms of 2001 have not produced Qatar's desired society, as the vast majority of Qatari students are still ill-prepared for either the workforce or higher education,

and instructors lack the necessary skills to handle the demands of changing curriculum, instructional methods, and legislative changes (Zakhidov, 2015). Two decades later, this is the same scenario, as seen from the results. There are not enough teachers, teaching styles are poor, teachers are not adequately trained, and the school is in a constant state of changing structures and policies, going through its own educational reform, but with no positive outcomes as expressed by the participants.

Furthermore, the commitment of the Qatari government to employ Qataris despite the grades attained from school, poses a threat to Qatar's long-term economic viability (Gonzalez, 2008), as Qatari students are lacking the appropriate skills needed because they have no interest in education as seen from the findings. Perhaps the employment of Qatari male teachers would be a viable solution to encourage the students to learn and achieve, however it was noted that 96% of all hired Qataris have jobs within the public sector (Arsenault, 2015). The idea of the development of stronger Qatari leaders of tomorrow does seem to be in danger as, Nejad (2016), also documented that because Qatari nationals work only in the government and public sectors, they will ultimately fall short of the skills needed in the Technology, Science and Engineering fields.

This highlights what Weber (2013) reported about Qatari nationals not being seen as marketable employees, because they lack the necessary skills and are entering the job market largely unqualified, compelling Qatar to employ skilled experts from abroad. Hence, the findings of the current study support previous research because, it does seem that Qatari students are not actively engaging in learning and therefore contributing to the loss of Qatar's national vision of a knowledge-based, and skilled society. However, these findings do not support the previous research on the Qatarisation policy by Scott-Jackson et al. (2014). This policy aims to reduce Qatar's dependency on foreign skilled workers, instead ensuring that Qatari nationals must be the

ones to benefit the most in these skilled positions. On the contrary, the findings revealed quite the opposite is still occurring nine years later.

Although Alfadala (2015), Morgan (2018), Tok et al. (2021), and Zakhidov (2015), have provided evidence through their studies, that Arab students, more notably Qatari students, are not developed in 21st century learning and skills, and are performing poorly in international tests as compared to their expatriate counterparts, and most worryingly, are not on the path to represent Qatar's 2030 national vision, they have not understood their Expatriate and Qatari students. However, Agasisti and Zoido (2018) and Grey and Morris (2018), did attempt to investigate the reasons for Qatari students' poor performance in PISA. They only found that Qatari students have a high absence rate and are reluctant to complete homework tasks. Again, they did not attempt to fully understand the reasons for the absences and reluctance.

What is surprising, is that their research did not reveal the disruptive behaviour patterns of the Qatari students, nor was there an investigation into the differences in learning attitudes between an Expatriate student and a Qatari student, which could have provided added reasons for their findings. The outcomes of the current study, up to now, indicate findings that are new, and an investigation that is novel, one which delves into the experiences of a mixed environment of Expatriate and Qatari students. Furthermore, the findings thus far, provide a clearer description of the character and attitude of a Qatari student, which can provide possible solutions to the lack of 21st century skills, the poor performance in international tests and the lack of interest towards achieving Qatar's 2030 national vision. Moreover, the research relates to what (Ali et al., 2022; Lee, 2016; Zguir et al., 2021) meant, that an understanding of the levels of students' interest in learning and schooling in the Gulf region, is much needed because these students' are the representatives of future communities and societies.

Theme Five

The final theme that surfaced to answer the first research question was *discrimination and stereotyping* that came in the form of *bias, negativity, and culture clashing* experiences that were described by the expatriate students. Expatriate boy 3, expatriate boy 5 and expatriate girl 5 relayed the following scenarios during their one-to-one interviews,

Because I was an easy target and they liked that, because I looked different, brown, from India, and Indians are mostly the low income workers for Qatari families, hence I believe this gave them reason to bully me and made me an easy target [8:17 ¶ 42 in Expat_Boy_3](#)

Most do not take school seriously, lots of bullying towards me and other expats, even in primary, I was bullied a lot, from year 3 to year 6, so it was like, it was not the best image of Qataris to me, this had a negative impact on me towards school [8:16 ¶ 40 in Expat_Boy_3](#)

Being an expat in this country, during my first years at this school, I was bullied because of my nationality, my race, my looks because this was not accepted to them, as people that look like me work as maids. But over time they learnt to accept [10:5 ¶ 21 in Expat_Boy_5](#)

Like most of the girls that are disrespectful, they are mainly Qatari girls. These Qatari girls, they are really like privileged and feel that they can bully us cause we are lower. They really do not care much about education. I am not generalizing [5:5 ¶ 30 in Expat_Girl_5](#)

The conversations suggest that bullying had a negative impact on the schooling experiences of the Expatriate students. It was suggested that students who were the same nationality as a Qatari students maid, were made to feel intimidated and threatened because of the way they looked. These results agree with the findings of other studies done by Romanowski et al. (2019), were diversity

created a challenging environment for school principals, because it can be difficult to manage, and can cause disputes amongst students and can prevent their learning. Although (Al-Waqfi & Al-Faki, 2015; Vohra, 2017) called for more research into diversity in Gulf schools, Romanowski et al. (2019) found that these clash of cultures occurred because of a fear of losing their Qatari identity. It may be that these students thought that by bullying a nationality that is different from them, they are pledging an allegiance to their own heritage. Similar to what Al-Wattary and Wyness (2023) found that Qatari nationals are facing expatriate students that have values opposite to their traditional Islamic guiding principles, which could influence the historic and cultural values that they are expected to absorb and uphold.

One unanticipated finding was that, while Expatriate students claimed to be the victims of bullying by their Qatari classmates, Qatari students were also subjected to stereotyping and bullying from other Qatari students, because of their family name, financial stability and social standing in the community as stated by Qatari girls 4, 7 and 2 below,

It usually depends on the student's family name, financial stability and how stable they are. Like their financial statements are very stable, they are very rich, so they look down to those of us that are not on that level [22:11 ¶ 43 in Qatari Girl 4](#)

With me, I am from a middle-class family, my parents let me see their struggles and this makes me respect my education and my teachers, whilst Qatari's are known to spoil their children. Most Qatari parents do not let the children see any struggles, out of fear for loosing respect of their kids so these kids, they bully cause they think they are on top [25:10 ¶ 55 in Qatari Girl 7](#)

So basically in Qatar society, there is like middle class and like high class. Like the girls that are disruptive, some of them, not all of them, are like really high class. So since they are high class, like, their parents have connections. They have like certain privileges everywhere they go, cause their family name is like royalty. They don't associate much with the middle class [20:6 ¶ 27 in Qatari_Girl_2](#)

The above accounts extend the findings from the current study revealing that instances of bullying and stereotyping do occur among Qatari students. Besides, O'Hara et al. (2023) research on bullying amongst Qatari students because of weight gain and cyberbullying investigations amongst Qatari students conducted by Alrajeh et al. (2021), Foody et al. (2017), and Samara et al. (2020), these results seem to add to the literature on a closer look into Qatari life and culture.

Research Question Two

How does the curriculum engage students, and what measures are in place to prepare them to become global citizens for the 21st century?

Theme One

The first theme that surfaced during the focus group discussions to answer research question two was *cultural and community awareness*. The discussions further yielded associated categories linked to cultural and community awareness, listed on table twelve below,

Table 12. Categories of theme one

Categories		
<i>Cultural Aspects</i>	<i>Community Aspects</i>	<i>Other</i>
Cultural exchange	Community involvement	Active listening
Cultural identity	Community-based culture	Acceptance of foreign workers
Cultural diversity	Community awareness	Interpersonal relationships
Cultural similarity		Inter-faith relations
Cross-cultural experience		Importance of communication
Religious practices		

Note. Categories that emerged from the theme of cultural and community awareness.

Although the school's curriculum did not fully incorporate the teachings of global citizenship across all year groups, the participants through their experiences had some foresight of what it means to be a global citizen. The literature showed that with the rise in globalisation, intercultural communication becomes unavoidable. Qatar presents a perfect platform to represent globalisation, with non-Qataris forming 85% of the population (Al-Wattary & Wyness, 2023). Researchers such as Baker (2015), Kusumaningputri and Widodo (2018) and Ribeiro (2016) state that a global citizen needs to be one who accepts cultural diversity and has a deep sense of internationality and understanding, as these qualities represent essential abilities and skills needed to thrive in the 21st century. Such is seen with the current research findings.

Under the categories of cultural exchange, cultural diversity, cultural similarity and cross-cultural experiences, the findings showed that the Qatari students appreciated learning about Saint Patrick's Day through the International and National Day celebrations and being able to experience

the differences in cultural dressing as compared to just reading about culture difference on the internet. Similarly, the Expatriate students showed their appreciation for the Qatari culture with regard to their unique and respectable dress.

The holy month of Ramadan which represents an integral part of the Islamic religion calls for Muslims to abstain from consuming food, consuming alcohol, sexual activities, and all sinful habits from sunrise to sundown (Mughal, 2014), was seen to be similar to the practise of Lent, which calls for the abstinence of food, or drink and the practising of self-control through fasting. The cultural similarities here, were well received by the participants, as this seemed to have created a sense of community and educated the Qatari students that non-Muslims have the same experience as they do. This encouraged the students to relate to one another in accordance with previous studies conducted by Bovill and Woolmer (2019), Chan et al. (2017), and Miller (2019), about the global citizen.

And this also creates a sense of community, like if I have to walk into any class you are familiar with me, you have learned about me, you become more educated about the next person, like you would never know somebody is from Trinidad and Tobago for example

[1:4 ¶ 8 in Focus Group 1 Boys](#)

This finding confirms the literature where Hua (2018) explains that communication across cultures involves people from different cultures coming together to embrace cultural diversity. Hua (2018) further stated that that if these relationships are established and maintained, then intercultural communication is successful which defines a competent global citizen. However, the findings also revealed that although different cultures came together, a sense of community was established and similarities were celebrated, unfortunately, this was not maintained, because of

extreme pride in one's culture and for fear of social stigma if Qataris were to fully embrace an expatriate's culture.

I feel like International Day we honestly like most teachers and students only focus on the Qatari culture. They all come dressing as our national dress like I feel as if they should embrace their own home country and their own culture. Even though they are in Qatar it is important to teach people about one's culture to enlighten them [1:5 ¶ 9 in Focus_Group_1_Boys](#)

Like what is stopping a Qatari from dressing up in international dressing other than their national dress [1:6 ¶ 10 in Focus_Group_1_Boys](#)

They are full of pride to go out and enjoy other people's culture. I don't think Qatari would ever do this. Personally, as a Qatari, I would, so would I, but we would get bullied for it. Or we would hear people talk about it [1:7 ¶ 11 in Focus_Group_1_Boys](#)

Literature by De Costa (2016), Farrington Padilla (2016) and Mogford and Lyons (2019) also mentioned that there are other aspects that complete the characteristics of a global citizen. For example, international service learning is heightened by the practice and engagement of collaboration, service to the community, reasoning and problem solving. The main learning objective of international service learning is to develop students into responsible leaders on a global scale where they are partnered with a local community organisation in another country to gain international experience away from the comfort of their own sense of living. This is meant to encourage students to think in ways that do not involve their surroundings, so that they become aware and become passionate enough to care about global issues such as poverty, social injustice, treatment of the planet (Sroufe et al., 2015), instead of only focussing on their own needs,

freedoms, and favours. Perhaps international service learning is what the students need to better relate to, and care more about worldly issues, other than solely the intercultural aspects of a global citizen.

Further findings from the focus group discussions showed that students were not exposed to all the qualities of a global citizen, because they needed exposure to problems of the real world, like the need to get involved with service to the community or volunteer work, a finding that does not support previous literature by Farrington Padilla (2016). He stated that a true global citizen learns holistically, not only within the walls of a classroom but also possesses knowledge about the community and the world around them. The findings have been unable to demonstrate other global citizen characteristics such as empathy and social injustice, because although Qatari participants spoke about poverty in other countries, the discussions about the comforts such as, free health care, land, electricity and water bills and free education, that are afforded to them from their government, seemed to have deflected the need to be concerned about social injustice or destitution.

Theme Two

The second theme that presented itself during the focus group discussions to answer research question two was *social factors*.

From the students' recollections below, there was some attempt for the students to take on social responsibility in the form of planning bake sales to raise money for charity, to organise football matches and to plan their end of year graduation ceremony.

House captains, we organize football matches, we looked at members at our house and we picked those that we thought could be best at winning. We have a head girl and head boy

and deputy heads. We planned a bake sale. We did an awareness about breast cancer [3:3 ¶ 7 in Focus Group 1 Girls](#)

For example, currently we are planning the graduation ceremony. Whether we should get the red hall that everyone dislikes, or the bigger hall, which is the white hall. We are also planning the dress, the gowns, we are planning on the budget and these kinds of stuff. For example, those students chosen to be on the committee have a right to speak [3:4 ¶ 13 in Focus Group 1 Girls](#)

Students understood the 2030 national vision by the statements below,

Basically Qatar has this goal to reach and to complete the infrastructure of this country for its people, to make it a better place for living and working for its people by the year 2030. They want to become a fully developed country by then. They don't want to rely on external countries for importing goods. They want to become very self-sufficient and self-sustainable [2:9 ¶ 73 in Focus Group 2 Boys](#)

However, further discussions revealed, that the Qatari youth are not yet open to part-time jobs like in coffee shops or construction offices, which links to literature by that the majority of the work force in Qatar are expatriates, hence the reliance on expatriate workers and external countries will continue.

It is encouraging to compare these findings with that from theme four, which answered the first research question, as they seem to equate to research by (Arsenault, 2015; Gonzalez, 2008; Nejad, 2016), who appear to verify the current jobs of most Qatari nationals are the same as the findings. Here lies the conflicting results. The literature has shown that the Qatar National vision of 2030 seeks the ability to maintain a high level of living for all its people belonging to a well

informed and well developed society. The National vision of Qatar lays out the country's desired future and serves as a guide for policy makers as they craft national goals and plans for their realisation (Critchley & Saudelli, 2015).

However, Qatar's 2030 national vision is currently not happening as per the thoughts from the Qatari youth during the focus group discussions. Yes, the participants revealed that a high standard of living for their society is what they expect, but this seems largely possible because of the expatriate work- force.

Theme Three

The final theme that presented itself during the focus group discussions to answer research question two was *skills, and career development*.

Some participants expressed certain skill development that they were exposed to like, communication and collaboration, problem solving and leadership. However, this was only developed in the Travel and Tourism class and if you were a member of the student council. These results have not been previously described in the literature, because Kereluik et al. (2013) advocated that students and teachers must dedicate time to developing 21st century abilities and these should be incorporated across all subjects involving every student.

In terms of 21st century learners and education, Generation Z, these individuals are recognised as being computer literate and highly technologically advanced (Nichols & Wright, 2018). As per the demographics listed earlier on, all the participants in the research study belong to the Generation Z category and therefore are immensely involved with technology, however the results show that learning during teaching time is not technologically able, posing another contradiction to the literature.

We have not kept up with the technology in terms of the environment, for example they embrace and preach about environmental issues and stuff, but they make us use books instead we could use a laptop or iPad and save trees [1:10 ¶ 17 in Focus_Group_1_Boys](#)

I'm coming to class, first thing that we will do is asked to get our books out, it's like we're not allowed to bring devices to school it's only books, we have not kept up with technology all advancements in our learning [1:9 ¶ 16 in Focus_Group_1_Boys](#)

Research Question Three

How can educational reform change to engage students' attitudes toward studying in the future?

The findings below are suggested and have emerged from the analysis of the data and were compiled as field notes by the researcher during her lesson observations. The following is a summary of eight lesson observations conducted over two weeks and general observations about the school, completed when the researcher was on corridor duty and break duty.

Summary

The school has just recently undergone its own change in policy, you can call it an educational reform. This drastic and major change occurred over a matter of a few days. With the loss of the head of secondary school, the school needed to implement changes, however, this could have been done in a more systematic and democratic way.

The change in schooling structure.

This occurred as follows:

- ❖ separation of girls and boys into different floors,
- ❖ timetable split, girls run a separate timetable and timings from the boys,

- ❖ students now based in form rooms for the entire day,
- ❖ teachers now having to move to the student's rooms to teach,
- ❖ girls are restricted to movement only on the ground floor,
- ❖ key stage 3 boys are restricted to movement only on the first floor,
- ❖ key stage 4 and 5 boys are restricted to movement only on the second floor.

Impact of the Changes

The above changes negatively impacted the teachers' and students' well-being. It also had a negative impact on teaching and learning. Being confined to specific floors created frustration and led to an escalation of disruptive behaviour, for example, student truancy, vandalism, and excessive walking around between floors. The timetable and timing split created confusion amongst staff especially those staff that were teaching boys and girls. This meant adjusting and recalling to different timings. Students were left unattended during lesson changeovers as teachers had to rush off to their next class. Students were in one class for the entire day and restricted to movement on one floor for the entire day. The classrooms were mostly left in an untidy state. Most often a classroom door was vandalised such that the door could not be locked. This led to classrooms and teaching equipment being damaged. Teachers did not have a base room to work from. During the lesson observations the researcher noted that 60% of teaching styles did not embed 21st century skills. (Lesson observation notes can be attached as an appendix).

Therefore, the researcher can make the following suggestions based on the literature and the study's findings of themes and field notes that were documented.

- The recent educational reform and structure change did not benefit the school and this needs to be reviewed, supported by research relevant to Cheng (2009) , Day and Smethem

(2009), Friedman et al. (2009), Liu and Dunne (2009), Somekh and Zeichner (2009), Turner et al. (2009) and Wray and McCall (2009).

- Qualified and experienced teachers need to be recruited, so that the quality of teaching can be improved matching student engagement and 21st century teaching and learning, backed by research related to, Almontasheri, Gillies and Wright (2016), Alshahrani and Ally (2016), Garlitska and Zahrychuk (2021) and Qureshi et al. (2016).
- The teaching of global citizenship needs to be embedded across the whole school curriculum aided by research applicable to Programme (2006), Braskamp (2008), Chan et al. (2017), Miller (2019) and Bovill and Woolmer (2019).

Summary

The reasons that negatively affected students' attitudes towards learning and achieving were found to be a lack of structure, cultural differences, negative perceptions and attitudes, disruption and discrimination and stereotyping. These five themes seem to be borne out in the literature and provided potential explanations towards reaching the aims of the research. The findings revealed that although the students embraced the acceptance of cultural diversity, this was not sufficient enough to deem them competent global citizens. Other important aspects of a global citizen for example, service to the community, human rights, social responsibility, hunger, poverty, social injustice, homelessness, invasion, war and terrorism, global warming and other worldly affairs need to be embedded within the curriculum to bring awareness and empathy of these issues facing other countries, to the students. Hence the Qatari education system needs to do much more to prepare their students into becoming global citizens. Since the current study was specific to one private international school in Qatar, the researcher highlighted the necessary changes that must be made to ensure the smoother operation of the school when answering the third research

question. However, the findings have demonstrated that the reforms that occurred within the school have created more chaos and frustration that caused a disruption in teaching and learning. The results that were conflicting with the literature were the 21st century learner and the meaning of a global citizen. Although the literature states that Qatar has been exposed for decades to globalisation with the onset of its large expatriate workforce, the 21st century skills set, the 21st century technology and the ideals and characteristics of a global citizen have not filtered into the current Qatari International classroom. Furthermore, it seems that the findings show that Qatar is far from reaching its national vision of 2030, because the Qatari participants do not view themselves as highly skilled or highly motivated individuals who are going to take the science, engineering, and technology fields by storm. They do not view themselves as representatives who can meet and deliver Qatar's 2030 national vision. They instead are very comfortable with their current lifestyle and job opportunities and do not feel the need to think otherwise.

Chapter 5: IMPLICATIONS, RECOMMENDATIONS, AND CONCLUSIONS

Introduction

Qatar has without a doubt, come a long way since gaining independence from British rule in 1971. Occupying a peninsular that juts into the Arabian Gulf, the small nation of Qatar began its evolution, with ideas about social change and social advancement. It quickly became essential, that the success of Qatar's education system would have a direct impact on the rate of social change and progress, hence the onset of educational development in 1971 (Abou-El-Kheir & MacLeod, 2017). Over the course of the last fifty-three years, Qatar has moved from a lack of tertiary institutions and very few local schools called Kuttabs, to implementing an extensive K-12 educational reform involving public and private schools and the establishment of several universities and colleges. Qatar now boasts, during the 2020–2021 school year, 32 universities in welcomed more than 41,000 students, while 338 private schools and 212 public schools were also in operation in the country (Murthy, 2023).

