



Fayoum University  
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**Using the Cost- Effectiveness Analysis to Analyze  
Quality of Education and Accreditation for Some  
Basic Education Schools  
PhD. Thesis**

**Foundations Of Education**

**Economics of Education**

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## Study Summary

As a matter of fact, education is regarded as one of the unanimously important issues due to its key role; therefore it has become necessary to develop and improve its efficiency due to the fact that it is mainly concerned with building Egyptian citizen capable of dealing with the requirements of the fast-changing age on the national and global levels. That is why we have no alternative but to build the human being as a means towards achieving development and the desired purpose.

As a result, the development of education in the Arab world in general and Egypt in particular has carried positive changes over the years. At the top of the agenda come a lot of positive points that occur in education, such as the large increase in the number of graduates and learners with a boom in girls' enrollment, and developing the proficiency of teachers through training hundreds of thousands of them (such as program of rehabilitation of primary teachers of the university level applied by some Egyptian universities). Additionally, the top priority is now given to the use of technology in schools through the establishment of computer labs in every school. All this can lead under certain conditions to a positive shift in the field of technological development through the teaching of modern science and the introduction of advanced technology in the schools, including computers and multi-media.

Despite the efforts exerted to develop the Egyptian education, it faces many stumbling blocks and negative points, to mention but a few:

- The eroding confidence of some social brackets in formal education institutions and along with the frequent emergence/ mushrooming of privately-owned schools because of the low density of eligibility and school classes teaching some courses in English.
- The spread of tutoring centers and school and non-school remedial classes whose cost stood at LE 12 billion in the academic year 2005 - 2006.

- The deteriorating quality and quantity of curricular and extra-curricular student activities due to the large number of pupils per class and the unpreparedness of schools for these activities.

As referred to by much contemporary literature that Egyptian schools are still captive to the system of intellectual philosophy and traditional curricula, structures and management.

To address these problems, the world ,in general, began to embrace the concept of quality assurance and accreditation, and there has been a growing interest in the identification and development of standards, which lead the work in the institutions of pre-university and university education. This has become evident from the various seminars and conferences held to discuss the dimensions of quality and how to apply its principles in the field of education. A single, but most striking, example is the Conference of the Faculty of Education, Helwan University, held in 2003 under the title of "Comprehensive Quality in Teacher Preparation in the Arab World for a New Millennium," the Beirut-based Fourth Conference of the Arab Ministers of Education, held in May 2004 under the title "Strategies for the Calendar to Achieve a Comprehensive Quality in Education". More relevantly, Al Quds Open University in Palestine under the title "The Quality of Pre-university Education", which was held in 3-5 July 2004, and the Faculty of Education Eighth Conference, Fayoum University under the title "The Quality Accreditation of Public Education Institutions in the Arab Nation ", which was held in May 2007. Besides, the Conference of the Saudi Society for Educational and Psychological Sciences, King Saud University, which was held in 2007, under the title of " Quality Accreditation in Public Education ", along with many other conferences held in the field of quality.

Interestingly enough, there are also many studies that have highlighted the importance of the introducing quality accreditation in education as a springboard to improve education at all levels and in all the developed and developing countries; however none of these studies have tackled quality analysis economically. More importantly, most studies laid greater stress on addressing quality in

terms of eliciting indicators and criteria with the aim of recommending the introduction of this system into education in addition to underscoring the role played by the teaching staff in the quality system, and improving internal and external efficiency of the institution. On the other hand, some studies tried to measure the necessary cost of the quality and others tried to measure the effectiveness of the educational institution, and to study the relationship school effectiveness of some other variables such as job satisfaction, students' achievement, citizenship behavior and efficiency of the teacher. However, there are few studies that dealt with the cost-oriented analysis of the effectiveness of the educational institution. As far as this study is concerned, it seeks to answer the following key question:

**How far is cost-effectiveness directed to ensure the quality accreditation of education in the elementary education schools in the Arab Republic of Egypt?**

This question is followed by several sub-questions, which are as follows:

- 1) What are the philosophy, objectives and realities of elementary education in the Arab Republic of Egypt?
- 2) What is the reality of quality assurance and accreditation in basic education?  
What is meant by cost – effectiveness process and how to use it in the field of education?
- 3) How effective is primary education school, and how it can be measured?
- 4) How efficient is cost-oriented quality assurance and accreditation in the elementary education schools?
- 5) What are the main mechanisms that must be taken to achieve maximum effectiveness at the lowest possible cost for primary Education in the Arab Republic of Egypt?

