هيئة الشارقة للتعليم الخاص
SHARJAH PRIVATE EDUCATION AUTHORITY

The Glue that Binds Us Together

Stakeholders' Trust in and Satisfaction with the Sharjah Private Education Authority

Contents

Abstract

Fostering trust within educational ecosystems has become a key objective for educational authorities globally. This report explores the measurement of trust within Sharjah's private education sector, spearheaded by the Sharjah Private Education Authority (SPEA), supported by the Sharjah Education Academy (SEA). Aligned with the SPEA Strategy **2022–2024**, this initiative supports priorities focused on trust-based quality education, competitiveness, and the wellbeing of the educational community.

Drawing on frameworks from the Organisation for Economic Co-operation and Development and the Edelman Trust Barometer, this initiative shifts focus from satisfaction to trust, reflecting Sharjah's commitment to building enduring relationships within its educational ecosystem. The framework captures perspectives from educators, students, and parents, emphasizing values like collaboration, integrity, innovation, positivity, accountability, and transparency.

A survey covering **129** schools, over **120** nurseries, and more than **12,000** educators revealed high trust levels: **93.5%** of parents and **96.8%** of teachers express strong trust in educational services, while **91.8%** of teachers and **78.2%** of parents are satisfied with SPEA services. These results highlight the effectiveness of Sharjah's trust-building efforts, demonstrating a commitment to educational excellence through strategic alignment and stakeholder engagement.

The Educational Landscape in Sharjah
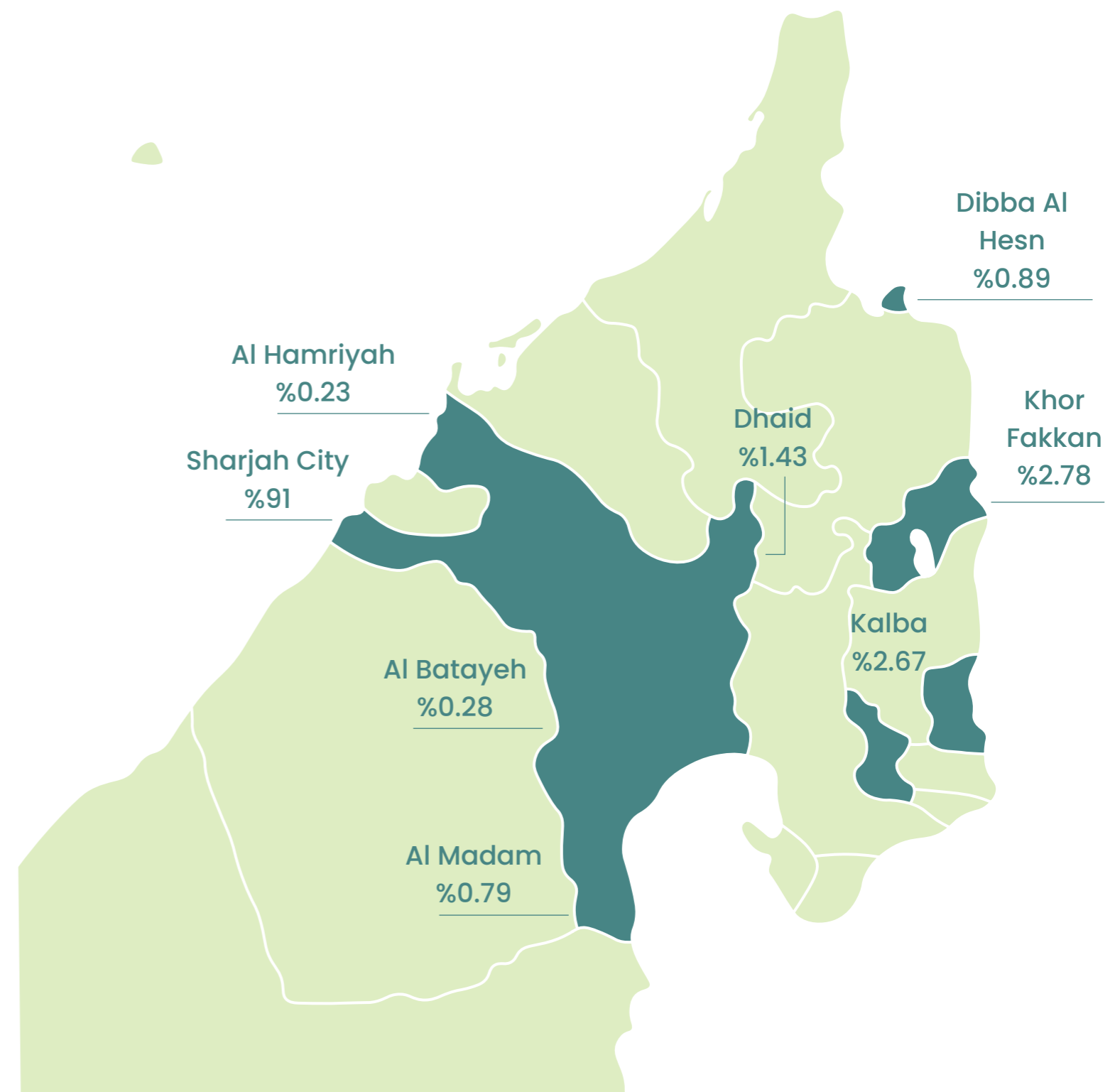
The Educational Landscape in Sharjah

Sharjah is the third largest Emirate in the UAE by size, with its population comprising **22.4%** of the total UAE population. The population is made up of **88%** expatriates, with the majority originating from South Asian and Arab countries. Sharjah has succeeded in attracting a large talent pool due to governmental leadership focused on education through various policies and regulations designed to attract and retain talent within the Emirate. The Emirate's relatively low cost of living compared to neighboring Emirates has also played a critical role in attracting a diverse skilled talent pool that valued the economic benefit in locating to Sharjah. Figure 1 shows the distribution of Sharjah's population across the major municipalities.