These significant developments were simultaneous with the spread of post-industrial globalisation; hence the educational sector now caters for a population which has a significant proportion of Expatriates who are mainly workers and their families, comprising between 85 and 90 percent of Qatar's residents (Hillman, 2023). It was further found that, in spite of the fact that the society is mainly stratified, with minimal contact, for instance, between the immigrant labourers who are constructing the world cup stadiums and Qatari families, the classroom might be considered as an exception to this stratification. In addition to schools that cater to a wide variety of expat populations (for example, Indian Schools, Filipino Schools, Finnish Schools, Spanish Schools, and American and British schools are just some of the private institutions that exist

alongside local Arabic schools), the higher education sector also provides a wide range of opportunities for students from a variety of backgrounds (Meeking et al., 2023).

Between 1997 and 2009, educational changes worldwide were reported as burdened with difficulties because of fixed curriculums, inconsistent strategies, policy and structural changes, improper monitoring of teaching and learning and job dissatisfaction (Cerych, 1997; Curdt-Christiansen & Silver, 2012; Davies & Guppy, 1997; Lewis & Bardsley, 2008). Hence, Qatar's reform programme, Education for a New Era (EFNE), which began in 2002, was vehemently condemned, mostly because of educational and policy borrowing, that was not adjusted and suited to the local Qatari context, leading to its rejection by the parents and a whole host of added problems (Al-Salih, 2008; Nasser, 2017). Additionally, the continuing poor performance of Qatari students in international tests made scholars question whether the reforms had had any positive impact, what-so-ever. Moreover, with many public and private schools established, which utilised over 21 different curricula, this was destined to bring about more inconsistencies with the status of education supervision in Qatar (Salim, 2021).

Other researchers confirmed issues such as the visible lack of interest amongst Qatari students in core subjects such as Mathematics and Science and the low percentage of Qatari students considering the pursuit of university degrees in Engineering (OECD, 2017; Qureshi et al., 2016). Furthermore, in most Arab countries and Qatari classrooms, teaching pedagogies were found to be teacher-centred and lacking in developing amongst its students the key skills needed to make them global citizens suited for the 21st century employment market (Almuntasheri, Gillies, & Wright, 2016; Ikhlef & Knight, 2013; Knight et al., 2014). This prompted the research into students' experiences, to find out their perspectives on the current problem and to investigate why this is happening.

This challenge provided the purpose for this study, which was to explore the impact and consequence of Qatar's educational reforms on the significance and meaning of learning and achieving amongst Qatari and International students. A phenomenological case study research design was used to examine the phenomenon through exploring the lived experiences of Qatari and Expatriate students in a Qatari, International classroom. Phenomenology was suited to exploring the phenomenon as it is the study of the psychological and emotional circumstances that arise from the interpretations of individuals' direct experiences (Groenewald, 2004). Abakpa, Agbo-Egwu and Abah (2017) confirm that phenomenology is the phenomenon pertaining to society and psychology as seen through the eyes of those directly affected, hence this study took the exploratory route to gather data from Qatari and Expatriate students by way of interviews and focus groups.

The current study has only examined one private international school based in Qatar. Perhaps an inquiry into other private international schools in Qatar, with different education systems, for example, a co-educational structure, would enable support and confirm the findings of this study, in terms of Qatari students' disengagement with learning, discipline, critical skill acquisition, and knowledge of global citizenship. As the data collection focused on the learner's experiences only, the study is limited by the experiences of teachers and leaders in the school. The generalisability of these results is subject to certain limitations, as Polit and Beck (2010) confirm the features of qualitative studies do not permit the generalising of the findings. The current research was not explicitly designed to evaluate every factor relating to bias, as the study was conducted by one researcher only, and the researcher was limited in time and resources to complete this.

The data collection procedures adhered to the protocols of the approved ethics application, as outlined by the UREC, ensuring that all ethical dimensions and considerations were strictly followed. The researcher then sought permission from the Head of School before arranging to meet potential participants. A random number generator was used to select the sample of Qatari and International year 12 students. Next, the researcher sent a message using the announcement feature via Google Classroom, inviting students to a meeting to hear an explanation of what their involvement in the study would require and how the data will be used. The participant information sheet which described the study procedures was offered to all students and assured them of complete confidentiality and anonymity and declared that all recordings of interviews would be kept on a password-protected computer located outside of the school premises with the researcher having sole access. Lastly, student consent forms and parent consent forms were given to students and only once these sheets were returned granting permission to partake in the research, then only were arrangements made to conduct interviews. Student and parent consent forms were given because not all students were over the age of 18.

This chapter is structured to present the study's implications, recommendations for application, recommendations for future research and conclusions. Fourteen implications of the study are offered and discussed in relation to each of the research questions. Then the findings are evaluated in the context of the study's problem, purpose, framework, and significance. At that point, the contributions of the findings to the existing literature and conflicting results are highlighted. Next, the problems which arose during the conduct of the study are revealed, followed by the limitations of the study. After that, the study's recommendations for application and future research are explained. Finally, the conclusion of the chapter is in essence, a synthesis of the findings from the study and what these findings mean with regard to previous research.

Implications

The phenomenological case study approach revealed the Qatari and International students' experiences and meaning-making about the significance of learning and achieving through their experiences in the classroom. Listening to participants describe their realities in the one-to-one interviews, focus group discussions and sample member checking interviews, allowed the researcher to gain an insight into the Qatari and International students' outlooks on education. This research was unique because it investigated the dynamics of the Qatari International classroom in one private, international school. The presentation of narrative data related to the participants' lived experiences, allowed the researcher to capture these events through the perspective of the students. The findings of the study generated the following conclusions,

1. Qatar's educational reform and developments have had no perceptible positive effect on the current private international school.
2. The exporting of education from a host country must be entirely accepted and embraced by the receiving country, without the fear of threatening language, religion, and culture, for its policies and procedures to be a complete success.
3. Leadership in the current private international school have little autonomy over the running and management of the school and quality assurance is not monitored.
4. It is not easy to retain teachers in the current private international school.
5. Qatari and International students have developed a negative outlook towards learning and achieving in their current Qatari International classroom.
6. International students tend to value education much more than Qatari students.
7. The Expatriate student has a better attitude towards learning and achieving when compared to a Qatari student.

8. The Qatari International classroom is teacher centred.
9. The Qatari International classroom is inadequate in its preparation of students to become effective 21st century global leaders.
10. The Qatari International classroom does not meet the needs of the 21st century learner.
11. The Qatari student is yet to reach their true potential in meeting Qatar's 2030 national vision.
12. The Qatari student believes him/herself to be entitled and financially secure.
13. The Qatari student is lacking in speaking English.
14. Qatar still relies heavily on expatriate expertise.

The above fourteen conclusions are supported in the following paragraphs with a discussion under the research questions as points.

Discussion

Research Question One

How do students' experiences of a Qatari International classroom affect their attitudes towards learning?

The results of the study show that the school administration needs to concentrate on the needs of the students to improve their engagement in learning and by extending their schooling experience. The findings suggested that there were a number of contributory elements that existed in the classroom which affected students' experiences of learning and achieving, these included a lack of structure within the school due to the reform and the implementation of a new system, the cultural differences between the Qatari and Expatriate students, a range of negative experiences that led to the accumulation of negative attitudes and perceptions, an array of problems that interrupted the flow of teaching and learning and a confluence of events which created

discrimination and stereotyping. These were common sub-categories found in the student narratives, which reflect facets of the research problem highlighting, that the standard of education in the current Qatari classroom is poor and related to Qatari students' poor performances in international tests.

The First Presumption

These findings provide some support for the assertion that Qatar's educational reform had no positive effect on the current private international school, instead it led to difficulties in retaining teachers and the standard of teaching and learning declined. This assertion is supported by Cheng (2009) who stated that there was considerable evidence of how education reforms negatively impact job satisfaction and the welfare of teachers, as follows, because of so many new projects, high pressure produced by uncertainties in the educational environment, instructors feel overworked, skilled educators leave, and the calibre of learning and instruction is declining (Cheng, 2009). A corollary of educational reform at the school level was the separation of male and female students and restriction of their movements, the loss of permanent teaching base classrooms and the disruptive behaviour patterns of students, could have contributed to the inability to retain teachers. Furthermore, the long-term teacher shortages, the lack of leadership and management and disruptive behaviour could have contributed to Qatari and International students having developed negative attitudes towards learning and achieving.

Additionally, the school chose a Western educational system, suited for a host country, but later imposed local Qatari religion and cultural rules (separation of genders) in the school, which provides further support to conclude that the exporting of education from a host country must be fully accepted and embraced by the receiving country, without the fear of threatening language, religion, and culture, for its policies and procedures to be a complete success. Abdel-Moneim

(2020), Alkhater (2016) and Mohamed and Morris (2021) further confirmed that the educational reform that Qatar undertook was implemented without blending the policies and procedures of the host country with Qatari culture. This was visible in the current research setting.

Moreover, the findings indicate that Qatar's severely critiqued educational reform of 2002 which was understood as often copied and accepted rather than modified to fit original policy frameworks (Nasser, 2017), has clearly failed to impact schools positively. Salim (2021) stated that amongst 325 private schools in Qatar, there was evidence of the enactment of 21 different curriculums which was guaranteed to bring about more irregularities in the state of education in Qatar. The context of the current research study, a private school in Qatar, is an example of how educational reform has failed to make a positive impact on the educational system.

The Second Presumption

Another issue emerging from the findings is that leadership in the current private international school have little autonomy over the running and management of the school and quality assurance is not monitored. This situation is the consequence of the Qatari educational reform, Education for a New Era (EFNE), which divided schools into public and private categories allowing private schools to be run by operators, who could be Qatari nationals or non-Qatari residents, giving them full autonomy and power to solely make decisions about school policy and procedures (MacLeod & Abou-El-Kheir, 2017). The current private international school is managed as such, by an operator, but in this case, the operator is a Qatari board of directors, who have the final say on the operations of the school.

The Third Presumption

The findings might help us to understand the reasons why Expatriate students value education more than Qatari students and the reasons why an Expatriate student has a positive

attitude towards learning and achieving when compared to a Qatari student. These negative consequences are confirmed by Guarino and Tanner's (2012) report about the government mandate of Qatarisation, a policy which was meant to propel the Qatari citizen into Qatar's workforce, irrespective of their skill set or qualification. Similarly, Tok (2020) and Tok et al. (2021) stated that generous allowances and private-sector government jobs are guaranteed to Qatari citizens, hence these assurances do not deem it necessary for Qatari students to exert effort in learning and achieving. These studies provide further support for the proposed rationale for Qatari students' sense of entitlement and financial security.

Research Question Two

How does the curriculum engage students, and what measures are in place to prepare them to become global citizens for the 21st century?

Perhaps the most disturbing finding is that the only characteristic of a global citizen that was evident in the participants' experiences was the aspect of intercultural relations, competence, and communication. Some participants were exposed to skills development in communication, collaboration, problem-solving and leadership. This is as far as 21st century skills development and global citizenship has been incorporated into the curriculum. Instead of teaching social responsibility, the results revealed the prevalence of social favours and social unfairness as preconditioned characteristics amongst participants.

The First Presumption

Perhaps the most striking outcome is that critical thinking and inquiry skills are lacking amongst Qatari students and a teacher approach to teaching prevails which is reflective of most Arab countries. Similarly, the United Nations and Development Programme (2016),

found that the level of education in the Arab region is weak, with poor performances in international tests. Alfadala (2015) and Morgan (2018) further reinforced that even though Arab countries commit to huge investments in education, their schools are lacking in 21st century skill development and meeting the needs of the 21st century student, as seen in the current researched school. Furthermore, optimal student engagement comes from a student-centred classroom where experiential learning leads to the student acquiring and applying knowledge, which supports the development of critical thinking skills (Kaput, 2018; Katawazai, 2021). The teaching environment described by the participants is counter to this, hence this finding has significant implications for countering the negative impact of reform which is presented in the conclusions; chiefly that the current Qatari International classroom is inadequate in its preparation of students to become effective 21st century global leaders and the Qatari International classroom does not meet the needs of the 21st century learner. Further, Knight et al. (2014) and Nasser (2017) identify added that teacher-centred learning is a common practice in Qatari classrooms. In the same vein, Al Said et al. (2019), Garlitska and Zahrychuk (2021) and Murphy et al. (2021) have called for the urgent need for Qatari classrooms to switch to student-centred teaching.

The Second Presumption

Reimers (2006) and Witt (2014) affirmed that the qualities of a global citizen are not those that are only centred around cultural competence and cultural acceptance, rather a global citizen is one who is also socially aware and has a deep understanding of other international issues. Farrington Padilla (2016) recorded that by learning about the community and beyond, then learners embrace the identity and responsibilities of a global citizen, and evolve into well-educated people who will advocate and preserve human rights in our complicated global

environment. However, when participants spoke about their experiences with community involvement, human rights, and social unfairness, instead of being mindful of the injustice and plight of other nations and countries, they described their contentment with the many grants and favours that are offered to them by their government, like education, health care, land, and secure jobs. Therefore, the issues that emerge from this finding relate specifically to the implication, that the Qatari student is yet to reach their true potential in meeting Qatar's 2030 national vision.

The Third Presumption

Qatar still relies heavily on Expatriate expertise. Although Qatarisation was introduced to reduce Qatar's dependency on the foreign workforce, the findings imply that Qatari youth are not yet willing to embrace working in fields other than in the government, private, business or military sectors. This is similar to what was researched by Nejad (2016) who found that the majority of Qatari work as administrators in the government and public sectors. The inability to communicate in the English language and the lack of desire to work in the Engineering, Industry, Science, and Technology sectors, are further preventing the Qatari society from developing to its fullest (Scott-Jackson et al., 2014; Weber, 2013; Zakhidov, 2015). Conversely, if interpretive, inquiry and questioning skills are developed in Qatari students at an early age, they will feel encouraged to enter careers that are not only streamlined into the government and private sector. If this were to become a success, then eventually, with careful preparation, training and development, Qatar will start to reduce its reliance on expatriates (Gonzalez et al., 2008).

Research Question Three

How can educational reform change to engage students' attitudes toward studying in the future?

Three main suggestions were found,

- The recent structure change had an adverse effect on teaching and learning and needs to be reviewed, perhaps going back to the previous model of teachers retaining their classrooms and students coming to the teachers.
- Qualified, experienced, and innovative teachers need to be employed to improve the overall student experience during lessons.
- Global citizenship and teaching of 21st century skills need to be included across all subjects.

Placing the Findings in Context – Response to the Study Problem, Purpose, Framework and Significance

The researchers' experiences and observations drove her to investigate the International Qatari classroom in terms of International and Qatari students' attitudes towards achievement. This prompted further investigation into what impact the educational reforms had on preparing Qatari students for the 21st century. Moreover, the research sought to investigate whether Qatari youth are on track to meet the needs of Qatar's 2030 national vision, and if not, suggest areas for development and improvement.

The findings seem to respond with the purpose of the study which was to explore what impact Qatar's educational reforms have on the importance of education amongst Qatari and Expatriate students by investigating the experiences of both groups of students. The results seem to match the purpose because they showed the reasons for international students outperforming Qatari students in international studies in student achievement. The Qatari group of students

revealed that they have become indifferent to rules, punishment, and education because they rely on private tutors, they feel entitled and spoiled, they have lots of financial benefits that surpass that afforded to their expatriate counterparts and they have numerous opportunities and jobs readily available to them, that do not depend on their academic performance. The narratives of the expatriate students revealed that the Qatari students are not disciplined, they are less motivated to study, and they have a future that is financially set and stable.

Both groups expressed their views on the lack of skilled experienced teachers, the lack of a consistent school structure, the lack of engaging lessons, and the lack of opportunity to develop key 21st century skills. These results provide possible reasons for the disconnection and disregard of education amongst Qatari students and contribute to the significance of the study. Higher education studies such as Fedesco et al. (2020), Nørgård et al. (2017) and Whitton and Langan (2018), show that the use of pedagogic practices, such as the use of digital games, active participation and experiential learning, which engage students' intrinsic motivation is key to quality teaching.

The conceptual framework focused on attitudes to learning, culture and diversity, and globalisation. The themes related to the development of negative attitudes to learning amongst the participants were negative perceptions and attitudes, disruption, discrimination and stereotyping and social factors involving unfairness. Attitude to learning as described by Mazana et al. (2019) impacts the way students approach their studies and it is a reaction based on experiences from trigger situations. The themes were developed from daily interactions and situations experienced by the participants thus aligning to each other.

The culture, diversity and globalisation-related themes were cultural differences and cultural and community awareness. The findings showed that although Qatari students were aware

of expatriate cultures, they would not fully immerse themselves in the opposite culture such as dressing up in another culture's traditional dress for an international day, which aligns with Massri (2017), who noted that once students are immersed back into family and their own social settings, the preservation of one's identity, one dialect, one ethnicity, and one religion, become a priority. Moreover, learning in the English language also posed a problem, which links to Elshenawy (2017) assertion, that globalisation may be seen as an outside stimulus that can threaten or exploit traditional beliefs. Hence the key concepts of attitudes to learning, culture and diversity, and globalisation and the relationship between them, were used as a benchmark in the development of each research question with the objective to find meaningful solutions that were presented in a narrative format.

Contributions of the Findings to Existing Literature and Conflicting Results

In addition to the recommendations for application and the recommendation for future research, my study has built on the existing body of research as discussed below.

Growing evidence from countries such as Mexico, the UK, Australia, New Zealand, China, Hong Kong, Singapore, and Taiwan highlights the negative impact that educational reforms have had on the working conditions and well-being of teachers manifested in high numbers of competent teachers leaving the profession, and the worsening of the quality of teaching and learning (Cheng, 2009). The findings from this thesis contribute to this evidence base; similarly, educational reform in Qatar led to a deficit of skilled, experienced teachers which led to a decline in teaching and learning.

The findings of the lack of structure within the school, regarding inconsistent policies and procedures and a lack of leadership, further contributed to existing literature. Qatar's educational reform split its schools into a public and private sector, which gave the private schools the freedom to develop their own educational plans, which is directed by an operator who is a Qatari national or a Qatari resident (Abou-El-Kheir, 2017). Qatar's education reform has had a detrimental effect on the private international school which was the focus of this study. The findings reported here, suggest that a private international school's educational plans are not monitored for quality assurance by Qatar's Ministry of Education, giving the operators of these private schools' full autonomy. Research has shown that the Arab region is known for its poor performance in international tests, for its teacher-centred classrooms and for its inability to develop 21st century skills among its students (Alfadala, 2015; Kaput, 2018; Katawazai, 2021; Morgan, 2018). The results from the investigation contributed to this existing body of knowledge revealing the implications for Qatar.

Ali et al. (2022), Lee (2016) and Zguir et al. (2021) noted that Qatar and other Gulf countries generally focus on major educational reforms without understanding the main patron and how they engage in learning; that is investigating the students themselves. This area of research is relatively new and is still limited to a few studies, such as, Al-Dosari (2016), Alshaboul et al. (2022), Lee (2016) and Picton (2016), which have since investigated Qatari students. It is from this thesis that the experiences of Qatari and International students in a Qatari International classroom, add new insight into understanding the Qatari classroom and its students. It is from here that the character and attitude of a Qatari student was uncovered. The disruptive behaviour and disengagement in learning and achieving of a Qatari student was identified, and possible

reasons for this behaviour were found. It is these elements that contribute to the growing body of research into a Qatari International classroom.

The conflicting results were related to Qatar's 2030 national vision. Although the Qatari participants understood that Qatar aimed to become fully self-sufficient and self-sustainable, they did not envision themselves as embodying these qualities as the representatives of Qatar, for example, they agreed that Qatari society has no desire for jobs in the retail, hospitality, education, and construction. They believe that only jobs in oil companies, government departments, police, military, private companies, or family businesses are fit for Qatari citizens. This means Qatar is still heavily dependent on an external workforce and Qatari youth are not on the path to becoming fully self-sufficient, which corresponds to literature by Nejad (2016) about Qatar's 2030 national vision.

He implies that Qatar aims to create a knowledge-based society with the hopes of transforming their youth into stronger leaders, however with most Qatari nationals limited to securing jobs in either the government or public sector, this limited number of career choices will lead to the failure to develop skills needed in Science, Technology, Computing, Industry, and Engineering. It seems from the literature, that the K-12 educational reforms of 2001 have not created Qatar's desired society, as the vast majority of Qatari students are still ill-prepared for either the workforce or higher education, and teachers lack the necessary skills to handle the demands of changing curriculums, changing teaching methods, and constant policy changes (Zakhidov, 2015). The importance of this conclusion heightens the need to encourage Qatari citizens to develop themselves in the fields of Innovation, Science, Technology, Computing, and Engineering, to become highly qualified, highly skilled, and highly trained responsible leaders of the future.