### **Objectives of the study:**

Judging from the afore-mentioned elements, we realize that the objectives of the study revolve around the following points:

- Identifying the concept, reality, philosophy and objectives of the Egyptian elementary education.
- Shedding a flood of light on the reality of the process of quality assurance and accreditation in basic education in the Arab Republic of Egypt.
- Presenting cost-effectiveness analysis method and how to apply it in education.
- Identifying the effectiveness of primary education schools and how to measure them.
- Analyzing effectiveness of the cost-oriented program towards achieving quality assurance and accreditation in basic education schools.
- Attaining the most important mechanisms that must be taken to maximize the school effectiveness at the lowest possible cost.

### **The rationale of the study:**

The importance of the study springs from the issue it addresses which is mainly concerned with the cost-oriented effectiveness in the elementary education to ensure its quality accreditation. Consequently, the significance of the study lies in the following points:

#### **① The theoretical significance:**

- This point is concerned with highlighting the importance of the quality accreditation of education as it is the case that controls the issue of education at the present time simply because every educational institution seeks to meet the accreditation standards.

- Theoretically speaking, this study may contribute to achieving a step towards the optimal utilization of the resources of educational institutions and material resources.
- There is lack of Arabic studies addressing the cost-oriented effectiveness to achieve the quality assurance and accreditation in the educational process.

## **②The Applied significance:**

- The importance of funding which poses a stumbling block standing in the way of most institutions in achieving their goals.
- This study may provide as much information to decision-makers, experts and researchers who are involved and interested in the field of the quality assurance and accreditation of education.

## **Methodology and tools:**

This study is based on a descriptive approach; through which the current situation to ensure the cost-oriented, quality assurance and accreditation in these schools will be described. Going by this approach, the situation will be analyzed to reach the most important mechanisms that achieve optimal utilization of cost-oriented quality to get the maximal effectiveness

To achieve the above-mentioned elements, we can rely on the method of cost - effectiveness in the analysis of efficiency in the light of cost-oriented quality assurance by comparing the accredited and non-accredited schools in the primary education stage with the aim of analyzing the process of quality assurance and accreditation in these schools. Most importantly, the researcher utilizes questionnaires, interviews and observation cards in addition to the examination of documents in educational institutions.

## **The boundaries of the study:**

The boundaries of the study are as follows:

### **Firstly: Geographic boundaries:**

The study has been applied to a representative sample of approved and non-approved state-run primary schools in Cairo and Al-Fayoum cities; where Cairo city stands as a model for major provinces, but Al-Fayoum represents the regional provinces.

**Secondly: Time limits:**

Field study tools have been applied to cover the time span from 10/02/2013 to 21/03/2013.

**Thirdly: objective boundaries:**

Measuring the effectiveness of school, the study is mainly limited to the use of effective school characteristics (The seven efficient schools' correlatives) due to the difficulty of utilizing other models in measurement according to the nature of Egyptian society, and this will be analytically covered in Chapter V of the study.

**Procedures of the study:**

Procedures of the study are summarized as follows:

- 1) Reviewing the general framework, the problem, the objectives, the concepts, literature and the study procedures.
- 2) Approaching elementary education as far as its significance, concept, objectives, reality and problems in the Arab Republic of Egypt are concerned. This chapter is dedicated to answering the first question of the study.
- 3) Analyzing of the reality of quality assurance and accreditation process in basic education in the Arab Republic of Egypt in addition to comparing it to one of the global models. This chapter answers the second question of the study.
- 4) Analyzing cost-effectiveness method of the quality assurance and accreditation in the educational system in some elementary education schools in the Arab Republic of Egypt and how it can be applied. This chapter answers the third question of the study.