Another conflicting result was the noticeable lack of understanding through their experiences, of what a global citizen entails in the 21st century. All the participants in this study were Generation Z students, meaning they are automatically immersed in technology and technology advancements of the 21st century. There are only a few characteristics like cultural acceptance, communication skills, collaboration, problem-solving, and leadership of a global citizen being taught to students. The core values of a global citizen which are to become a confident person, a self-directed learner, a concerned citizen, an active contributor, having social responsibility, and showing compassion and empathy are lacking. This is not sufficient to develop Qatari youth into world citizens and leaders of tomorrow.

Problems Arising During the Research

The most challenging part of the study was the constraints imposed on the data collection process by the school day. The change in the structure of the school meant that it was very difficult to keep a track of students and their whereabouts. At times the researcher had to search for a vacant room to conduct the interviews. This meant that recordings had to be stopped and started again if there was an interruption to the interview venue. Interviews were then conducted after school hours, which meant longer working hours for the researcher and longer school hours for the participants. This resulted in data collection taking a little over three months to complete.

Limitations

The current study investigated the lived experiences of Qatari and International students in one particular private international school. Polit and Beck (2010) noted that through the in-depth examination of specific situations, the majority of qualitative studies aim to give a comprehensive, contextualised knowledge of some element of the human experience rather than to take a broad

view. Therefore, the findings of this study cannot be generalised to how other private international schools in Qatar function and operate, including the assertion that the Qatari student is generally badly behaved and is as disengaged in learning in all other private international schools. Philbin (2022) suggests that a longitudinal study, in conjunction with quantitative research, would provide more representative data. As of 2019, Qatar recorded 307 public schools and 332 private schools. A comparison between other private international schools and public schools utilising a longitudinal quantitative research design may have generated more representative and generalisable findings. The study sample involved students as the only source for data collection. The interviewing of teachers, middle management and senior management would have provided a larger sample and perhaps generated alternate explanations for the identified lack of structure, lack of leadership and the lack of teaching staff.

The result of the study is the interpretation of a single researcher within one private international school only. The inclusion of data verification by multiple researchers would have added to the credibility and validity of the findings and reduced the question of bias. Even though the researcher utilised a software programme to generate the themes and applied method and data triangulation, investigator triangulation increases the reliability of qualitative studies especially since the generation of data is reliant on researcher interpretation (Archibald, 2016). Furthermore, Buhl (2010) advised that bias can be reduced if similar phenomenological studies are conducted. This would provide a wider context to support findings and improve trustworthiness.

The focus groups had to be conducted separately by gender. The combination of girls and boys could have provided a different set of results impacting the findings, as Adler et al. (2019) explained that the gender of group participants may affect the replies of focus group members.

RECOMMENDATIONS

Recommendations for Application

The research focussed on the perceptions of Qatari and International students' attitudes towards learning and achieving. Whilst the research had a restricted setting, in that, it was based on a single private international school in Qatar, it has endeavoured to enhance the current body of knowledge based on the personal narratives of the participants. These lived experiences provided probable reasons for the disengagement of Qatari students, which may have led to their poor performance in international tests. Bridging the divide between private and public schools and providing possible solutions and ways to render the Qatari population more skilled, lucrative, and viable employees, in all fields of employment, in the Qatari job sector, may pave the way for better functioning policies of the future. The subsequent segments include some potential guidelines that surfaced, as best practices from the study participants, that could advise future policy for both public and private schools in Qatar.

The Ministry of Education can reflect and adjust these policy suggestions when restructuring the educational system, with the aim to bridge the divide between public and private schools by becoming more proactive in overseeing the way private schools are run. Policies could be developed where all schools in Qatar are divided into areas and districts to increase accountability and answer directly to their specific district office. These clusters of schools must be a combination of public and private schools so schools can learn from each other in an open and collaborative way. Smatillayevna et al. (2023) reported that the pooling of schools together fosters partnerships, the educational system's continuity and communication are enhanced by the implementation of the cluster approach. The clustering of schools into districts was hailed as a form of positive socio-economic development by Shaidullina et al. (2015).

Other benefits of the clustering of schools, included better service delivery and strategy development in 13 private and public schools in Arizona, in the United States (Waits, 2000). Madatov (2022) found the cluster approach was beneficial in Uzbekistan, because it created a systematic approach that integrated a joint cooperation between primary schools and secondary schools with vocational and higher education. The Namibian government found that the cluster approach between their schools provided opportunities for professional development when used 21 years ago, Dittmar et al. (2002), whereas Mukimjonovich (2022) saw this as a means to implement and thereafter look for effectiveness and ways to improve on the implementation of the cluster approach to education improves the mechanisms for assessing its effectiveness and devising methods for its application.

It is from the above discussions, that the following recommendations for application could occur in future research regarding policy implementation, programme development and marketing strategies. Policy implementation shall be discussed first.

Possible Policy Making Suggestions

1. Make English the primary language of instruction in all schools, but still include Arabic as a language subject.

In a survey conducted by 100 Qatari youth by Scott-Jackson et al. (2014), they felt that communication and language skills are what they needed the most, in order to thrive in the working environment of Qatar upon completion of their university studies. When the Ministry of Education decided that public schools will revert to Arabic being the main language of instruction, Dearden (2014), this created a divide between public and private schools and disadvantaged Qatari students from accessing the English language. Mustafawi and Shaaban (2019) noted that English as a medium of instruction (EMI), failed in public schools because parents feared a loss to their native

language and were afraid that westernisation would negatively impact the teaching of their Islamic culture. Consequently, the charter school's decision of Arabic being the main language of instruction, contributed to public school students being disadvantaged in speaking the English language and performing lower than their private school counterparts in international tests.

The current research findings further revealed that Qatari students were disengaged during lessons because of the English language, and some could not understand the teachers leading to negative attitudes among students. Furthermore, Qureshi et al. (2016) confirmed this study's findings, that the outcomes of educational reforms have not effectively distilled into practical applications for classrooms despite the increase in the number of independent schools. This is an example of local resistance to Western policy implementation which is not meeting the needs of the 21st century Qatari student (Morgan, 2018). Suppose English as a language of instruction is implemented across all schools in Qatar. In that case, this can alleviate the communication and language skill shortage and possibly improve the results in international tests.

2. Implement and monitor the introduction of similar procedures and protocols across public and private schools.

The above proposed policy would assist in the improvement of education in Qatar, by executing the cluster approach as discussed earlier (Madatov, 2022; Mukimjonovich, 2022; Shaidullina et al., 2015; Smatillayevna et al., 2023; Waits, 2000). This proposed policy could also call for the hiring of Qatari nationals into the education sector instead of only securing jobs within the military, business, and government sectors (Tok et al., 2021). This could be implemented and monitored by the Ministry of Education.

3. Streamline the process and application of international teacher recruitment.

The findings from the study revealed that the severe shortage of teachers hurt the attitudes of students towards learning, highlighting the need to act on hiring and retaining teachers becomes absolutely imperative. These results relate directly to research conducted by Sawalhi and Tamimi (2021) about international schools in Qatar. They said that the lack of teachers is because of the vast procedures and unnecessary paperwork that negatively impact the hiring of teachers. Moreover, Roberts and Mancuso (2014) reiterated that the failure to attract and retain teaching staff has disastrous effects on teaching and learning.

Scholars such as Albarracin and Shavitt (2018) and Sweigart et al. (2016) have stated that attitude influences learning, either positively or negatively and is responsible for learned behaviours and is subject to change depending on certain situations. In a classroom situation, social interactions are constant because of the exchange of information between the students and the teacher. Miklikowska et al. (2021) called classrooms miniature societies. When students have the correct attitude in any subject, they will have the enthusiasm to learn, they will be dedicated, and they will be focussed. Positive attitudes have been found to be instrumental in retaining information during tests, leading to high attainment in subjects and inducing a wide variety of uplifting emotions such as pride, optimism and efficiency demonstrated in case studies conducted by Liaw et al. (2007), Perkins et al. (2005) and Pierce et al. (2007).

However, the study's findings showed that participants developed a range of negative attitudes with regard to learning and achieving because of a lack of skilled experienced teachers, a lack of engaging lessons involving skills development and technology, a lack of a proper school structure, a lack of consistency and a lack of discipline. As a consequence, the negative emotions developed by students were despair, disillusionment, frustration, defeatism, and cynicism.

Almohaimeed and Almurshed (2018) reported that negative attitudes and emotions prevent learning from taking place altogether and the attitude of students towards learning can be changed over time depending on their social and cultural views, responses from the environment or learned behaviours generated from genetics and family. The results of the current research project showed similar reasons for the change in attitude of the participants. If the Ministry of Education were to perhaps reduce the amount of paperwork needed and produce a standard, lucrative teaching package to attract local and international hire, then the high turnover of teachers would be reduced, teachers would perhaps be more committed to their jobs and dedicated to teaching, ultimately leading to a stable, productive learning environment, eventually improving the attitudes of students towards learning.

4. Provide private schools leadership teams full autonomy in the running of the school and decision makings.

Cheng (2009) has highlighted that on a global scale, educational reforms have not been successful. Mohamed and Morris (2021) verified that the Gulf states including Qatar are heavily dependent on borrowing and buying educational systems. Hursh (2018) cautioned against the exporting of education as most times the educational policies are suited to the host country, and it should be the responsibility of the receiving country to check if these policies are accepted by their citizens to measure successful implementation. Abdel-Moneim (2020) further cautioned that the introduction of Western educational reforms poses a threat to the language, religion and culture of the receiving country having noted that Qatar initiated their educational reform without matching policies, practices, and procedures to the Qatari context. Morgan (2018) concluded that Qatar's educational reform was met with local resistance, continuous disagreement and policy switching.

The Ministry of Education declared in 2012 that private schools will be run by private operators, still meeting some regulations from the Ministry but given full autonomy (Abou-El-Kheir, 2017). In the current study, the findings revealed that the private school, which is the context of this research study, did not benefit from Qatar's educational reform, as autonomy was given to the owners of the school, leaving the leadership of the school with little or no say in its functioning. The findings also showed that the reform that the school had gone through, with the separation of boys from girls, was a decision made from the given autonomy, without consultation, and mainly because of cultural beliefs. This is an example of where embarking on a Western education system, but not fully embracing the practices that come with it, causes resistance, policy swapping, a threat to religion and culture and a lack of monitoring by appropriate educational authorities (Hursh, 2018). If the current private international school's leadership had complete autonomy of the school, then policy implementation would be reviewed and agreed upon first, before implementation, thus avoiding the change in structure that upset the dynamics of the school environment.

5. Create an Office for Standards in Education, Children's Services and Skills and carry termly school inspections to effectively monitor teaching and learning.

Davidson (2011) warned that all learning facilities must prepare adequately for the 21st century learner because it was found that students become uninterested easily during lessons, preferring online activities and social media instead (Abas, 2015). The 21st century learner is ahead of previous generations, being fully absorbed in the world of technology (Adams Becker et al., 2016; Bickham et al., 2008). Thus, student engagement in the 21st century, is structured around a student-centred learning environment, where 21st century skills such as teamwork, problem-solving, and critical thinking must be developed (Katawazai, 2021).

Therefore, it was recommended by Mishra and Mehta (2017), that teachers must spend a considerable amount of time developing these skills among their students, to increase their efficiency in 21st century working conditions. However, results from the research revealed that these types of lessons and learning environments are not being facilitated for the study participants. Instead, teachers are taking a teacher-centred approach, and consequently, students are exposed to very little skill set development which occurs only in a few subjects and instances, and technology is not allowed during teaching and learning, again, causing negative attitudes amongst students, linking to research by Knight et al. (2014) and Nasser (2017). They found that Qatari classrooms were teacher-centred and lacked the teaching of interpretive, systematic, analytical, inquiry and questioning skills. This then calls for action from the Qatari Ministry of Education to start closely monitoring teaching and learning to change the current teacher-centred learning environment to a much-needed student-centred learning one. Hence, policy suggestion number 5 becomes essential.

6. Implement the expulsion and exclusion of students who continuously defy and oppose school rules and introduce special needs schools to handle extreme cases of student misbehaviour.

Ali et al. (2022) and Zguir et al. (2021) have called on researchers to dedicate more time to understanding the majority stakeholder of education, which is the learners themselves in Arab countries. Therefore, research into high schools in Qatar started with Picton (2016), utilising a qualitative case study to investigate International students only, Al-Dosari (2016) employed a mixed method approach to examine Qatari students only, Alshaboul et al. (2022) also used a mixed method attempt at examining attitudes amongst students towards distance education between public and private schools and Lee (2016) who used quantitative methods to understand the learning amongst students in public schools in Qatar. Hence, the findings of the current research,

about the disruptive behaviour of the Qatari students, provide a much-needed insight into the current Qatari International classroom, thus contributing to the field of study, as this was a new investigation that delved into the lived experiences of both a Qatari and an International student, together within the same environment. If policy number 6 were approved, then perhaps Qatari students would begin to take their learning seriously, and the disruptive behaviours would be reduced because the consequence would threaten their future position in any school.

Programme Development

Considering the above policy recommendations, the Qatari Ministry of Education should prepare teacher training programmes as mandatory yearly courses on the following.

1. How to handle the dynamics of a Qatari, International classroom.

Sawalhi and Tamimi (2021) mention that the clash of cultures becomes imminent in international schools. Romanowski et al. (2019) also found that principals felt diversity brings with it challenging teaching and learning environments, in which disagreements and disputes hinder the progress of students. With the onset of globalisation, in Qatar and its dependence on foreigners, the management of diversity becomes a necessity, because this situation now filters into the classroom by creating diverse environments (Romanowski et al., 2019). The current findings have revealed discrimination and stereotyping to be the result of culture clashes that disrupt the teaching and learning environment. Therefore, teacher training on how to effectively manage a diverse classroom will assist teachers in how to avoid disturbances to the flow of teaching and learning.

2. 21st Century teaching, student engagement and 21st Century skill development.

It becomes vital that teachers are trained on a regularly basis on how to actively engage students with 21st century teaching strategies and 21st century skill development, as the literature has shown

that this is severely lacking in Qatar and other Arab countries (Weber, 2013; Zakhidov, 2015). It seems as if the Arab region is falling behind with modern-day teaching and learning strategies, because student-centred classrooms are successful thus far in 189 other countries, according to (Chen & Yang, 2019). A commitment to enforce the necessary training amongst teachers in Qatar can prove to be beneficial in increasing overall student engagement and progress.

3. The use of technology within the classroom

Since all the participants in the current research study are Gen Z, learning and teaching in this digital age must be something that needs constant attention and updating (Mattar, 2018). The modern-day student is used to learning via social networks, using online platforms, that are continuously evolving, with the use of artificial intelligence, multiple web interfaces and various computing devices (Rogers, 2017). Hence the progression of technology calls for progressive advancements in teaching and learning pedagogies such as gaming and interactive tools such as Kahoot, Quizlet, Gimkit, or the use of the smart board hybrid technology, to keep up with the 21st century learner (Abas, 2015). Therefore, teacher training on the use of technology within the classroom is important to deliver content that is relevant to our modern-day students.

Marketing Strategies

In light of the high teacher turnover and the lack of experienced and skilled teachers, the Qatari Ministry of Education should dedicate funds to improving the public and private schooling sectors. Podolsky et al. (2016) noted that salaries and other compensations are the number one factor that determines whether a teacher decides to enter, remain in, or exit the teaching profession. Therefore, the Ministry of Education should aim to make teaching more lucrative to attract international and local teachers to teach and remain teaching in Qatar for a minimum of five years; for example, improve and standardise all teaching packages, including a teaching couple family

package, provide improved allowances and benefits to include medical coverage and educational benefits for the children of teachers. Schools should be installed with the latest teaching technology, which should be monitored and maintained yearly. (Ellermeijer & Tran, 2019; Owoc et al., 2019) assert that teaching with technology helps students retain information and keeps students more engaged.

If the above were to occur, then perhaps the adverse effects of Qatar's educational reform would be repaired, the quality of teaching and learning would improve, the literacy gap between public and private schools would be solved and all schools will function holistically with the student's best interest at hand.

Recommendations for Future Research

This research's initially stated overarching aim was to measure the relationship between the recent Qatari educational reform of 2002 and the effect this had on Qatari and International students' attitudes and enthusiasm towards learning and achieving. Whilst acknowledging the study was restricted to one international private school in Qatar, the findings have significantly added to the growing branches of research about Qatari students and how they feel about learning and achieving in a Qatari, International classroom. The research has elicited the collective, lived experiences of thirty participants; this has highlighted the reasons that contribute to their attitudes and change of attitudes towards their education. These results then lead to specified conclusions on ways to improve the quality of education in a Qatari, International classroom, notably creating a more student-centred environment, the need to enhance 21st century skills, and the importance of developing the qualities of a global citizen. A key finding is that more needs to be done to create highly skilled, self-sufficient, and competent youth to meet Qatar's 2030 national vision.

The main finding which Nejad's (2016)' work corroborates, is that most Qatari nationals work as clerks, technicians or managers in the government or public sector. Hence the Computing, Industrial, Science, Technology and Engineering fields are staffed and driven predominately by expatriate workers, meaning that Qatari nationals are failing to develop the advanced skills that are needed for employment within Qatar's STEM employment sectors. Weber (2013) further verifies that due to a shortage of skilled technically-trained Qataris, firms in the country are compelled to recruit specialists from OECD nations or Arab expats who have received training outside of Qatar. Furthermore, language, social, religious, and cultural barriers prevent Qatari nationals from becoming viable employment contenders.

Moreover, Qatarisation only adds to the predicament with 96% of Qataris hired in the public sector as of 2008. The implications are as follows, if Qatar's state sector continues to be the primary employer of Qatari people, the country will not be able to compete in the knowledge economy of the 21st century, despite the fact that Qatar will continue to be one of the wealthiest countries in the world in the next decades. The pool of Qatari human resources that will join the market will be unqualified until the young citizens of Qatar obtain the education and training that is necessary to equip them with the proper skills for the market. The economic viability of Qatar over the long run might be jeopardised by this (Gonzalez, 2008).

The current findings support this statement with participants in this study explaining that they would prefer to work in offices, oil companies, private companies, government jobs, family businesses, police, and military services. These findings in this study have revealed that nothing seems to have changed in fourteen years, which makes this study significant in adding to the existing body of literature and providing evidence to inform and guide future researchers about what must be done to create the highly skilled leaders of the future Qatari society. This study

illuminates several avenues for potential research and guides the researcher's recommendations as follows.

1. Enhancing communication skills and 21st century skills amongst Qatari youth

With Qatar having 75% of the population as Expatriates, ensuring that the education system can adequately prepare Qatari nationals to support the realisation of the 2030 national vision of Qatar is imperative. Qatar's national vision aims to develop a self-sustaining society that is concerned with developing and maintaining a high standard of living for its people (Critchley & Saudelli, 2015). A similar initiative by the government called 'Qatarisation', is a national policy that ensures all Qatari citizens have a portion of governance in the public and private sector workforce by encouraging companies to employ Qatari citizens (Guarino & Tanner, 2012). These two policies were primed to move Qatar from dependence on an expatriate workforce. Unfortunately, the likelihood of these projects positively impacting society is reduced. Qatari students' performance in international tests such as the Progress in International Reading Literacy Study (PIRLS), Trends in International Mathematics and Science Study, (TIMSS), Programme for International Student Assessment, (PISA) and Test of English as a Foreign Language, (TOEFL), remains poor (Hejaze, 2018). With Qatari students achieving the fifth lowest score in reading abilities from 4th graders and fifteen-year-olds achieving the lowest scores in reading, Mathematics and Science, Qatar is positioned lower in the rankings than third world impoverished countries such as Tunisia and Kazakhstan (Assaad & Boughzala, 2018; Taspenova, Smailova, & Meshkov, 2018).

In the most recent PIRLS, Qatar's average performance amongst 4th graders was 485 points, 102 average points away from the top performer, Singapore (Ministry of Education and Higher Education, 2023). Although Qatar scored higher than all other Arab countries, it was still

ranked 43 amongst 57 participating countries, placing Qatar, in the bottom 15 poor-performing countries. Qatar's education system was critiqued, for not creating graduates equipped with the necessary skills and traits to compete worldwide (AlKaabi et al., 2022). The Gulf Cooperation Council investigated Qatar's education and labour market and showed an extreme imbalance exists between university graduates and the job market's needs (Al-Ruwaihi, 2017). Since Qatar is still underperforming in international tests and its graduates are still lacking in the necessary skills, further research should be undertaken to investigate how to develop these essential skills amongst Qatari youth, to prepare them for the demands of Qatar's job market. Perhaps a qualitative ethnographic study into how the culture of teaching and the discipline of learning are contributing features of high-performing countries will offer Qatar a window into strategies to improve so that Qatar's 2030 national vision is attained.

2. Strategies to improve Qatari secondary students' engagement, in private and public schools

Since the current study's findings have revealed a distinct lack of interest and engagement in lessons amongst the Qatari students as compared to the expatriate students, and since the current research was based solely on one private international school, more mixed method, funded research, by a group of researchers across private and public schools in Qatar, is required to establish whether experiences of students are similar in other schools. A mixed methodology can triangulate and cross-examine results and use various methods to produce the same result. This methodology could address the limitations of the current study. Both Qatari and Expatriate participants have suggested that Qatari students do not see education as important, they prefer studying and learning privately at home rather than studying at school, they fall asleep during lessons, they are indifferent to school rules, hence causing frequent major disruptions, they feel

themselves to be entitled and privileged, they know that they are financially stable and will be provided with free education and good jobs and they are generally non-compliant.

This corroborates research conducted by Agasisti and Zoido (2018) and Grey and Morris (2018), on PISA participating countries, which indicates that Qatari students show an unwillingness to complete homework and classwork, they are disengaged from studying, they have a high absentee rate and only a small minority show eagerness towards their schooling experience. These revelations provide substantial explanations for the poor performance of Qatari students in international tests. This combined with the significance of the findings from this study, supports the above recommendation for future research, to develop educational strategies to improve the level of interest and engagement during lessons.

Said, Adam and Abu-Hannieh (2018) noted in their study which surveyed 1800 Qatari students from across the preparatory, secondary and university levels, that students appear to have positive outlooks towards studying, however, these do not render positive outcomes under exam conditions. Ali et al. (2022), Lee (2016) and Zguir, Dubis, and Koc (2021), call for the understanding of the students' perspectives and engagement with regard to school and learning, as it is pointless to attempt to improve education, especially when large amounts of money have been invested, without investigating the learning environment, at the classroom level. If students are actively engaged in learning, then only, can they realise their potential, capacities, and skills, because these serve as a marker, for their future dreams and ambitions (Abubakar, Abubakar, & Itse, 2017; Alrashidi, Phan, & Ngu, 2016). The more engaged a student is, the more passionate they become about being an agent of change, and a driving force to the realisation of themselves, and ultimately contribute to meeting Qatar's 2030 need for a self-sustaining society. Hence future studies on the engagement of Qatari students in learning are recommended.

3. Increasing Qatari students' participation in Science, Technology, Engineering and Math (STEM) in schools and universities

Al-Emadi et al. (2016) and Alemadi et al. (2012), found that there was a distinct lack of career aspirations amongst Qatari youth, as compared to the majority of Expatriate students who wanted to pursue jobs as analysts, researchers, engineers, software developers, scientists, and physicians. Notably, fewer Qatari students expressed the intention to attend university than non-Qatari students. Said et al. (2016) noted that participants' attitudes towards science diminish with age, and these views, along with associated preferences, are affected by a students' country and the sort of educational institution they attend. A lack of STEM graduates compared to Social Science graduates was confirmed by Shediak and Samman (2010), who highlighted a shortage of essential scientific and engineering graduates, coupled with a surplus of social science graduates, which forced the dependence on foreign labour to fill STEM based occupations in Qatar.

Abdulwahed et al. (2013) said that the lack of highly skilled individuals in the field of Information Technology and Medicine continues to plague Qatar's policy makers. Al-Ruwaihi (2017) affirms that, it is then the responsibility of the education systems of Qatar, to develop a much needed, highly skilled, STEM advanced, national workforce. However, Romanowski and Du (2020) echo what Said, Adam and Abu-Hannieh (2018) had found two years prior, that through the years, Qatari students underperform in standardised tests, and they begin to lose interest in tertiary education.

A career in STEM in Qatar was rivalled by the prospect of owning a private business and seeking a public sector job (Sellami et al., 2016). Upon further investigation, Sellami et al. (2016) found that gender, parent influence in terms of parent education and occupation, student disengagement and behaviour problems, and student aspirations and achievement, were the main

reasons for a noticeable lack of STEM career choices. Of interest, is that the General Secretariat for Development Planning (GSDP) (2008), found the high rates of absenteeism, the short amount of time spent on homework, and the lack of classroom discipline in comparison to international benchmark countries are all indicators that a significant number of students, particularly boys and men, do not have the motivation to take advantage of the educational and lifelong learning opportunities that are envisioned by the strategy. In spite of having inadequate academic credentials, a significant number of Qatari students tend to have the belief that they are capable of securing employment and making a decent life. This is significant given that the findings from this study, match research conducted fifteen years ago, regarding the Qatari student's lack of discipline in the classroom, and the idea of a secure future, despite grades achieved in school (General Secretariat for Development Planning , 2008).

Sellami et al. (2017) added that considerable resources have been allocated by Qatar's leaders for the improvement of the quality of education, however, no attention has been paid to how to successfully promote the interest in STEM subjects amongst Qatari youth, in schools and universities. They also highlighted the increasing concerns about the absence of key expertise and talents, amongst Qatari citizens, needed for the knowledge economy. Further, Sellami et al. (2016) stressed that, in order for Qatar's educational system to be able to produce a generation that is capable of fulfilling the demands of contemporary society and the highly competitive work market, it is essential to place a greater emphasis on the development of the requisite knowledge, skills, and competences in the STEM fields.

This is especially true in light of the fact that the government of Qatar is working to encourage young people to develop an interest in STEM disciplines at an early age with the intention of addressing a potential shortage in the workforce in the future. Similarly, Abdulwahed

et al. (2013) and Weber (2014a, 2014b), emphasised the shortage of Qatari nationals in crucial STEM areas. Consequently, competent workers sourced from around the world are employed in STEM occupations to fill this void. Therefore, there is an abundant need for further future research, to determine the ways and means to increase the students' interest in following tertiary education and professions in the STEM field. This becomes particularly important, if Qatar is to develop its citizens into viable participants in the current science and technology steered world.

4. The development of the characteristics of a global citizen among Qatari youth

The core characteristics of a global citizen, being a concerned world citizen, an empathic, compassionate person, and someone with an awareness of social injustices, were lacking amongst the participants in this study. The irony of the situation in Qatar, is that the heavy dependence on an external workforce, leads to the rise in globalisation (Michie, 2019). One would naturally expect the characteristics of a global citizen to be prevalent amongst the youth in Qatar, because of the constant exposure to diversity within society and within schools. Moreover, being a first world country, rich with an abundant supply of oil and gas reserves, Qatar has developed its economy significantly Gangi (2017). Yet, it had not joined other first world countries in promoting the teachings of global citizenship through its curricula. A curriculum which promotes global citizenship calls for the holistic development of students, in terms of thought patterns, knowledge of the world and the ability to relate to those around them (Bovill & Woolmer, 2019; Miller, 2019). Countries such as England, Ireland and Scotland integrated a global learning programme into their schooling systems more than a decade ago, aspiring to prepare a global citizen who, is cognisant of the global community and recognises their own role as a global citizen; values and respects diversity; comprehends the workings of the world; is incensed by social injustice; engages in the community at numerous levels, from the local to the global; is prepared to take action to transform

the world into a more equitable and sustainable environment; and accepts accountability for their actions (Programme, 2006).

Qatar did partner up with *The United Nations Educational, Scientific and Cultural Organization (UNESCO)* office in the year 2020, as recorded by Al-Jaber and Al-Ghamdi (2020), to promote Education for Sustainable Development (ESD), with the hopes of implementing Sustainable Development Goals (SDGs), across all school curricula, however, a comprehensive and strategic method for incorporating (ESD) and (SDGs) within public K-12 institutions and curricula remains insufficiently developed and largely unreported (Zguir, Dubis, & Koç, 2021).

Although this study has found that intercultural communication and the embracing of cultural diversity were established amongst the participants, they lacked the understanding which arises from experiential learning and knowledge generation, which is noted by Farrington Padilla (2016), to be cognisant of their surrounding community and the outside world. Perhaps the participants may have benefitted from international service learning, (ISL), an initiative that is founded to create a partnership with another country. This initiative calls for an engagement on a social level, with a local community of the other country, to understand their issues surrounding health, poverty, and commerce (Shulsky & Hendrix, 2016).

This initiative was meant to promote a growth mindset and endorse the issues that affect humanity, giving students a rounded view, and a sense of moral development, which is essential in holistic education (Whiting et al., 2018). The growth mindset curriculum endeavours to prepare students to think of not only themselves but also their family, friends, community, humanity and the earth, a transformative curriculum that leads to a better life (Leask, 2015). Japan had successfully collaborated with the United States in scientific fieldwork (Fujiwara et al., 2019). Singapore worked with China, Indonesia, and Vietnam on a cultural exchange programme between

their students (De Costa, 2016). These are examples where countries have shown their dedication to the creation and fostering of a global child.

Nasser (2017) claimed that the global citizenship curriculum in Qatar is not where it should be, in regard to promoting the ESDs and SDGs as the post-reform study indicates that the system remains very deficient, when comparing where other countries have reached with their global citizenship curriculums. Amin and Cochrane (2023) declare that instead of progressing towards global education teaching, Qatar is engaged in the challenge of reforming its educational system to develop a dynamic local workforce and equip citizens for the competitive global market for higher education and employment, while also maintaining the country's values, traditions, and language.

They further note that the targets and indicators of the SDGs are explicit stating that primary and secondary education in Qatar must ensure quality education that is equitable and inclusive and encourage lifelong learning opportunities for everyone (Amin & Cochrane, 2023), however, this type of lifelong learning, seemed to be lacking in the current research setting. Participants seemed to be oblivious to the plight of disadvantaged communities and issues surrounding poverty, human rights abuses, and displacement in other countries. Instead, they relayed their experiences of privilege, entitlement, pride, and financial security; the many advantages that they are given and enjoying, whilst living in Qatar and being a Qatari citizen.

It is for these reasons that future research must be focussed on developing a bespoke curriculum, exclusively designed for Qatari classrooms, that instils a universal set of values in students, in terms of compassion, social responsibility, environmental and world awareness, collaboration and community skills, and a sense of curiosity about one's surroundings.

Conclusions

Recapitulation of Aims, Purpose and Findings of the Research

This thesis had the aim of exploring whether the educational reforms in Qatar have been successful for students by exploring their experiences of reform where it matters most, the classroom. The study was designed to determine what effect Qatar's educational reforms have had on Qatari and International students' attitudes towards learning and achieving through an analysis of ways in which the Qatari, International classroom may alter and influence Qatari and International students' experience of learning.

Using a phenomenological, qualitative case study approach, this research, delved into the daily lived experiences of two groups of students, one Qatari group, and one Expatriate group, to gain a deeper understanding of their attempts to make meaning of their schooling and education. The analysis focused on exploring students' levels of success and achievement and whether they consider themselves prepared as global citizens and 21st century leaders, to face the demands of the 21st century workforce. A secondary goal was to establish whether Qatar has taken the necessary steps to yield future leaders, that can contribute effectively towards realising its 2030 national vision, of an advanced, highly skilled, self-sustaining, and progressive society.

Data were elicited from participants in the form of narratives and analysed phenomenologically to produce a set of themes, in an attempt to explain what impact reform in the Qatari education system has had on their experience of studies and attainment. Qatari students have been branded as the world's underperformers in international tests (Mullis et al., 2020), and have been reluctant to study further in Science, Technology, Engineering and Mathematics (STEM) fields (Qureshi et al., 2016). The research was intended to examine this conundrum

further, to contribute to the research base which can be drawn on to reduce its negative impact on the development of Qatari society.

The themes which emerged from the phenomenological analysis and represented the experience of students were a lack of structure, cultural differences, negative perceptions and attitudes, disruption and discrimination and stereotyping. Relationships existed between the themes, with similar categories and subcategories appearing as response patterns to describe groups of codes, addressing, or responding to the main overarching theme. For example, the categories within the theme, lack of structure were challenges and obstacles. A range of challenges and obstacles presented themselves in the form of teacher shortages, low standards of teaching and learning, an absence of leadership, disengaged students and a lack of consistent structure within the school. These aspects were closely related to theme three, negative perceptions and attitudes and theme four, disruption respectively.

For instance, a lack of structure could have led to disruption, (theme four) during lessons, therefore leading to the development of negative attitudes, (theme three) amongst the students. The findings suggest that the school structure, teacher shortages and the poor quality of lessons were a strong demotivators that led to students experiencing feelings of frustration, despair, and hopelessness. The theme of cultural differences was found to be experienced as an influence, that determined the differences between a Qatari student and an Expatriate student's attitude towards learning. Qatari students' feelings of entitlement, privilege, and indifference, tended to have caused them to behave in a disrespectful, disengaged, and non-compliant manner during teaching and learning. Conversely, the Expatriate students showed a clear preference for experiencing the classroom through respectful behaviour and dedication to learning during lessons and had a positive outlook and active engagement with their teachers.

One of the more significant findings to emerge from this study is students' experiences of the disruption of teaching and learning up to a point that teaching and learning would stop completely, or that they experienced an absence of teaching and learning due to disruption. This was related to four events. Firstly, the inappropriate behaviour displayed by Qatari students during lessons, such as shouting and arguing with the teacher, excessive talking whilst teaching is happening, mocking the teacher, and spitting at the teacher. Secondly, the constant lack of teachers in crucial subject areas resulted in substitute teachers supporting these lessons, which students consequently experienced as a wasted lesson, because these teachers were not qualified to teach the required subject content. Thirdly, Qatari students who only conversed in Arabic at home became unwilling to study in the English language, which led to them becoming disconnected from teaching and learning. Lastly, the subjects chosen by the Year 12 students such as Btech Engineering, Mathematics, Biology and Computer Science, were removed as optional subjects from the curriculum, because of the lack of qualified teachers, the lack of interest in Science, Technology, Engineering and Mathematics, (STEM), and a lack of appropriate resources needed to offer the subject.

Theme four, discrimination and stereotyping, had a damaging effect on Expatriate students' experiences of schooling, and led to Qatari students developing a low sense of self-confidence, self-worth, and self-esteem. These were described as experiences of bias, negativity, and the clashing of cultures by Expatriate students. They felt inferior because of the unjust and prejudicial treatment based on their ethnicity, race group and nationality, as it appeared that the majority of maids and drivers working in Qatar, had the same race group as the Expatriate students. Qatari students felt they belonged to the lower or middle class in society because their financial status was not as high as that of their other Qatari classmates.

The exploration of students' experiences of the Qatari, International classroom, revealed the disorderly and rebellious qualities of some Qatari students during teaching and learning. Furthermore, Qatari students were pathologized as mostly having negative attitudes toward learning and achieving. An unexpected finding was that Qatari students were also affected by stereotyping, which was influenced by social standing and the levels of financial stability within their community.

The themes related to students' experiences and understanding of the ways in which the Qatari educational system has prepared them for becoming global citizens in the 21st century, were cultural and community awareness, social factors, and skills and career development. There were a number of sub-categories that arose to support the theme of cultural aspects and community aspects. These included cultural exchange, cultural identity, cultural diversity, cultural similarity, cross-cultural experience, religious practices, community involvement, community-based culture, and community awareness. Other categories that presented themselves were active listening, foreign worker acceptance, interpersonal relationships, inter-faith relationships and the importance of communication. It was heartening to see that cultural diversity, cultural exchange, cultural similarity, and cross-cultural interactions were some characteristics of a global citizen, that were experienced and celebrated by the participants. They were particularly pleased to describe similarities between their cultures, express appreciation for one another's cultures and were generally excited to celebrate the diversity of cultures when it came to National and International Day celebrations. These findings suggest that, in general, the student's knowledge of their fellow students, created a feeling of sentiment and a kind of kinship between the students.

However, as much as the students showed acceptance and celebration of cultural exchange and diversity, these feelings were not sustained. The Qatari students revealed that even though

Expatriate students would dress in Qatari clothing and would fully celebrate the Qatari culture by partaking in meals and activities, a Qatari student would never fully embrace another's culture in the same way because of self-image and the fear of being labelled amongst their peers as forsaking their heritage. This revelation showed that the cultural competence aspect of global citizenship was being developed in the expatriate student only. Other notable features of a global citizen, like, community service, international learning, volunteer work, and worldwide social knowledge were absent in participants' narratives. They seemed to have failed to have embraced all the characteristics of a true global citizen, as they were unaware, uninterested, and indifferent to the social injustices that occur in other countries. Furthermore, they were not exposed to any volunteer work or environmental protection tasks. Instead, the Qatari participants spoke about the many amenities they were provided and seemed to take solace in expressing these privileges.

The second major finding to have surfaced was the importance and influence of social factors in the daily lives of the students. They expressed that they enjoyed their experiences of being socially responsible within the school context. For example, they raised funds by organising the sale of items, they planned sporting activities, and they were tasked with the preparation for their graduation ceremony. Regardless of their success, when asked about social responsibilities outside of the school context, for instance, the idea of part-time work in retail or coffee shops, Qatari students accepted that an Expatriate workforce was available to take on these types of jobs, because as Qatari's, they would eventually find work in business or in government administration, and Qatari boys specifically would find work in the military, or in the police force. Any other job was not even considered by the Qatari student, because they were confident that job security within a business or private sector would automatically be available to them.

The final findings suggest that the characteristics of a global citizen, 21st century skills and career development in STEM type fields were lacking in the participants. Only those students who selected Travel and Tourism as an optional subject and those that were elected to represent the student council were exposed to skills such as collaboration, communication, and leadership only. Therefore, the investigation about whether the participants were prepared as global citizens for the 21st century, has shown that the curriculum needs to be adjusted to include the teachings of global citizenship.

Relationship with Previous Research

The finding of the lack of structure at the current school is consistent with previous research conducted by Cheng (2009), who wrote about how educational changes and reforms in countries across the world, have harmed the levels of job satisfaction, teaching environment and on the general welfare and wellbeing of teachers. Cheng's (2009) report on the negative effects of educational reforms fourteen years ago, is broadly in harmony with those of present-day researchers (Kunst, Kuhn, & Van de Werfhorst, 2020; Mohamed & Morris, 2021). Mohamed and Morris (2021) stated that the Gulf's dependence on policy borrowing for the development of a contemporary education system, has exceeded that of any other area in the world since the onset of the 21st century. Hursh (2018) cautioned against policy borrowing from Western countries to inform educational reforms, because the receiving country often rejects these changes because of a fear of losing their roots to their language, traditions, and culture.

This was further confirmed by Abdel-Moneim (2020), who noted that Qatar has been taking these Western educational models and not connecting these to the local Qatari context. This previous research is consistent with the findings of the current study because the educational reform has had no perceptible positive impact on the private, international school which was the

focus of this study. The school had adopted a Western education curriculum, however, teaching through the medium of English was rejected by those Qatari students who could not understand the language because of only speaking Arabic at home. Furthermore, the lack of teachers and high turnover of teachers at the current school, extends our knowledge and understanding of the problems of teacher shortages and teacher retention in international schools related to research conducted by Gardner-McTaggart (2018) and Sawalhi and Tamimi (2021).

The present study makes several noteworthy contributions to investigations conducted about teaching and learning in Arab countries by several researchers, including, Al Said et al. (2019), Garlitska and Zahrychuk (2021), Knight et al. (2014), Murphy et al. (2021) and Nasser (2017), in terms of the lack of engaging lessons, teacher-centred classrooms, and the non-development of critical thinking and inquiry skills amongst its participants. Moreover, teacher-centred methods have been found to be the general trend in most Arab countries, where schools are not developing students with the necessary 21st century skills, resulting in poor performances in international tests, which adds to the growing body of literature, about the urgent need for more student-centred teaching pedagogies (Alfadala, 2015; Morgan, 2018; United Nations & Development Programme, 2016).

The findings are to some extent, at odds with those of Poláková and Klímová (2019), who state that it is essential for educators to comprehend the distinctions between generations and the varying learning preferences to cultivate effective educational settings because in the contemporary landscape shaped by technological advancements, students exhibit distinct learning requirements when compared with those of previous generations. This reason brought about the recommendation, that using mobile technologies in the classroom would be highly beneficial to the modern-day learner because the applications provide a variety of activities to promote learning

(Poláková & Klímová, 2019). These ideas coincide with Bickham et al. (2008), who verified that the 21st century learner is flooded with technology usage most of the time, hence a 21st century learning environment would provide optimum lesson delivery and engagement. Likewise, Nichols and Wright (2018) state that the modern-day students, known as Generation Z, are seen to be highly computer literate, phone savvy and technologically advanced. However, despite all participants in the current research being Generation Z, they were not exposed to an environment that supported 21st century teaching and 21st century skill development. Instead, they described experiencing boredom during lessons, because of monotonous ways of teaching and learning, involving lots of teacher talk. Thus, the findings are at odds with what recent research recommends.