- 5) Approaching the effectiveness of basic education school concept and methods of measurement analysis. This chapter answers the fourth question of the study.
- 6) Applying a field study to determine the effectiveness of the accredited basic education schools and comparing them with the effectiveness non-accredited schools. This chapter is concerned with answering the fifth question of the study.
- 7) Attaining the most important mechanisms that enable optimization of the cost allocated to quality assurance and accreditation in the Egyptian basic education schools. This is the answer to the sixth and last question of the study.

### **Results of the study**

We can summarize the most important findings of the study as it follows:

**First:** the philosophy underpinning the accreditation process does not distinguish between accredited and non-accredited school. After the accreditation process takes place, dealing with the accredited and non-accredited school remains the same where the enrollment of pupils is region-based in the sense that the school is required to enroll students from specific schools. Furthermore, it imposes enrollment upon graduates in certain schools without having the freedom for students to attend accredited school. There is no room for competition; every pupil has no alternative but to join the school in his neighborhood. Moreover, the school has no right to select teachers; rather they are imposed by the directorate of education and in the event of a surplus in the teaching staff, they can be transferred from an accredited school to a non-accredited one. As a result, the accredited school does not get the prerogatives that make it stand on equal footing with other schools in competitiveness.

**Secondly:** The school budget and spending are specified by the school administration in certain items, and the school principal is not allowed to develop the computer lab, or the science lab, but all expenses must be included in the reforms only and the rest of the budget is converted to educational management. More significantly,



it is worth mentioning that the accredited school cannot buy teaching aids because these items are not included in the expenses. Thus, such school has won accreditation without developing its teaching aids.

**Thirdly:** The field study, through the analysis of the results, has revealed that an increase in educational efficiency has been achieved in four approved schools , while the cost-effectiveness was not achieved four schools (Schools: Omar Ibn al-Khattab propyl; Nasr Prep Girls School; Dr. Taha Hussein Primary School, Shaheed Mohamed Hussein Al-Thahabi). To put it another way, it can be said that the rate of success in achieving a high level of cost - effectiveness of the accreditation process is 50%, which is low for the cost incurred by the school and educational management.

**Fourthly:** There was a common weakness among many accredited schools sample represented in the study.

- School management's lack of discussion of practices of successful schools with teachers within the school to put them in mind during work.
- Lack of available opportunities – needless to say the absence of these opportunities - to teach parents how to help their children to succeed in school.
- Mutual lack of communication between the family and the school.
- Lack of education-related field trips inside the classroom.
- Teachers' limited use of modern techniques to highlight the strengths and weaknesses of students.
- Lack of opportunities to teach students how to evaluate their performance.

**Eventually,** we can propose the suggestions of the study as the following:

**Firstly:** A top priority should be given to the philosophy of the accreditation process to develop the privileges of the school that get accreditation such as freedom to enroll students, especially, the

distinguished ones. Over and above, the school should have the advantage of selecting teachers, as well as having the privilege of adding fringe benefits to the salary of teaching staff and school administration members.

**Secondly:** Any school, approved or non-approved, should be given the opportunity to allocate some of its budget to the development of computer labs, science labs, as well as improving teaching aids.

**Thirdly:** Sanctions have to be imposed on the school that does not develop over a certain period of time to gain accreditation to make sure that the reward and punishment principal is there to create a room for competitiveness; hence the whole educational process improves.

**Fourthly:** Greater attention should be paid to the following points to overcome the limitations in the field study:

- Provide opportunities to teach students how to evaluate their performance.
- Work on the application of cooperative learning strategies within the classroom.
- Provide opportunities for students to use the computer inside the school by increasing the number of computer labs.
- Ensure that the teacher marks homework, especially in the preparatory stage, and discuss the answers to these assignments in the classroom.
- Provide a better meal than the one currently offered by adding the juice with a piece of pancake obtained by students in primary education, as well as the generalization of providing a meal on the primary levels of education, especially in the underprivileged areas.