The current findings illustrate how negative attitudes and perceptions unfolded amongst the participants, given their experiences, and add to a growing body of literature, on how the development of negative attitudes blocks the flow of learning (Almohaimeed & Almurshed, 2018; Pratolo, 2017; Zulfikar, Dahliana, & Sari, 2019). The experiences of a lack of teachers, the lack of engaging lessons, disruption during lessons, and the lack of structure at school, resulted in students experiencing a variety of emotions, such as disappointment, anguish, misery, distrust, doubt, and despair led to the students not accessing knowledge during their lessons. Further, this connects with research by Rahimi and Hassani (2012), who stated that one's feelings and emotions towards negative situations can cause specific attitudes to encourage learners to engage in certain learning behaviours. In this case, the adverse school environment, triggered a range of negative emotions causing an absence of learning between the students, showing contributions to the literature.

The findings about the difference in attitude towards learning and achieving during teaching time, between an Expatriate and Qatari student, enhanced our understanding of the possible reasons why Qatari students are performing badly in international tests. Researchers

(Hejaze, 2018; Morgan, 2018; Zakhidov, 2015) have found that Qatari students continue to perform poorly in international tests and are repeatedly ranked as underperforming in these assessments. Qatari students were described as being spoiled, entitled, financially secure, highly advantaged, disinterested in learning, egotistic, disrespectful, and not prone to following the general rules of the school. These findings are compatible with those of Berrebi, Martorell, and Tanner (2009), Dargin (2007), Tok (2020), Tok, Koç and D'Alessandro (2021), who stated that Qatari students receive free education and promised jobs, hence the need to learn and achieve is not a priority.

Furthermore, Grey and Morris (2018) and Agasisti and Zoido (2018) found that Qatari students performed poorly in the PISA tests because they were reluctant to complete all allocated tasks during lessons and missed school quite often. These findings are however not compatible with the Qatarisation policy found in the literature which states that, it is essential for Qataris to hold a significant role in the governance of both public and private sectors. This approach encourages the involvement of Qatari citizens in the workforce, primarily through skills training and quotas, aimed at motivating employers to recruit nationals (Guarino & Tanner, 2012).

Another goal of the Qatarisation policy is to reduce Qatar's reliance on the expatriate workforce and allow more skilled Qatari nationals to occupy roles of leadership and benefit more from Qatar's growing economy (Scott-Jackson et al., 2014). Although the Qatarisation policy calls for highly trained and proficient Qatari nationals to become marketable employees, responses from the Qatari students about their preferred career choices, somewhat connect slightly, with the findings of Arsenault (2015), which found that 96% of all Qataris have jobs in the government or public sectors. Nejad (2016) also documented that Qatari nationals work mostly in government and public sector departments, therefore are lacking skills in the fields of Science, Computing,

Engineering, and Technology. This aligns with what the Qatari participants revealed about securing jobs mainly in the business and government areas. The lack of skills amongst the Qatari citizens was also noted by Weber (2013), meaning that Qatar has no choice but to still rely on external expertise. These findings further oppose Qatar's 2030 national vision, which has the foresight to build an advanced, self-sustaining, and high-skilled society Critchley and Saudelli (2015), as it seems evident that this is not happening according to the findings.

This present study provides additional evidence with respect to the challenges faced in a diverse classroom. The clash of cultures in the form of discrimination, as seen from the findings, is similar to studies conducted by Romanowski, Abu-Shawish and Merouani (2019) about diverse classrooms proving to be difficult to manage, as disagreements with respect to cultural and nationality differences between students can not only interrupt the flow of teaching and learning, but this also creates an environment for cultural and religious superiority to manifest. Bullying had a negative impact on the Expatriate students which made them feel inferior because of their religion and nationality. This further relates to research from Al-Wattary and Wyness (2023) whereby students may use bullying as a guise or a cover-up, when they feel that their culture and traditions are being threatened by outside influences.

Although the findings of the development of a global citizen in terms of cultural competency and a sense of community spirit, are generally consistent with findings from Baker (2015), Bovill and Woolmer (2019), Chan et al. (2017), Kusumaningputri and Widodo (2018) Miller (2019) and Ribeiro (2016), other characteristics of a global citizen such as international learning, global knowledge, the understanding of poverty and social injustice, empathy, community service and volunteer work were missing from the study's participants. Similarly, there

was limited exposure to 21st century skills development, which only a few students were exposed to.

Contributions to Research

The investigation of how a student learns within their classroom environment, is what researchers such as Ali et al. (2022), Lee (2016) and Zguir et al. (2021) had called for, especially in the Arab region where classes were known to be teacher-centred and lacking the development of 21st century skills. Especially since large sums of money were being spent on educational reforms, no investigation was directed towards the student and how the reforms have impacted the student (Nurunnabi, 2017). Hence the present study makes several noteworthy contributions to understanding how students learn, more particularly, the contributions are based on an investigation into a Qatari, International classroom. Some researchers have attempted to investigate university students in Qatar. Al-Sheeb, Hamouda and Abdella (2018) performed a university study about determining the impact of vigorous learning programmes, combined with social and environmental aspects on the overall satisfaction levels of first-year university students attending a public university in Qatar. Mustafawi et al. (2022) undertook research at Qatar University amongst students to determine their preferences in using English and Arabic when communicating and whilst studying. Abou-El-Kheir (2014) investigated the lived experiences of Qatari university students regarding their perceptions of language, education, and identity.

Other researchers have attempted to investigate school students in Qatar. Picton (2016) studied Expatriate students and their experiences living in a Qatari local context whilst Graham, Saudelli and Sheppard-LeMoine (2019) studied the experiences of Qatari teenagers attending a mixed gender international school. Al-Dosari (2016) conducted an extensive examination on Qatari students' attitudes and motivation towards learning the English language. Alshaboul, Abu-

shawish and Alazaizeh (2022) who studied middle and high school students' perceptions on distance education and Lee (2016) who examined grade 7 and 8 Qatari students' mindset and attitudes towards school.

Thus far, the current study is the first school-based study reporting about the experiences of Qatari and Expatriate students, in a Qatari, International classroom and whether the Qatari student is prepared for the modern-day challenges, to meet the needs of Qatar's 2030 national vision, in the context of educational reform. Even though Agasisti and Zoido (2018) and Grey and Morris (2018) studied the Qatari student, it is from this thesis, that certain behaviour patterns of a Qatari student were shown, and the causes for these behaviour patterns explained. Additionally, this provided possible reasons for the poor performance in international tests and disengagement of Qatari students during teaching and learning. Another unexpected finding was that Qatari students were subjected to stereotyping and bullying from their own Qatari classmates. The only other studies that investigated bullying amongst Qatari students were conducted by O'Hara, Alajaimi and Alshowaikh (2023), who analysed the effect of bullying because of weight gain and research conducted by Alrajeh et al. (2021), Foody et al. (2017) and Samara et al. (2020), who inspected the issues surrounding cyber-bullying.

The current research will serve as a base for future studies into further Qatari, International classrooms at additional private schools and a closer look into Qatari citizens and their lifestyles.

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APPENDICES

Appendix A

Research Ethics Application Form



REAF_DS - Version 3.1 AP

UNICAF UNIVERSITY RESEARCH ETHICS APPLICATION FORM DOCTORAL STUDIES	UNEC USE ONLY: Application No: Date Received:
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Student's Name: Verushka Ramsaroop

Student's E-mail Address: verushkanis@outlook.com

Student's ID #: R1901D7293971

Supervisor's Name: Dr. Tanya Marie Hathaway

University Campus: Unicaf University Zambia (UUZ)

Program of Study: UUZ: EdD Doctoral of Education

Research Project Title: The Case of International and Qatari Students and their Perspective on the Relevance of Education in the 21st Century.

1. Please state the timelines involved in the proposed research project:

Estimated Start Date: 16-Nov-2020

Estimated End Date: 16-Nov-2023

2. External Research Funding (If applicable):**2.a. Do you have any external funding for your research?**YES ☐ NO ☒

If YES, please answer questions 2b and 2c.

2.b. List any external (third party) sources of funding you plan to utilise for your project. You need to include full details on the source of funds (e.g. state, private or individual sponsor), any prior / existing or future relationships between the funding body / sponsor and any of the principal investigator(s) or co-investigator(s) or student researcher(s), status and timeline of the application and any conditions attached.

2.c. If there are any perceived ethical issues or potential conflicts of interest arising from applying for and receiving external funding for the proposed research then these need to be fully disclosed below and also further elaborated on, in the relevant sections on ethical considerations later on in this form.

3. The research project

3.1. Project Summary:

In this section fully describe the purpose and underlying rationale for the proposed research project. Ensure that you pose the research questions to be examined, state the hypotheses, and discuss the expected results of your research and their potential.

It is important in your description to use plain language so it can be understood by all members of the UREC, especially those who are not necessarily experts in the particular discipline. To that effect ensure that you fully explain / define any technical terms or discipline-specific terminology (use the space provided in the box).

The purpose of this study is to identify what effect and influence Qatar's educational reforms have had on the significance of education amongst Qatari and International school cohorts. The overarching goal is to conduct this investigation as a phenomenological, qualitative case study that examines the phenomenon through the experiences of two groups of students, a Qatari group and an International group and their outlook towards education, academic achievement and the meaning of being and becoming a 21st century student. Hence, research into the attitudes towards education amongst Qatari students will be compared with that of International students because studies have revealed that International students are more inclined towards subjects such as Mathematics, Science and Engineering. Moreover, International students are achieving higher results in international tests, hence the comparison serves to provide the education council with the necessary data, on how to increase interest in core subjects at school level amongst Qatari students, which can ultimately help Qatar in meeting the Qatar National vision of 2030 that will assist all Qatari residents into becoming an advanced society capable of sustaining its development and providing a high standard of living for all its people. Qatar's National Vision defines the long-term outcomes for the country and provides a framework within which national strategies and implementation plans can be developed, (Critchley & Saudell, 2015, p. 10). Phenomenology is the study of the mental and emotional circumstances from the viewpoints of the people involved which attempts to bridge the gap between the person and the world, (Groenewald, 2004). Babble (1995, p. 117) and Holloway (1987) explain that the person and the world are related through "the intentional nature of consciousness or the internal experience of being conscious of something", which is connected to the present. Individuals and their experiences are perceived when the incidents develop, making this study exploratory. Hence the use of a survey questionnaire, interviews, focus groups and classroom observations being applied as methods of data collection will enable the researcher to gather data to explore the experiences between the two groups of students. The current study seeks to measure the relationship between the recent Qatari educational reform of 2002 and the effect this had on Qatari and International students' attitude and motivation towards learning and achieving. The aims of this research are threefold and will be developed by the following intentions: 1. To assess the effects of International and Qatari students' attitudes towards achievement. 2. To evaluate the impact of educational reforms on preparing Qatari students for the 21st century. 3. To analyse the effects of educational reforms on Qatari student's attitudes to learn.

3.b. Significance of the Proposed Research Study and Potential Benefits:

Outline the potential significance and/or benefits of the research (use the space provided in the box).

Qatar moved from traditional schools - (Kuttab's) to more modern schools between 1970 and 1980. This led to initiatives of the non-profit organisation - RAND, that was commissioned to initiate the Education for a New Era (EFNE) which resulted in the establishment of the Ministry of Education in 2002 and the construction of Education City in 2003, consisting of eight international university campuses. Even though these huge projects were completed, there is a concerning lack of research on the factors responsible for the disconnection and disregard of education amongst Qatari students in schools. To ensure students are prepared for studying in these international campuses, a strong, well developed and systematic school education system is required, (Said & Friese, 2013). Numerous reports with a focus on educational trends in Qatar, reveal a lack of positive attitudes amongst students produces low test scores, such as reports from: The World Bank report on labour market strategy submitted to GSDP; the RAND-Qatar policy institute reports; results of the Programme for International Student Assessment (PISA), the Trends in International Mathematics and Science Study (TIMSS); International tests, (Said & Friese, 2013, p. 622). Bickham et al. (2008) reiterates that in order for the 21st century learner to develop into a global citizen, greater demand for technological literacy and higher levels of information are needed, that go beyond the basic knowledge of the past. Hence researching on the attitudes towards education amongst Qatari students will provide the education council with much needed advice on how to increase interest in core subjects at school level, which can ultimately help Qatar in meeting the Qatar National vision of 2030 of a society capable of sustaining its development and improving the quality of life for all.

4. Project execution:

4.a. The following study is an:

- ☒ experimental study (primary research)
- ☐ desktop study (secondary research)
- ☐ desktop study using existing database involving information of human/animal subjects
- ☐ Other

If you have chosen 'Other' please Explain:

4.b. Methods. The following study will involve the use of:

Method	Materials / Tools
Qualitative:	<input checked="" type="checkbox"/> Face to Face Interviews <input type="checkbox"/> Phone Interviews <input checked="" type="checkbox"/> Face to Face Focus Groups <input type="checkbox"/> Online Focus Groups <input checked="" type="checkbox"/> Other *
Quantitative:	<input type="checkbox"/> Face to Face Questionnaires <input type="checkbox"/> Online Questionnaires <input type="checkbox"/> Experiments <input type="checkbox"/> Tests <input type="checkbox"/> Other *

*If you have chosen 'Other' please Explain:

Observations - Researcher will observe various lessons to understand the attitude of education amongst students - Qatari students versus international students.

5. Participants

5.a. Does the Project involve the recruitment and participation of additional persons other than the researcher(s) themselves?

☒ **YES** **If YES, please complete all following sections.**

NO **If NO, please directly proceed to Question 7.**



5 b. Relevant Details of the Participants of the Proposed Research

State the number of participants you plan to recruit, and explain in the box below how the total number was calculated.

Number of participants

Students are enrolled at an International school. All students will be in year 12 in the coming academic year. 20 students - Qatari nationals and 10 students - International students - not from Qatar.

** Students are not currently at school because of final examinations. The sample will be selected from class lists using a random number generator.

Describe important characteristics such as: demographics (e.g. age, gender, location, affiliation, level of fitness, intellectual ability etc). It is also important that you specify any inclusion and exclusion criteria that will be applied (e.g. eligibility criteria for participants).

Age range From To

Gender ☒ Female
☒ Male

Eligibility Criteria:

- Inclusion criteria Full time students enrolled at the school.
Qatari nationals - Group One - 20 students
Expatriates - Group Two - 10 students

- Exclusion criteria Students not enrolled at the school.

Disabilities

Other relevant information (use the space provided in the box):

Since the proposed research project is a phenomenological study, a method that can be conducted, even on a single participant as "phenomenologists are concerned with understanding social and psychological phenomena from the perspectives of people involved". (Weimer & Kruger, 2001, p. 189), the researcher is justified in using 10 participants. Furthermore, "the aim of the researcher is to describe as accurately as possible the phenomenon, refraining from any pre-given framework, but remaining true to the facts". (Groenewald, 2004, p. 44).

5 c. Participation & Research setting:

Clearly describe which group of participants is completing/participating in the material(s)/ tool(s) described in 5b above (use the space provided in the box).

The research setting is at an international school in Doha, Qatar, with a population of 80% Qatari students and 20% international (expatriate) students. Once students are selected and consent is sought, the data collection tools will be applied. Firstly each student will be invited to a one-to-one interview. This will take place during the students' study lesson, which is a free lesson. As year 12 students doing a total of 4 subjects only, they will have free time allocated as a study lesson on their timetables. The researcher will utilise these lessons to conduct the one-to-one interviews. Once these are completed over a two week period, the focus group session will be held in an after school extra curricular slot. Observations will occur during timetabled lessons according to the observation proforma. Qatari students - (group Q) will be observed in 3 lessons daily. Expatriate students - (group E) will be observed in 3 lessons daily. This is because the researcher has her own teaching commitments and job functions at the school. Observations will occur over a 3 week period or until all aspects of the observation proforma are covered.

5 d. Recruitment Process for Human Research Participants:

Clearly describe how the potential participants will be identified, approached and recruited (use the space provided in the box).

Gatekeeper letter approval by principal, then, Qatari (group Q) and expat students (group E) would be chosen using a random number method. Researcher will allocate numbers to the students of each group on class registers, and use a random number generator to pick a subset of the population. Qatari students are chosen to gain insight on whether the lack of structure of the school has hindered their attitude towards education and further education. Expat students are chosen to compare their native educational system with what they are currently faced with. At the meeting, an information sheet describing the study and the extent of participation involvement would be given to read. When interest is expressed, only then will consent forms be sent to be completed by the students. Concurrently, the researcher would prepare a gatekeeper letter so that permission is sought from the school principal to undertake research with students. Once consent forms from students are brought back to the researcher with consent being permitted, the researcher will hold another meeting to allocate dates and timings to start data collection.

5 e. Research Participants Informed Consent.

Select below which categories of participants will participate in the study. Complete the relevant Informed Consent form and submit it along with the REAF form.

Yes	No	Categories of participants	Form to be completed
<input checked="" type="checkbox"/>	<input type="checkbox"/>	Typically Developing population(s) above the maturity age *	Informed Consent Form
<input type="checkbox"/>	<input type="checkbox"/>	Typically Developing population(s) under the maturity age *	Guardian Informed Consent Form

* Maturity age is defined by national regulations in laws of the country in which the research is being conducted.



5 f. Relationship between the principal investigator and participants.

Is there any relationship between the principal investigator (student), co-investigator(s), (supervisor) and participant(s)? For example, if you are conducting research in a school environment on students in your classroom (e.g. instructor-student).

YES

☒ NO

If YES, specify (use the space provided in the box).

5. Potential Risks of the Proposed Research Study.

5 a. I. Are there any potential risks, psychological harm and/or ethical issues associated with the proposed research study, other than risks pertaining to everyday life events (such as the risk of an accident when travelling to a remote location for data collection)?

YES

☒ NO

If YES, specify below and answer the question 5 a.II.

5 a.II Provide information on what measures will be taken in order to exclude or minimise risks described in 5 a.I.

6 b. Choose the appropriate option

	Yes	No
I. Will you obtain written informed consent form from all participants?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
II. Does the research involve as participants, people whose ability to give free and informed consent is in question?	<input type="checkbox"/>	<input checked="" type="checkbox"/>
III. Does this research involve participants who are children under maturity age? If you answered YES to question III, complete all following questions. If you answered NO to question III, do not answer Questions IV, V, VI and proceed to Questions VII, VIII, IX and X.	<input type="checkbox"/>	<input checked="" type="checkbox"/>
IV. Will the research tools be implemented in a professional educational setting in the presence of other adults (i.e. classroom in the presence of a teacher)?	<input type="checkbox"/>	<input type="checkbox"/>
V. Will informed consent be obtained from the legal guardians (i.e. parents) of children?	<input type="checkbox"/>	<input type="checkbox"/>
VI. Will verbal assent be obtained from children?	<input type="checkbox"/>	<input type="checkbox"/>
VII. Will all data be treated as confidential? If NO, explain why confidentiality of the collected data is not appropriate for this proposed research project, providing details of how all participants will be informed of the fact that any data which they will provide will not be confidential.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
VIII. Will all participants /data collected be anonymous? If NO, explain why and describe the procedures to be used to ensure the anonymity of participants and/or confidentiality of the collected data both during the conduct of the research and in the subsequent release of its findings.	<input checked="" type="checkbox"/>	<input type="checkbox"/>

	Yes	No
h. Have you ensured that personal data and research data collected from participants will be securely stored for five years?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
i. Does this research involve the deception of participants? If YES, describe the nature and extent of the deception involved. Explain how and when the deception will be revealed, and who will administer this debrief to the participants:	<input type="checkbox"/>	<input checked="" type="checkbox"/>

6 c. i. Are there any other ethical issues associated with the proposed research study that are not already adequately covered in the preceding sections?

Yes ☐ No ☒

If YES, specify (maximum 160 words).

6.c.ii Provide information on what measures will be taken in order to exclude or minimise ethical issues described in 6.c.i.

None.

6 d. Indicate the Risk Rating.

High ☐ Low ☒

7. Further Approvals

Are there any other approvals required (in addition to ethics clearance from UREC) in order to carry out the proposed research study?

☒ YES ☐ NO

If YES, specify (maximum 100 words).

Gatekeeper letter - approval from school principal.

8. Application Checklist

Mark ☒ if the study involves any of the following:

- ☐ Children and young people under 18 years of age, vulnerable population such as children with special educational needs (SEN), racial or ethnic minorities, socioeconomically disadvantaged, pregnant women, elderly, malnourished people, and ill people.
- ☐ Research that foresees risks and disadvantages that would affect any participant of the study such as anxiety, stress, pain or physical discomfort, harm risk (which is more than is expected from everyday life) or any other act that participants might believe is detrimental to their wellbeing and / or has the potential to / will infringe on their human rights / fundamental rights.
- ☐ Risk to the well-being and personal safety of the researcher.
- ☐ Administration of any substance (food / drink / chemicals / pharmaceuticals / supplements / chemical agent or vaccines or other substances (including vitamins or food substances) to human participants.
- ☐ Results that may have an adverse impact on the natural or built environment.

9. Further documents

Check that the following documents are attached to your application:

		ATTACHED	NOT APPLICABLE
1	Recruitment advertisement (if any)		<input checked="" type="checkbox"/>
2	Informed Consent Form / Guardian Informed Consent Form	<input checked="" type="checkbox"/>	
3	Research Tool(s)	<input checked="" type="checkbox"/>	
4	Gatekeeper Letter	<input checked="" type="checkbox"/>	
5	Any other approvals required in order to carry out the proposed research study, e.g., institutional permission (e.g. school principal or company director) or approval from a local ethics or professional regulatory body.	<input checked="" type="checkbox"/>	



REAF_D8 - Version 3.1

10. Final Declaration by Applicants:

- (a) I declare that this application is submitted on the basis that the information it contains is confidential and will only be used by Unicafe University for the explicit purpose of ethical review and monitoring of the conduct of the research proposed project as described in the preceding pages.
- (b) I understand that this information will not be used for any other purpose without my prior consent, excluding use intended to satisfy reporting requirements to relevant regulatory bodies.
- (c) The information in this form, together with any accompanying information, is complete and correct to the best of my knowledge and belief and I take full responsibility for it.
- (d) I undertake to abide by the highest possible international ethical standards governing the Code of Practice for Research Involving Human Participants, as published by the UN WHO Research Ethics Review Committee (ERC) on <http://www.who.int/ethics/research/en/> and to which Unicafe University aspires to.
- (e) In addition to respect any and all relevant professional bodies' codes of conduct and/or ethical guidelines, where applicable, while in pursuit of this research project.



I agree with all points listed under Question 10

Student's Name: Verushka Ramsaroop

Supervisor's Name: Dr. Tanya Marie Hathaway

Date of Application: 01-Jul-2022

Important Note:

Save your completed form (we suggest you also print a copy for your records) and then submit it to your UU Dissertation/project supervisor (tutor). In the case of student projects, the responsibility lies with the Faculty Dissertation/Project Supervisor. If this is a student application, then it should be submitted via the relevant link in the VLE. Please submit only electronically filled in copies; do not hand fill and submit scanned paper copies of this application.

Appendix B

Ethics Committee Decision



UPEC Decision, Version 2.0



Unicaf University Research Ethics Committee Decision

Student's Name: Verushka Ramsearoop

Student's ID #: R1901D7283871

Supervisor's Name: Dr Tanya Marie Hathaway

Program of Study: UU-EDUD-800-3-ZM

Offer ID /Group ID: O37440G39046

Dissertation Stage: DS3

Research Project Title: The Case of International and Qatari Students and their Perspective on the Relevance of Education in the 21st Century.

Comments: Tool:

Include a section dedicated to demographics.
In case religion, ethnicity, and place of birth is not a possible factor affecting the results of the research then this should not be included in the questionnaire/interview.

Decision*: A. Approved without revision or comments

Date: 25-Jul-2022

*Provisional approval provided at the Dissertation Stage 1, whereas the final approval is provided at the Dissertation stage 3. The student is allowed to proceed to data collection following the final approval.

Appendix C

Gatekeeper Letter



UU_GL – Version 2.0

Gatekeeper letter

Address: Umm Al Daah Street Doha, Qatar, PO BOX 8

Date: 24-May-2022

Subject: Permission for research

Dear Principal,

I am a doctoral student at Unicaf University Zambia.

As part of my degree I am carrying out a study on the significance of education amongst Qatari and International students.

I am writing to enquire about permission to carry out interviews with a group of students. Furthermore, I would also need permission to access contact information of students from the schools information management system, such as age, race, ethnicity and gender.

Subject to approval by Unicaf Research Ethics Committee (UREC) this study will be using interviews, focus groups and observation as part of the data collection tools.

Title of project: The Case of International and Qatari Students and their Perspective on the Relevance of Education In the 21st Century.

Name of supervisor: Dr. Tanya Marie Hatheway

Description: The research aims to answer the following three questions:

1. How does the current Qatari international classroom affect Qatari and International students' attitude towards learning and achieving?
2. To what extent does the Qatari educational system prepare students for the 21st century to become global citizens?
3. What educational reforms and changes need to occur to engage students' attitude to study?

I would require your permission to conduct interviews and observations on a group of 30 students.

Thank you in advance for your time and for your consideration of this project. Kindly please let me know if you require any further information or need any further clarifications.

Yours Sincerely,

Verushika Ramseroop

Student's Name: Verushika Ramseroop

Student's E-mail: verushikaia@outlook.com

Student's Address and Telephone: Alfarid Gardens 2, villa 53, Abu Sidra, Doha, Qatar

Supervisor's Title and Name: Dr. Tanya Marie Hatheway

Supervisor's Position: Lecturer

Supervisor's E-mail: thatheway@unicaf.org

Appendix D

Principal Permission

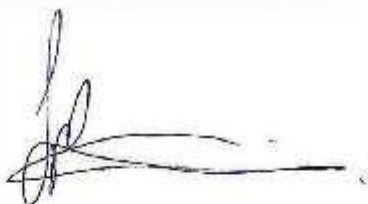
22nd August 2022

Ref: Verushka Ramsaroop

Dear Dr Tanya Marie Hathaway C/O Unicef Zambia

I hereby authorise Verushka Ramsaroop to conduct research in regards of her dissertation at our school,
Doha Qatar

Yours faithfully,



- Principal -

Tel:
Email:



Appendix E

Informed Consent



UII_IC - Version 2.1

Informed Consent Form

Part 1: Debriefing of Participants

Student's Name: Verushka Ramsaroop
Student's E-mail Address: verushkanis@outlook.com
Student ID #: R1901D7293971
Supervisor's Name: Dr. Tanya Marie Hathaway
University Campus: Unicaf University Zambia (UUZ)
Program of Study: UUZ: EdD Doctoral of Education
Research Project Title: The Case of International and Qatari Students and their Perspective on the Relevance of Education in the 21st Century.

Date: 01-Jul-2022

Provide a short description (purpose, aim and significance) of the research project, and explain why and how you have chosen this person to participate in this research (maximum 150 words).

You were chosen as a participant in this research investigation for the following reasons -

- * to identify what effect and influence Qatar's educational reforms have had on the significance of education amongst Qatari and International school cohorts,
- * to conduct this investigation as a phenomenological, qualitative case study that examines the phenomenon through the experiences of two groups of students, a Qatari group and an international group and their outlook towards education, academic achievement and the meaning of being and becoming a 21st century student,
- * to measure the relationship between the recent Qatari educational reform of 2002 and the effect this had on Qatari and international students' attitudes towards learning and achieving.

The aims of this research are threefold and will be developed by the following intentions:

1. To assess the effects of international and Qatari students' attitudes towards achievement.
2. To evaluate the impact of educational reforms on preparing Qatari students for the 21st century.
3. To analyse the effects of educational reforms on Qatari student's attitudes to learn.

The above named Student is committed in ensuring participant's voluntary participation in the research project and guaranteeing there are no potential risks and/or harms to the participants.

Participants have the right to withdraw at any stage (prior or post the completion) of the research without any consequences and without providing any explanation. In these cases, data collected will be deleted.

All data and information collected will be coded and will not be accessible to anyone outside this research. Data described and included in dissemination activities will only refer to coded information ensuring beyond the bounds of possibility participant identification.

I, Verushka Ramsaroop, ensure that all information stated above is true and that all conditions have been met.

Student's Signature:

Informed Consent Form

Part 2: Certificate of Consent

This section is mandatory and should be signed by the participant(s)

Student's Name: Verushka Ramsaroop

Student's E-mail Address: verushkanis@outlook.com

Student ID #: R1901D7293971

Supervisor's Name: Dr. Tanya Marie Hathaway

University Campus: Unicaf University Zambia (UUZ)

Program of Study: UUZ: EdD Doctoral of Education

Research Project Title: The Case of International and Qatari Students and their Perspective on the Relevance of Education in the 21st Century.

I have read the foregoing information about this study, or it has been read to me. I have had the opportunity to ask questions and discuss about it. I have received satisfactory answers to all my questions and I have received enough information about this study. I understand that I am free to withdraw from this study at any time without giving a reason for withdrawing and without negative consequences. I consent to the use of multimedia (e.g. audio recordings, video recordings) for the purposes of my participation to this study. I understand that my data will remain anonymous and confidential, unless stated otherwise. I consent voluntarily to be a participant in this study.

Participant's Print name:

Participant's Signature:

Date:

If the Participant is illiterate:

I have witnessed the accurate reading of the consent form to the potential participant, and the individual has had an opportunity to ask questions. I confirm that the aforementioned individual has given consent freely.

Witness's Print name:

Witness's Signature:

Date:

Appendix F

Guardian Informed Consent



UU_GIC - Version 2.1

Guardian Informed Consent Form

Part 1: Debriefing of Participants

Student's Name: Verushka Ramsaroop

Student's E-mail Address: verushkanis@outlook.com

Student ID #: R190107293971

Supervisor's Name: Dr. Tanya Marie Hathaway

University Campus: Unicaf University Zambia (UUZ)

Program of Study: UUZ: EdD Doctoral of Education

Research Project Title: The Case of International and Qatari Students and their Perspective on the Relevance of Education In the 21st Century.

Date: 01-Jul-2022

Provide a short description (purpose, aim and significance) of the research project, and explain why and how you have chosen this person to participate in this research (maximum 150 words).

The purpose of this study is to identify what effect and influence Qatar's educational reforms have had on the significance of education amongst Qatari and international school cohorts. The overarching goal is to conduct this investigation as a phenomenological, qualitative case study that examines the phenomenon through the experiences of two groups of students, a Qatari group and an international group and their outlook towards education, academic achievement and the meaning of being and becoming a 21st century student. The current study seeks to measure the relationship between the recent Qatari educational reform of 2002 and the effect this had on Qatari and international students' attitude towards learning and achieving. The aims of this research are threefold and will be developed by the following intentions:

1. To assess the effects of international and Qatari students' attitudes towards achievement.
2. To evaluate the impact of educational reforms on preparing Qatari students for the 21st century.
3. To analyse the effects of educational reforms on Qatari student's attitudes to learn.

The above named Student is committed in ensuring participant's voluntary participation in the research project and guaranteeing there are no potential risks and/or harms to the participants.

Participants have the right to withdraw at any stage (prior or post the completion) of the research without any consequences and without providing any explanation. In these cases, data collected will be deleted.

All data and information collected will be coded and will not be accessible to anyone outside this research. Data described and included in dissemination activities will only refer to coded information ensuring beyond the bounds of possibility participant identification.

I, Verushka Ramsaroop, ensure that all information stated above is true and that all conditions have been met.

Student's Signature:



Guardian Informed Consent Form

Part 2: Certificate of Consent

This section is mandatory and should to be signed by the participant's legal guardian

Student's Name: Verushka Ramsaroop

Student's E-mail Address: verushkanis@outlook.com

Student ID #: R1901D7293971

Supervisor's Name: Dr. Tanya Marie Hathaway

University Campus: Unicef University Zambia (UUZ)

Program of Study: UUZ: EdD Doctoral of Education

Research Project Title: The Case of International and Qatari Students and their Perspective on the Relevance of Education in the 21st Century.

I have read the foregoing information about this study, or it has been read to me. I have had the opportunity to ask questions and discuss about it. I have received satisfactory answers to all my questions and I have received enough information about this study. I understand that the participant is free to withdraw from this study at any time without giving a reason for withdrawing and without negative consequences. I consent to the use of multimedia (e.g. audio recordings, video recordings) for the purposes of the participation to this study. I understand that all data will remain anonymous and confidential, unless stated otherwise.

I, _____, the legal guardian
of _____ allow and provide consent
that _____ can willingly participate in the study.

I, _____, the legal guardian
of _____ have been ensured that verbal consent
given by _____ will also be taken before the study.

Appendix G

Data Collection Tool

Interview Questions – One-to-one – Aim to answer question one – each interview will last approximately 45 minutes to 1 hour

Demographics

1. What is your age, gender, language, religion, ethnicity, and place of birth?

Open – ended Questions

2. Can you give an example of good attendance record to school?
 - a. What the reasons for your answer in question one? Why?
 - b. How do you think we can improve attendance at school?
3. If you look back over your years of being at the school, can you relay examples of good teaching and learning experiences?
4. What are the best and worst parts of teaching in your classroom?
 - a. Can you give examples of the above?
5. What are the best and worst parts of learning in your classroom?
 - a. Can you give examples of the above?
6. Elaborate about your teachers in terms of - relationship with students, controlling students' academic activities, rewarding students and teacher competency.
7. How do your teachers support with your learning?
 - a. Can you give examples of the above?
 - b. How does this influence your approach to learning?
 - c. What effect does the above have on your academic achievements?
 - a. Why would you say this and what are the reasons for this?
8. How were your initial experiences with classmates that are expats?
 - a. How would you describe your classmate's that are expats/Qatari's attitude and ability towards learning and achieving in the classroom?
 - b. Can you give examples of the above?
 - c. How is this different from your views on learning and why would you say this?
9. What support are you given at home to help you study?
 - a. How is this adequate for you to meet your goals in every subject?
10. What support are you given at school to ensure you are a progressive student?
 - a. How is this adequate for you to meet your goals in every subject?

Appendix H

Data Collection Tool

11. Did you encounter any barriers or challenges with the type of subjects offered by the school?
12. Compared to other schools in Doha, what is the reputation of your school? Why?
13. What are the factors promoting your enjoyment of being at this school?
14. What are the factors preventing your enjoyment of being at this school?

Focus Group Questions – Aim to answer research question two – Aimed at either Qatari students, international students, or both – 2 hours with a break in-between

1. What do you understand by the term global citizen, diversity, and human rights?
2. How does your school cater for diversity and equal opportunities?
3. What leadership roles have you taken during your schooling career at this school?
4. Have you been involved in any volunteer or environmental work at school?
5. How often have you been involved in group work, role playing or debating activities during school?
6. What are the different nationalities at your school?
7. How does their culture and religion differ from yours?
8. What do you admire about the Qatari culture or religion? – expat students
9. What aspects of an expat's culture do you admire? – Qatari students
10. Are you proud to be a Qatari? Why?
11. Are you aware of Qatar's 2030 national vision?
12. Looking at the current workforce of Qatar, what is your opinion about this?
13. What educational/job opportunities do you have as a Qatari?
14. What jobs can you get in Qatar as a Qatari?
15. What opportunities have you gained by living and schooling in Qatar as an expat?
16. How often do you talk to/collaborate with someone that is of a different nationality to yours during school?
17. How often do you talk to/collaborate with the opposite gender at school?
18. How is school preparing you for university and the job sector?
19. What are most excited about university?
20. What are you the least excited about university?

Appendix I

Observations

Lesson Observation Form

Name:	Date: 09/05/2023
Class:	Time: 10:00am
Grouping:	Observer: Vemshika Ramsarup
No. of students: 5	Duration: 55 minutes
	Purpose of Observation: Performance Evaluation
Lesson Objective: To understand the effect of Rhetorical Questions.	

	Teaching and Learning Expectation	Evidence
a	<p>Deep subject knowledge presented in small steps (TS 3)</p> <ul style="list-style-type: none"> Is the teacher knowledgeable and confident about the topic? Are teacher explanations shaped in a constructive way? Are the teacher's explanations clear for all? 	<ul style="list-style-type: none"> * Very calm and patient approach towards the learners. * Teacher adapts the lesson to the students ability. * Teacher explains and re-explains.
b	<p>Efficient use of lesson time beginning with a short review of previous learning (TS 1, 2 & 4)</p> <ul style="list-style-type: none"> How quickly does the learning start? Are lesson routines well embedded? Are transitions well managed? Is any time lost to disruption of any kind? Does the learning proceed at an appropriate pace (not too fast or slow)? Do the planned learning activities match the stated objectives? 	<ul style="list-style-type: none"> * Starter given * Enactment of what a rhetorical question is using role play. * Use of a circle to write notes, technique - pool of ideas, headlining.
c	<p>Time for practise to embed skills (TS 2 & 6)</p> <ul style="list-style-type: none"> Is there a variety of learning tasks? Are all students engaged? Is there evidence of time given for students to improve work and develop skills? Is there a buzz of discussion or focussed individual study? 	<ul style="list-style-type: none"> * Use of plickers as a starter, QR code, teacher takes a picture of it, comes up automatically on the board. * Students were engaged and enjoyed the activity. * Enjoyed the use of the game.
	Model responses (TS 2 & 5)	

** Not sure if the program failed as was not too sure about purpose of names?

<ul style="list-style-type: none"> ● Is modelling used to improve student understanding? ● Are objectives and success criteria shared with students, relevant and clear? 	<p>* Teacher models what a rhetorical question is.</p> <p>* Objective is shown throughout the lesson.</p>
<p>e Clear understanding of the individual students (TS 5 & 6)</p> <ul style="list-style-type: none"> ● Is there evidence that the teacher is regularly checking understanding (and acting on it)? ● Are all students being challenged? Including SEN, G & T, High/Medium/Low ● Are the learning needs of SEN students planned for including effective work with the TA? 	<p>* Explains 'persuade', but keeps checking whether the students understand the definition.</p> <p>* Using an example of expressing disbelief in Arabic.</p> <p>* Slows down and repeats definitions</p>
<p>f Effective questioning (TS 5 & 6)</p> <ul style="list-style-type: none"> ● Are questions differentiated and targeted towards particular students? 	<p>* Teacher uses targeted questioning</p>
<p>g Effective use of feedback and assessment (TS 5 & 6)</p> <ul style="list-style-type: none"> ● Do students know what they need to work on to improve? ● Is there evidence that marking is used effectively to aid progress? ● Is there evidence of timely feedback that helps students make sustained progress? ● Does written feedback give specific actions for improvement? ● Is verbal feedback regular and bespoke (a though not recorded)? 	<p>* Books are in very good condition.</p> <p>* Pasted worksheets,</p> <p>* Teacher corrects all paragraphs or showing where the student has gone wrong.</p> <p>* Verbal feedback is constant during the lesson.</p>
<p>h Scaffolding where necessary (TS 1, 4 & 7)</p> <ul style="list-style-type: none"> ● Are all students able to access tasks? Are scaffolds and challenges provided? ● Are all groups of learners included? 	<p>* Yes, use of game, zip and boing to engage all learners when teacher felt that the lesson was not going as expected. Changed and adapted to accommodate</p>
<p>i High expectations and high success rates (TS 1 & 7)</p> <ul style="list-style-type: none"> ● Are students clear about the success criteria for the task? ● Do the students know their targets? ● Are all students making progress including SEN, G & T, High/Medium/Low ● Are students enthusiastic about their learning? Do they believe they can achieve? 	<p>* Via marking and feedback targets are set.</p>

<ul style="list-style-type: none"> Are there high expectations for all students? Are high standards of written work expected? Are opportunities to develop students' oracy skills taken? 	- Oracy skills, repeat after teacher the definitions of the words.
<p>Students are encouraged to learn from their mistakes through weekly and monthly reviews (IS 5, 6 & 7)</p> <ul style="list-style-type: none"> Are there opportunities to review, retrieve and practise learning? Are students resilient and confident to make mistakes? What level of independence is demonstrated? Is there evidence that students are taking responsibility for their learning? 	* Access to online answers on plicker - captured to inform progress or lack of it.

Date of lesson	09/05/2023	MAGT Provision	?
SEN groups provision	multiple activities given	Observer	Verushka Ramsarup
Lesson plan shared	✓	Up to date marking	✓
Learning Objective known	✓	Students aware of targets	✓

What went well - celebrating success

- * Excellent use of AFL techniques
- * Plicker, role play, games
- * Ability to change lesson to adapt to the learner needs.

Even better if (EBI) / areas observed

- * All students engaged throughout the lesson, boy right at the back.
- * Use of whiteboards
- * MAGT - identify if any? maybe have a different activity.

Targets for Further Professional Development (2 or 3 targets recorded)

Lesson Observation Form

Name:	Date: 02/05/23
Class:	Time: 12 pm
Grouping:	Observer: VRA
No. of students: 14	Duration: 50 minutes
Purpose of Observation: Performance Evaluation.	
Lesson Objective: Recall where we might find use mirrors, draw ray diagrams for reflections and use it to determine the law of reflection.	

Teaching and Learning Expectation	Evidence
a Deep subject knowledge presented in small steps (TS 3) <ul style="list-style-type: none"> Is the teacher knowledgeable and confident about the topic? Are teacher explanations shaped in a constructive way? Are the teacher's explanations clear for all? 	* Teacher explains angle of incident, angle of reflection. * relate this to real life, more examples can be given (off buildings, two way mirrors?) * Use of protractor shown on board.
b Efficient use of lesson time beginning with a short review of previous learning (TS 1, 2 & 4) <ul style="list-style-type: none"> How quickly does the learning start? Are lesson routines well embedded? Are transitions well managed? Is any time lost to disruption of any kind? Does the learning proceed at an appropriate pace (not too fast or slow)? Do the planned learning activities match the stated objectives? 	* Routine, date, topic, objective. * Starter activity, register taken. * Planned STP does not match the lesson cameras, lightning, thunder?
Time for practise to embed skills (TS 2 & 6) <ul style="list-style-type: none"> Is there a variety of learning tasks? Are all students engaged? Is there evidence of time given for students to improve work and develop skills? Is there a buzz of discussion or focussed individual study? 	* Giving more examples instead of students just copying the example * Skill development? What would happen if the surface was not smooth? → was not discussed.
Model responses (TS 2 & 5)	

	<ul style="list-style-type: none"> ● Is modelling used to improve student understanding? ● Are objectives and success criteria shared with students, relevant and clear? 	Modelling of worksheet could have been done on the board I do, we do, you do
e	Clear understanding of the individual students (TS 5 & 6) <ul style="list-style-type: none"> ● Is there evidence that the teacher is regularly checking understanding (and acting on it)? ● Are all students being challenged? Including SEN, G & T, High/Medium/Low ● Are the learning needs of SEN students planned for including effective work with the TA? 	* Alper walks around checking each student on the first diagram, stamping and giving verbal feedback Challenge? Differentiation? AFL?
f	Effective questioning (TS 5 & 6) <ul style="list-style-type: none"> ● Are questions differentiated and targeted towards particular students? 	? extension work?
g	Effective use of feedback and assessment (TS 5 & 6) <ul style="list-style-type: none"> ● Do students know what they need to work on to improve? ● Is there evidence that marking is used effectively to aid progress? ● Is there evidence of timely feedback that helps students make sustained progress? ● Does written feedback give specific actions for improvement? ● Is verbal feedback regular and bespoke (although not recorded)? 	* Given a chance to respond to marked feedback at the start of the lesson. * All books are marked, marking sticker used, feedback given, response to feedback. * Verbal feedback is continuous.
h	Scaffolding where necessary (TS 1, 4 & 7) <ul style="list-style-type: none"> ● Are all students able to access tasks? Are scaffolds and challenges provided? ● Are all groups of learners included? 	* Not all girls were clear about the worksheet task. Instead of explaining it multiple times, take them together to board and explain.
i	High expectations and high success rates (TS 1 & 7) <ul style="list-style-type: none"> ● Are students clear about the success criteria for the task? ● Do the students know their targets? ● Are all students making progress including SEN, G & T, High/Medium/Low ● Are students enthusiastic about their learning? Do they believe they can achieve? 	Enthusiasm? SEN - Does every student know how to use a protractor?

<ul style="list-style-type: none"> ● Are there high expectations for all students? ● Are high standards of written work expected? ● Are opportunities to develop students' oracy skills taken? 	
<p>Students are encouraged to learn from their mistakes through weekly and monthly reviews (TS 5, 6 & 7)</p> <ul style="list-style-type: none"> ● Are there opportunities to review, retrieve and practise learning? ● Are students resilient and confident to make mistakes? ● What level of independence is demonstrated? ● Is there evidence that students are taking responsibility for their learning? 	<p>* All students asked to draw and label various diagrams.</p> <p>* was most were unsure of what to do on the worksheet.</p> <p>* Clearer explanation on the size of angles, and how to use the protractor?</p>

Date of lesson	02/05/2023	MAGT Provision	
SEN groups provision		Observer	
Lesson plan shared	✓	Up to date marking	✓
Learning Objective known	✓	Students aware of targets	

What went well - celebrating success

- * Peer assessment
- * paper work
- * marking and feedback
- * use of praise
- * verbal feedback.

Even better if (EBI) / areas observed

- * Pace of lesson,
- * Extension, incident ray, reflected ray in real life situations.
- * Links to Real life, Qatar Identity
- * AFL
- * Too repetitive * Confusion about how to get the equal angles.

Targets for Further Professional Development (2 or 3 targets recorded)

- * Should have had the model answer on the board and shown the students the correct answer
- * Instead of using the paper to demonstrate → display on the board.

Lesson Observation Form

Name:	Date: 18/05/2023
Class:	Time: 9:10am
Grouping:	Observer: Yerushka Ramsaraop
No. of students: 16	Duration: 55 minutes
	Purpose of Observation: Performance Evaluation
Lesson Objective: To be able to calculate a missing angle of a right angled triangle using a given angle and a side.	

Teaching and Learning Expectation	Evidence
a Deep subject knowledge presented in small steps (TS 3) <ul style="list-style-type: none"> Is the teacher knowledgeable and confident about the topic? Are teacher explanations shaped in a constructive way? Are the teacher's explanations clear for all? 	<ul style="list-style-type: none"> * Prior knowledge explained, difference between T.O.P and trig. * Explanation of how to label, opposite, adjacent and hypotenuse. * Target questioning → good AFL. * Explaining of formulas on Δ. * Modelling on the board.
b Efficient use of lesson time beginning with a short review of previous learning (TS 1, 2 & 4) <ul style="list-style-type: none"> How quickly does the learning start? Are lesson routines well embedded? Are transitions well managed? Is any time lost to disruption of any kind? Does the learning proceed at an appropriate pace (not too fast or slow)? Do the planned learning activities match the stated objectives? 	<ul style="list-style-type: none"> * Lesson routine is well embedded, date, title, LO on board, register taken, Starter activity given to students. * Tasks match the Learning objective. * Good pace, students are expected to complete the starter in 5min.
Time for practise to embed skills (TS 2 & 6) <ul style="list-style-type: none"> Is there a variety of learning tasks? Are all students engaged? Is there evidence of time given for students to improve work and develop skills? Is there a buzz of discussion or focussed individual study? 	<ul style="list-style-type: none"> * 1 star, 2 star and 3 star activities. * All students are engaged and paying attention. * When questioning, continuous recap of the labelling of triangles.
Model responses (TS 2 & 5)	

<ul style="list-style-type: none"> ● Is modelling used to improve student understanding? ● Are objectives and success criteria shared with students, relevant and clear? 	<p>* Modelling is used throughout the lesson, examples are written on the board.</p> <p>* Objective written at the back of the board.</p>
<p>e Clear understanding of the individual students (TS 5 & 6)</p> <ul style="list-style-type: none"> ● Is there evidence that the teacher is regularly checking understanding (and acting on it)? ● Are all students being challenged? Including SEN, G & T, High/Medium/Low ● Are the learning needs of SEN students planned for including effective work with the TA? 	<p>* Continuous questioning for understanding.</p> <p>* Can slow down for the less able students, <u>recap prior knowledge</u>.</p> <p>* During task, teacher goes around and shows students individually.</p>
<p>f Effective questioning (TS 5 & 6)</p> <ul style="list-style-type: none"> ● Are questions differentiated and targeted towards particular students? 	<p>* Yes, teacher targets the same students who do not understand.</p>
<p>g Effective use of feedback and assessment (TS 5 & 6)</p> <ul style="list-style-type: none"> ● Do students know what they need to work on to improve? ● Is there evidence that marking is used effectively to aid progress? ● Is there evidence of timely feedback that helps students make sustained progress? ● Does written feedback give specific actions for improvement? ● Is verbal feedback regular and bespoke (although not recorded)? 	<p>* Individual attention given to those students that do not know how to use the calculator.</p> <p>* Individual verbal feedback given.</p> <p>* Books are marked, feedback on how to improve seen.</p>
<p>h Scaffolding where necessary (TS 1, 4 & 7)</p> <ul style="list-style-type: none"> ● Are all students able to access tasks? Are scaffolds and challenges provided? ● Are all groups of learners included? 	<p>* I, do } Seen.</p> <p>* We do }</p> <p>* You do }</p>
<p>High expectations and high success rates (TS 1 & 7)</p> <ul style="list-style-type: none"> ● Are students clear about the success criteria for the task? ● Do the students know their targets? ● Are all students making progress including SEN, G & T, High/Medium/Low ● Are students enthusiastic about their learning? Do they believe they can achieve? 	<p>* Success criteria discussed at the start of the lesson.</p> <p>* Students are aware of what they need to achieve at the end of the lesson.</p>

<ul style="list-style-type: none"> ● Are there high expectations for all students? ● Are high standards of written work expected? ● Are opportunities to develop students' oracy skills taken? 	<p>* Through questioning 'why must we use sin'?</p> <p>* Students are expected to write all examples in their notebooks.</p>
<p>1 Students are encouraged to learn from their mistakes through weekly and monthly reviews (TS 5, 6 & 7)</p> <ul style="list-style-type: none"> ● Are there opportunities to review, retrieve and practise learning? ● Are students resilient and confident to make mistakes? ● What level of independence is demonstrated? ● Is there evidence that students are taking responsibility for their learning? 	<p>* Students are given a variety of tasks to practise.</p> <p>* Students are expected to show all steps of calculation.</p>

Date of lesson	18/05/2023	MAGT Provision	3 star questions given.
SEN groups provision	Individual attention.	Observer	Venshka Ramsarop
Lesson plan shared	✓	Up to date marking	✓
Learning Objective known	✓	Students aware of targets	✓

What went well - celebrating success

- * AFL, target questioning
- * Well planned lesson including multiple tasks and extension activities.
- * Good introduction to opposites of trig functions, inverse functions were introduced nicely.
- * Individual attention given to those not understanding.

Even better if (EBI) / areas observed

- * Lots of time dedicated to practise.
- * Good relationship with students.
- * Differentiation seen.
- * Extension to worded problems.
- * Links to exam style Qs - IGCSE
- * Calculators

Targets for Further Professional Development (2 or 3 targets recorded)

- Different forms of AFL can be used with a good class.
- Link to real life and Pater Identity (why is math important?)

* Response to feedback, more challenging EBI in books.

Lesson Observation Form

Name:	Date: 08/05/2023
Class:	Time: 9:10
Grouping:	Observer: VRA
No. of students: 17	Duration: 55 minutes
	Purpose of Observation: Performance Evaluation
Lesson Objective: How is an extended metaphor used to convey a message?	

Teaching and Learning Expectation	Evidence
Deep subject knowledge presented in small steps (TS 3) <ul style="list-style-type: none"> Is the teacher knowledgeable and confident about the topic? Are teacher explanations shaped in a constructive way? Are the teacher's explanations clear for all? 	<ul style="list-style-type: none"> * Leads all discussions but always encourages the students to complete the discussion. * Explanations are clear and students are guided well.
Efficient use of lesson time beginning with a short review of previous learning (TS 1, 2 & 4) <ul style="list-style-type: none"> How quickly does the learning start? Are lesson routines well embedded? Are transitions well managed? Is any time lost to disruption of any kind? Does the learning proceed at an appropriate pace (not too fast or slow)? Do the planned learning activities match the stated objectives? 	<ul style="list-style-type: none"> * Prior knowledge check, discussion in pairs. * Target questioning → Good AFL Seen, constantly. * Timed activities * Activities are very engaging
Time for practise to embed skills (TS 2 & 6) <ul style="list-style-type: none"> Is there a variety of learning tasks? Are all students engaged? Is there evidence of time given for students to improve work and develop skills? Is there a buzz of discussion or focussed individual study? 	<ul style="list-style-type: none"> * Group work, group activity, buzz of discussion noted, students enjoying discussion on how to rephrase the title 'Who's for the Game!'
Self responses (TS 2 & 5)	

<ul style="list-style-type: none"> ● Is modelling used to improve student understanding? ● Are objectives and success criteria shared with students, relevant and clear? 	<p>* Constant checking on work being done and explaining to students where they are wrong and explaining if there is no understanding.</p>
<p>Clear understanding of the individual students (TS 5 & 6)</p> <ul style="list-style-type: none"> ● Is there evidence that the teacher is regularly checking understanding (and acting on it)? ● Are all students being challenged? Including SEN, G & T, High/Medium/Low ● Are the learning needs of SEN students planned for including effective work with the TA? N/A 	<p>* Walking around class, checking and discussing with each group</p> <p>* Positive praise, asking each group for their answers and further discussion.</p>
<p>Effective questioning (TS 5 & 6)</p> <ul style="list-style-type: none"> ● Are questions differentiated and targeted towards particular students? 	<p>* Different questioning, further association with gaming, probing questions.</p>
<p>Effective use of feedback and assessment (TS 5 & 6)</p> <ul style="list-style-type: none"> ● Do students know what they need to work on to improve? ● Is there evidence that marking is used effectively to aid progress? ● Is there evidence of timely feedback that helps students make sustained progress? ● Does written feedback give specific actions for improvement? ● Is verbal feedback regular and bespoke (although not recorded)? 	<p>* Verbal feedback given to every group throughout the lesson.</p> <p>* Marking is excellent, paragraphs are corrected, students know exactly where they went wrong.</p> <p>* Books have pasted worksheets and kept in very good condition.</p>
<p>Scaffolding where necessary (TS 1, 4 & 7)</p> <ul style="list-style-type: none"> ● Are all students able to access tasks? Are scaffolds and challenges provided? ● Are all groups of learners included? 	<p>Initial idea, and then further develop the discussion using term fomo</p>
<p>High expectations and high success rates (TS 1 & 7)</p> <ul style="list-style-type: none"> ● Are students clear about the success criteria for the task? ● Do the students know their targets? ● Are all students making progress including SEN, G & T, High/Medium/Low ● Are students enthusiastic about their learning? Do they believe they can achieve? 	<p>* Aware that they have to take a poem and change it into a game show show involving music.</p>

<ul style="list-style-type: none"> ● Are there high expectations for all students? ● Are high standards of written work expected? ● Are opportunities to develop students' oracy skills taken? 	<ul style="list-style-type: none"> * Connection from normal games discussion to extended activity on changing a poem into a game show, oral work in terms of
<p>j Students are encouraged to learn from their mistakes through weekly and monthly reviews (TS 5, 6 & 7)</p> <ul style="list-style-type: none"> ● Are there opportunities to review, retrieve and practise learning? ● Are students resilient and confident to make mistakes? ● What level of independence is demonstrated? ● Is there evidence that students are taking responsibility for their learning? 	<ul style="list-style-type: none"> * Prior knowledge discussed * Group work is constant during the lesson, pair discussion is constant which encourages students to do most of the learning. <p>kw/high times</p>

Date of lesson	08/05/2023	MAGT Provision	? more explicit
SEN groups provision		Observer	Verushka Ramsaroop
Lesson plan shared	✓	Up to date marking	✓
Learning Objective known	✓	Students aware of targets	✓

What went well - celebrating success

- * Prior knowledge discussion
- * Escalation of the lesson, change title, discussion, take a poem and change it → brilliant → building up to LO of the lesson
- * How engaged students were.
- * Use of music in the lesson.
- * Posing continuous questioning.

→ good way to show differentiation in a different way

even better if (EBI) / areas observed

Could have asked representatives to use those different pitches and read out the poem in front of the class, brilliant activity, but ~~could have~~ would have loved to see the product using the music.

Students responding to feedback → always difficult to get this.

Targets for Further Professional Development (2 or 3 targets recorded)

Maybe change AFL activities, discussion, pairs to demonstrating, reading poem out aloud, actual game in the lesson perhaps, to link to LO, links to Qatar identity and culture?

Lesson Observation Form

Name:	Date: 24/05/2023
Class:	Time: 11:10 room: 016
Grouping:	Observer: Venishka Ramsarop
No. of students: 8	Duration: 55 minutes
	Purpose of Observation: Performance Observations
Lesson Objective: Identify the 4 P's, explain the term product and its importance in the marketing mix. Explore the product life cycle and apply products to the various stages.	

Teaching and Learning Expectation	Evidence
a Deep subject knowledge presented in small steps (TS 3) <ul style="list-style-type: none"> Is the teacher knowledgeable and confident about the topic? Are teacher explanations shaped in a constructive way? Are the teacher's explanations clear for all? 	* Very good explanation of the marketing mix. * Explanations are clear. * Probing questions, leading on to the next concepts.
b Efficient use of lesson time beginning with a short review of previous learning (TS 1, 2 & 4) <ul style="list-style-type: none"> How quickly does the learning start? Are lesson routines well embedded? Are transitions well managed? Is any time lost to disruption of any kind? Does the learning proceed at an appropriate pace (not too fast or slow)? Do the planned learning activities match the stated objectives? 	* Good routine, starter on the board. * Use of white boards * LO is embedded in the lesson content. * Prior knowledge check.
c Time for practise to embed skills (TS 2 & 6) <ul style="list-style-type: none"> Is there a variety of learning tasks? Are all students engaged? Is there evidence of time given for students to improve work and develop skills? Is there a buzz of discussion or focussed individual study? 	* Extension task built into the starter. * Discussion, opportunity for all girls to answer. * Use of praise.
d Model responses (TS 2 & 5)	

	<ul style="list-style-type: none"> ● Is modelling used to improve student understanding? ● Are objectives and success criteria shared with students, relevant and clear? 	<p>* Success criteria is built into the LO.</p>
e	<p>Clear understanding of the individual students (TS 5 & 6)</p> <ul style="list-style-type: none"> ● Is there evidence that the teacher is regularly checking understanding (and acting on it)? ● Are all students being challenged? Including SEN, G & T, High/Medium/Low ● Are the learning needs of SEN students planned for including effective work with the TA? 	<p>* Constant checking answers in student books.</p> <p>* First time teaching this class so Blaine will not be aware of who is SEN or MAGT.</p>
f	<p>Effective questioning (TS 5 & 6)</p> <ul style="list-style-type: none"> ● Are questions differentiated and targeted towards particular students? 	<p>* Extension and challenge activities are constant through the lesson.</p>
g	<p>Effective use of feedback and assessment (TS 5 & 6)</p> <ul style="list-style-type: none"> ● Do students know what they need to work on to improve? ● Is there evidence that marking is used effectively to aid progress? ● Is there evidence of timely feedback that helps students make sustained progress? ● Does written feedback give specific actions for improvement? ● Is verbal feedback regular and bespoke (although not recorded)? 	<p>* Verbal feedback is constant through the entire lesson.</p> <p>* Positive praise is used constantly through the lesson.</p>
h	<p>Scaffolding where necessary (TS 1, 4 & 7)</p> <ul style="list-style-type: none"> ● Are all students able to access tasks? Are scaffolds and challenges provided? ● Are all groups of learners included? 	<p>* Variety of tasks → prior knowledge to Exam style questions.</p>
i	<p>High expectations and high success rates (TS 1 & 7)</p> <ul style="list-style-type: none"> ● Are students clear about the success criteria for the task? ● Do the students know their targets? ● Are all students making progress including SEN, G & T, High/Medium/Low ● Are students enthusiastic about their learning? Do they believe they can achieve? 	<p>* Girls are attentive throughout the lesson.</p> <p>* Success criteria is built into LO so students are aware of what they need to know by the end of the lesson.</p>

<ul style="list-style-type: none"> ● Are there high expectations for all students? ● Are high standards of written work expected? ● Are opportunities to develop students' oracy skills taken? 	<p>* Students are expected to copy down notes.</p> <p>* Students are encouraged to answer.</p>
<p>j Students are encouraged to learn from their mistakes through weekly and monthly reviews (TS 5, 6 & 7)</p> <ul style="list-style-type: none"> ● Are there opportunities to review, retrieve and practise learning? ● Are students resilient and confident to make mistakes? ● What level of independence is demonstrated? ● Is there evidence that students are taking responsibility for their learning? 	<p>* Think, pair, share activity provides an opportunity for students to review, retrieve information.</p> <p>* Girls are confident in the topics learnt, as they were questioning previous lesson and comparing to current lesson.</p>

Date of lesson	24/05/2023	MAGT Provision	extension tasks given.
SEN groups provision	N/A	Observer	VRA
Lesson plan shared	✓	Up to date marking	N/A
Learning Objective known	✓	Students aware of targets	✓

What went well - celebrating success

- * Good use of AFL, variety; think pair, share, mini whiteboards, questioning throughout.
- * Dialogue and pacing throughout the lesson.
- * Challenge link to IGCSE. * well planned.
- * Strong explanation given.

Even better if (EBI) / areas observed

- * No hands up, policy.
- * More emphasis on the whiteboard activity, pick up your boards and show me.
- * Check for understanding from every student → small class allows you to do this.

Targets for Further Professional Development (2 or 3 targets recorded)

- * Examples of products in Qatar → links to real life.

Lesson Observation Form

Name: Class: Grouping: No. of students: 6 students	Date: 02/05/2023 Time: 11:10 Observer: VRA Duration: Purpose of Observation: Performance Evaluation
Lesson Objective: To be able to identify how we create packaging nets using simple shapes.	

Teaching and Learning Expectation	Evidence
a Deep subject knowledge presented in small steps (TS 3) <ul style="list-style-type: none"> Is the teacher knowledgeable and confident about the topic? Are teacher explanations shared in a constructive way? Are the teacher's explanations clear for all? 	<ul style="list-style-type: none"> Very good Starter - by using a visual cube that opens out into a net. Probing questions thereafter links to Maths.
b Efficient use of lesson time beginning with a short review of previous learning (TS 1, 2 & 4) <ul style="list-style-type: none"> How quickly does the learning start? Are lesson routines well embedded? Are transitions well managed? Is any time lost to disruption of any kind? Does the learning proceed at an appropriate pace (not too fast or slow)? Do the planned learning activities match the stated objectives? 	<ul style="list-style-type: none"> x Starter for on a timer 5:00 x Lesson routine, students are on task all the time.
c Time for practise to embed skills (TS 2 & 6) <ul style="list-style-type: none"> Is there a variety of learning tasks? Are all students engaged? Is there evidence of time given for students to improve work and develop skills? Is there a buzz of discussion or focussed individual study? 	<ul style="list-style-type: none"> x chloe uses different examples to illustrate packaging to develop their skills. x Lots of discussion and further questioning.
d Model responses (TS 2 & 5)	

<ul style="list-style-type: none"> ● Is modelling used to improve student understanding? ● Are objectives and success criteria shared with students, relevant and clear? 	<p>Good modelling using different packages.</p>
<p>c Clear understanding of the individual students (TS 5 & 6)</p> <ul style="list-style-type: none"> ● Is there evidence that the teacher is regularly checking understanding (and acting on it)? ● Are all students being challenged? Including SEN, G & T, High/Medium/Low ● Are the learning needs of SEN students planned for including effective work with the TA? 	<p>* Probing questioning, getting each student to think and answer about different materials, examining the designs of packaging.</p>
<p>f Effective questioning (TS 5 & 6)</p> <ul style="list-style-type: none"> ● Are questions differentiated and targeted towards particular students? 	<p>Yes. Why, what, what to consider when designing a net.</p>
<p>g Effective use of feedback and assessment (TS 5 & 6)</p> <ul style="list-style-type: none"> ● Do students know what they need to work on to improve? ● Is there evidence that marking is used effectively to aid progress? ● Is there evidence of timely feedback that helps students make sustained progress? ● Does written feedback give specific actions for improvement? ● Is verbal feedback regular and bespoke (although not recorded)? 	<p>* Students question how they need to plan their nets to go further to build their models. * Books are marked with feedback to students - student response to feedback? * Continuous verbal feedback.</p>
<p>h Scaffolding where necessary (TS 1, 4 & 7)</p> <ul style="list-style-type: none"> ● Are all students able to access tasks? Are scaffolds and challenges provided? ● Are all groups of learners included? 	<p>* Analysing the inside packaging with glass, why is the box designed in a particular way. This was the extension.</p>
<p>i High expectations and high success rates (TS 1 & 7)</p> <ul style="list-style-type: none"> ● Are students clear about the success criteria for the task? ● Do the students know their targets? ● Are all students making progress including SEN, G & T, High/Medium/Low ● Are students enthusiastic about their learning? Do they believe they can achieve? 	<p>* Yes * All girls are aware of what they need to achieve by the end of the lesson. * All students engaged with completing their sketches.</p>

<ul style="list-style-type: none"> Are there high expectations for all students? Are high standards of written work expected? Are opportunities to develop students' practical skills taken? 	<p>→ Chloe demonstrated with one of the students nets, of how what where the mistakes and why it will not work.</p>
<ul style="list-style-type: none"> Students are encouraged to learn from their mistakes through weekly and monthly reviews (TS 5, 6 & 7) Are there opportunities to review, retrieve and practice learning? Are students resilient and confident to make mistakes? What level of independence is demonstrated? Is there evidence that students are taking responsibility for their learning? 	<p>→ Introduction to next lesson Practical lesson, so every student had to produce a net.</p>

Date of lesson	02/05/2023	MAGT Provision	?
SEN groups provision	N/A	Observer	VRA
Lesson plan shared	✓	Up to date marking	use of marking stickers
Learning Objective known	✓	Students aware of targets	✓

What went well - celebrating success

- * Modelling
- * Links to real life scenarios, packaging, products.
- * Continuous discussion, continuous probing questions, ^{what, why, how.}
- * Individual feedback to every student on whether their (net) design will work.

Even better if (EBI) / areas observed

- * AFL
- * Differentiation, MAGT, what would be the extension
- * Links to Peter's Identity

Targets for Further Professional Development (2 or 3 targets recorded)

Lesson Observation Form

Name:	Date: 17/05/2023
Class:	Time: 8:00am
Grouping:	Observer: Venushka Ramsarup
No. of students: 10	Duration: 55mins
	Purpose of Observation: Performance Evaluation
Lesson Objective: To predict what is formed at the cathode and anode during electrolysis of aqueous solutions.	

Teaching and Learning Expectation	Evidence
a Deep subject knowledge presented in small steps (TS 3) <ul style="list-style-type: none"> ● Is the teacher knowledgeable and confident about the topic? ● Are teacher explanations shaped in a constructive way? ● Are the teacher's explanations clear for all? 	* Excellent explanation of content. * Explanations are clear and descriptive for all students to understand. * Good break down of content, * Prior knowledge - check in 'Recap'.
b Efficient use of lesson time beginning with a short review of previous learning (TS 1, 2 & 4) <ul style="list-style-type: none"> ● How quickly does the learning start? ● Are lesson routines well embedded? Are transitions well managed? ● Is any time lost to disruption of any kind? ● Does the learning proceed at an appropriate pace (not too fast or slow)? ● Do the planned learning activities match the stated objectives? 	* Excellent routine, starter on the board. * Good transition to the lesson objective, asking students to look for a clue in the lesson objective. * Activity - starter has an extension task and match well ^{with} the L.O.
Time for practise to embed skills (TS 2 & 6) <ul style="list-style-type: none"> ● Is there a variety of learning tasks? ● Are all students engaged? ● Is there evidence of time given for students to improve work and develop skills? ● Is there a buzz of discussion or focussed individual study? 	* Good use of 'PANIC' to restore learning and memory. * Skills - use of acronym. * All students are engaged, asking questions to check their understanding.
Model responses (TS 2 & 5)	

	<ul style="list-style-type: none"> ● Is modelling used to improve student understanding? ● Are objectives and success criteria shared with students, relevant and clear? 	<p>* Objective is shared with students.</p> <p>* Modelling done throughout the lesson.</p>
e	<p>Clear understanding of the individual students (TS 5 & 6)</p> <ul style="list-style-type: none"> ● Is there evidence that the teacher is regularly checking understanding (and acting on it)? ● Are all students being challenged? Including SEN, G & T, High/Medium/Low ● Are the learning needs of SEN students planned for including effective work with the TA? 	<p>* AFL is continuous during the lesson → questioning and discussion.</p> <p>* Checking on learner understanding</p> <p>* Jabor is settled and learning, attention (individual) given to Jabor.</p>
f	<p>Effective questioning (TS 5 & 6)</p> <ul style="list-style-type: none"> ● Are questions differentiated and targeted towards particular students? 	<p>* Targeted questions are directed to specific students.</p> <p>* Good relationship with students.</p>
g	<p>Effective use of feedback and assessment (TS 5 & 6)</p> <ul style="list-style-type: none"> ● Do students know what they need to work on to improve? ● Is there evidence that marking is used effectively to aid progress? ● Is there evidence of timely feedback that helps students make sustained progress? ● Does written feedback give specific actions for improvement? ● Is verbal feedback regular and bespoke (although not recorded)? 	<p>* Books, seen a few not marked but those were new books.</p> <p>* Those marked have EBI targets.</p> <p>* Verbal feedback is continuous throughout the task time.</p> <p>* Plenary very effective in checking for understanding of what was learnt.</p>
h	<p>Scaffolding where necessary (TS 1, 4 & 7)</p> <ul style="list-style-type: none"> ● Are all students able to access tasks? Are scaffolds and challenges provided? ● Are all groups of learners included? 	<p>* Challenging questions are directed to students.</p> <p>* Extension activities as task 2 and seen in starter.</p>
	<p>High expectations and high success rates (TS 1 & 7)</p> <ul style="list-style-type: none"> ● Are students clear about the success criteria for the task? ● Do the students know their targets? ● Are all students making progress including SEN, G & T, High/Medium/Low ● Are students enthusiastic about their learning? Do they believe they can achieve? 	<p>* Students are enthusiastic to learn.</p> <p>* Students are aware of which ion goes to positive/negative ion.</p> <p>* Plenary - questions targeted to specific students to check for understanding.</p>

<ul style="list-style-type: none"> ● Are there high expectations for all students? ● Are high standards of written work expected? ● Are opportunities to develop students' oracy skills taken? 	<ul style="list-style-type: none"> * Written work - students are expected to note down the rules. * Students are encouraged to answer * Teacher walks around class and continuously checks for understanding.
<p>1 Students are encouraged to learn from their mistakes through weekly and monthly reviews (TS 5, 6 & 7)</p> <ul style="list-style-type: none"> ● Are there opportunities to review, retrieve and practise learning? ● Are students resilient and confident to make mistakes? ● What level of independence is demonstrated? ● Is there evidence that students are taking responsibility for their learning? 	<ul style="list-style-type: none"> * Continuous review of terms, rules. * Multiple tasks given throughout the lesson for students to complete. * Students given the rule and expected to complete the table with missing products of cathodes and anodes. *

Date of lesson	17/05/2023	MAGT Provision	Extension Tasks
SEN groups provision	Jaber with TA and individual attention.	Observer	Venuska Ramsarap
Lesson plan shared	✓	Up to date marking	Not all books marked.
Learning Objective known	✓	Students aware of targets	✓

What went well - celebrating success

- * Excellent teaching, good explanation, commands students attention, modelling and teaching of a high standard.
- * Engaging lesson, continuous use of questioning and checking for understanding.
- * Repeats explanation when notices students do not understand.

Even better if (EBI) / areas observed

- Links to real life and Qatar Identity.
- New books, some books not marked.
- Students response to feedback- always an issue.

Targets for Further Professional Development (2 or 3 targets recorded)

Lesson Observation Form

Name:	Date: 17/05/2023
Class:	Time: 8:55 am
Grouping:	Observer: Venushka Ramsarasp
No. of students: 7	Duration: 55 minutes
	Purpose of Observation: Performance Evaluation.
Lesson Objective: To consolidate knowledge on Urban Land use.	

	Teaching and Learning Expectation	Evidence
a	Deep subject knowledge presented in small steps (TS 3) <ul style="list-style-type: none"> Is the teacher knowledgeable and confident about the topic? Are teacher explanations shaped in a constructive way? Are the teacher's explanations clear for all? 	* Explanations and subject knowledge are clear. * Confident about terms. * Extra attention to make sure SEN students understand.
b	Efficient use of lesson time beginning with a short review of previous learning (TS 1, 2 & 4) <ul style="list-style-type: none"> How quickly does the learning start? Are lesson routines well embedded? Are transitions well managed? Is any time lost to disruption of any kind? Does the learning proceed at an appropriate pace (not too fast or slow)? Do the planned learning activities match the stated objectives? 	* Routines embedded well. * Students are settled, well behaved and are engaged with the starter activity. * Activities match the LO.
c	Time for practise to embed skills (TS 2 & 6) <ul style="list-style-type: none"> Is there a variety of learning tasks? Are all students engaged? Is there evidence of time given for students to improve work and develop skills? Is there a buzz of discussion or focussed individual study? 	* Variety of learning tasks throughout the lesson. * Time given to students to answer tasks.
d	Model responses (TS 2 & 5)	

	<ul style="list-style-type: none"> ● Is modelling used to improve student understanding? ● Are objectives and success criteria shared with students, relevant and clear? 	<p>* LO and success criteria shared with students.</p> <p>* Modelling → clear explanations given.</p>
e	<p>Clear understanding of the individual students (TS 5 & 6)</p> <ul style="list-style-type: none"> ● Is there evidence that the teacher is regularly checking understanding (and acting on it)? ● Are all students being challenged? Including SEN, G & T, High/Medium/Low ● Are the learning needs of SEN students planned for including effective work with the TA? 	<p>* Continuous discussion, walking around and checking for understanding.</p> <p>* More challenge to MA&T at beginning of lesson, however this was seen as the lesson progressed.</p>
f	<p>Effective questioning (TS 5 & 6)</p> <ul style="list-style-type: none"> ● Are questions differentiated and targeted towards particular students? 	<p>* SEN and higher able students are catered for.</p>
g	<p>Effective use of feedback and assessment (TS 5 & 6)</p> <ul style="list-style-type: none"> ● Do students know what they need to work on to improve? ● Is there evidence that marking is used effectively to aid progress? ● Is there evidence of timely feedback that helps students make sustained progress? ● Does written feedback give specific actions for improvement? ● Is verbal feedback regular and bespoke (although not recorded)? 	<p>* Students are aware of what type of questions to answer to achieve specific targets.</p> <p>* Verbal feedback is continuous.</p> <p>* Books are marked and good feedback is given.</p> <p>* Books are in a good condition.</p>
h	<p>Scaffolding where necessary (TS 1, 4 & 7)</p> <ul style="list-style-type: none"> ● Are all students able to access tasks? Are scaffolds and challenges provided? ● Are all groups of learners included? 	<p>* All students are encouraged to answer.</p> <p>* Good use of scaffolding throughout the lesson, use of grids for learning outcomes.</p>
i	<p>High expectations and high success rates (TS 1 & 7)</p> <ul style="list-style-type: none"> ● Are students clear about the success criteria for the task? ● Do the students know their targets? ● Are all students making progress including SEN, G & T, High/Medium/Low ● Are students enthusiastic about their learning? Do they believe they can achieve? 	<p>* Targets explained well.</p> <p>4/5 Define</p> <p>6/7 Describe</p> <p>8/9 Explain</p> <p>* SEN students identified and tasks are catered for SEN students.</p>

<ul style="list-style-type: none"> ● Are there high expectations for all students? ● Are high standards of written work expected? ● Are opportunities to develop students' oracy skills taken? 	<ul style="list-style-type: none"> * High expectations continuous during the lesson. * High standards of written work expected from all students.
<p>Students are encouraged to learn from their mistakes through weekly and monthly reviews (TS 5, 6 & 7)</p> <ul style="list-style-type: none"> ● Are there opportunities to review, retrieve and practise learning? ● Are students resilient and confident to make mistakes? ● What level of independence is demonstrated? ● Is there evidence that students are taking responsibility for their learning? 	<ul style="list-style-type: none"> * Lots of discussions, * Students are encouraged to ask questions and answer. * Lots of tasks given, nice build up to the tasks. * Responsibility of learning is put onto students throughout the lesson.

Date of lesson	17/05/2023	MAGT Provision	Extension tasks given ✓
SEN groups provision	Simplified tasks for SEN ✓	Observer	Venishka Ramsaroop
Lesson plan shared	✓	Up to date marking	✓
Learning Objective known	✓	Students aware of targets	✓

What went well - celebrating success

- * Excellent subject knowledge.
- * Differentiation - SEN and more able students catered for.
- * Links to real life, pictures of housing shown to link to inner city and outer city, links to Dukan road and Lusail.

Even better if (EBI) / areas observed

- * Lesson objective displayed at the back of board for late comers.
- * Link to ~~real life~~ and Qatar Identity, ^{verbally} could have used Qatar as an example on power point.
- * ~~Teacher~~ prepared an extra extension worksheet task for the two more able students. Maybe identify the model

Targets for Further Professional Development (2 or 3 targets recorded) in different countries?

- Worksheet given
- * More able were a little bored. Tasks given to these students at the start of the lesson.
- * Build up to an analysing task.

Lesson Observation Form

Name:	Date: 03/05/2023
Class:	Time: 7:15 am
Grouping:	Observer: VRA
No. of students: 14	Duration: 55 min
Purpose of Observation: Performance Evaluation	
Lesson Objective: To consolidate what you have learned since the start of Term 3.	

Teaching and Learning Expectation	Evidence
a Deep subject knowledge presented in small steps (TS 3) <ul style="list-style-type: none"> Is the teacher knowledgeable and confident about the topic? Are teacher explanations shaped in a constructive way? Are the teacher's explanations clear for all? 	<ul style="list-style-type: none"> * When giving answers, more discussion, explanation teaching? * Maybe should have selected a topic to teach for the first time. * Needed to see teaching
b Efficient use of lesson time beginning with a short review of previous learning (TS 1, 2 & 4) <ul style="list-style-type: none"> How quickly does the learning start? Are lesson routines well embedded? Are transitions well managed? Is any time lost to disruption of any kind? Does the learning proceed at an appropriate pace (not too fast or slow)? Do the planned learning activities match the stated objectives? 	<ul style="list-style-type: none"> * Good routine * Starter, bronze, silver, gold * Success criteria displayed. * Discussion
Time for practise to embed skills (TS 2 & 6) <ul style="list-style-type: none"> Is there a variety of learning tasks? Are all students engaged? Is there evidence of time given for students to improve work and develop skills? Is there a buzz of discussion or focussed individual study? 	<ul style="list-style-type: none"> * Could have had a you-tube video, national geographic on Russia → make it a little more engaging interesting
Model responses (TS 2 & 5)	

	<ul style="list-style-type: none"> ● Is modelling used to improve student understanding? ● Are objectives and success criteria shared with students, relevant and clear? 	<p>* Objectives, success criteria shared</p> <p>* Modelling I do, we do, you do?</p>
e	<p>Clear understanding of the individual students (TS 5 & 6)</p> <ul style="list-style-type: none"> ● Is there evidence that the teacher is regularly checking understanding (and acting on it)? ● Are all students being challenged? Including SEN, G & T, High/Medium/Low ● Are the learning needs of SEN students planned for including effective work with the TA? 	<p>* Could of compared Russia with other countries</p> <p>* SEN?</p>
f	<p>Effective questioning (TS 5 & 6)</p> <ul style="list-style-type: none"> ● Are questions differentiated and targeted towards particular students? 	<p>* Not seen.</p>
g	<p>Effective use of feedback and assessment (TS 5 & 6)</p> <ul style="list-style-type: none"> ● Do students know what they need to work on to improve? ● Is there evidence that marking is used effectively to aid progress? ● Is there evidence of timely feedback that helps students make sustained progress? ● Does written feedback give specific actions for improvement? ● Is verbal feedback regular and bespoke (although not recorded)? 	<p>Books are marked (some new books)</p> <p>* Feedback given in books.</p> <p>* How do the students know their targets...?</p>
h	<p>Scaffolding where necessary (TS 1, 4 & 7)</p> <ul style="list-style-type: none"> ● Are all students able to access tasks? Are scaffolds and challenges provided? ● Are all groups of learners included? 	<p>* Challenge?</p>
i	<p>High expectations and high success rates (TS 1 & 7)</p> <ul style="list-style-type: none"> ● Are students clear about the success criteria for the task? ● Do the students know their targets? ● Are all students making progress including SEN, G & T, High/Medium/Low ● Are students enthusiastic about their learning? Do they believe they can achieve? 	<p>* Targets for students not seen?</p> <p>* Enthusiasm</p> <p>Documentary about aspects of Russia Qs, who has visited, more conversation?</p>

tourism?

How would you encourage tourism to Russia?

<ul style="list-style-type: none"> ● Are there high expectations for all students? ● Are high standards of written work expected? ● Are opportunities to develop students' oracy skills taken? 	* More higher expectations
<p>j Students are encouraged to learn from their mistakes through weekly and monthly reviews (TS 5, 6 & 7)</p> <ul style="list-style-type: none"> ● Are there opportunities to review, retrieve and practise learning? ● Are students resilient and confident to make mistakes? ● What level of independence is demonstrated? ● Is there evidence that students are taking responsibility for their learning? 	* Students know what to do and get on with completing the activity.

Date of lesson	03/05/23	MAGT Provision	X
SEN groups provision	?	Observer	VA
Lesson plan shared	✓	Up to date marking	in most books
Learning Objective known	✓	Students aware of targets	?

What went well - celebrating success

- * Good relationship with students
- * Well planned
- * Good routines
- * All students engaged.

Even better if (EBI) / areas observed

- * AFL, no hands up policy, group work; peer assessment?
- * Differentiation
- * more engaging? - Do get all students involved in discussion. Some student answering.

Targets for Further Professional Development (2 or 3 targets recorded)