Over the last decade, Sharjah has witnessed a steady growth in the number of private schools, from **94** schools in **2013/2014** to **130** schools in **2022/2023**. Currently enrolled in the **130** schools are approximately **185,000** students.

The number of private schools in the UAE has increased at a higher rate than public schools. The percentage of public schools in Sharjah has decreased from **92%** in **2009/2010** to **49%** in **2018/2019**. Private schools in Sharjah follow ten different curricula, with the highest school numbers utilizing British/IB, American, Indian, and UAE Ministry of Education curricula. Between **2017** and **2022**, the number of American and British/IB curriculum schools increased at a compound annual growth rate of **4.5%**.

Figure 1: Population Distribution within Sharjah

Dibba Al Hesn %0.89

Al Hamriyah %0.23

Sharjah City %91

Dhaid %1.43

Khor Fakkan %2.78

Kalba %2.67

Al Batayeh %0.28

Al Madam %0.79

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Trust in Educational Settings

هيئة الشارقة للتعليم الخاص
SHARJAH PRIVATE EDUCATION AUTHORITY

The Sharjah Private Education Authority (SPEA) plays a crucial role in shaping Sharjah›s educational landscape by overseeing private schools. This involves setting educational standards while respecting the autonomy of these institutions. A recent SPEA survey aimed to assess the trust school staff and stakeholders place in the authority (SPEA, 2024). Understanding this trust is essential as SPEA strives for higher educational quality.

Glue that Binds Us Together
Trust in Educational Settings

Trust in regulatory bodies like SPEA is vital for implementing policies and standards effectively. When educational communities believe in the fairness, competence, and transparency of their governing bodies, they are more likely to embrace and implement change (Bryk and Schneider, **2002**). Tschannen-Moran (**2009**) found a positive correlation between trust levels within educational systems and student achievement, highlighting trust's role in creating conducive learning environments.

In education, trust fosters positive relationships between stakeholders, enhancing the learning environment. Stakeholders must maintain transparency for actions to be clear to all parties (Choi, Jang & Kim, **2023**). Trust builds student engagement and effective relationships with teachers, encouraging a collaborative learning process (Barker, Hartwell, Egan & Lock, **2023**). It also fosters communication, enabling teachers and students to share opinions about learning experiences.

Globally, the principle of trust in educational governance remains constant. In the United Kingdom, SPEA's role is similar to local education authorities, while in Australia and Canada, state education departments and school boards play pivotal roles (Goddard, Tschannen-Moran, and Hoy, **2001**). These entities emphasize community trust through engagement, transparency, and accountability.

Insights from SPEA's survey provide a crucial gauge of current trust levels and areas for improvement. Trust within Sharjah's regulatory framework enhances school performance and academic achievement. Research supports that trust correlates with higher academic performance and a collaborative atmosphere. Schools with high trust levels focus on innovative teaching methods, increasing overall human capital (Goddard et al., **2001**). As Sharjah seeks to boost its human capital, fostering trust within its educational framework is strategic.

This report emphasizes SPEA's role in shaping Sharjah's education sector, retaining educational talent, and achieving stakeholder trust. It discusses different components of trust in education, how it develops collaboration and stakeholder engagement, compares trust metrics between countries, and explores methodologies to measure trust within Sharjah schools.

Purpose and Objectives

The Parent and Teacher Trust Surveys were administered in Nov-Dec of **2023**. The Trust in SPEA Research Project was design to meet the following strategic objectives:

- To educate the reader about research-based best practices and relevant issues potentially having an impact on the quality and accuracy of research.

- To collect and report on trust survey items and dimensions and service satisfaction measures from parents and teachers plus their written comments.

- To determine if initiatives, communications, interactions, and support had a positive impact on parents' and teachers' level of trust for SPEA.

- To establish quantitative baseline measures for dimensions of trust, a Trust Index, and Service Satisfaction Index for parents, teachers, and subgroups; that is, to help determine outcomes, strengths, weakness, changes, and progress.

- To identify potential areas for modifications to increase implementation of strategies and operations to improve trust and satisfaction among stakeholders.

- To provide valid and reliable results to help promote effective planning (See: Erlandson et al., **1996**), performing change potential analysis, and exploring innovative initiatives and strategies for building and sustaining the highest levels of trust for SPEA.

This report emphasizes SPEA's role in shaping Sharjah's education sector, retaining educational talent, and achieving stakeholder trust. It discusses different components of trust in education, how it develops collaboration and stakeholder engagement, compares trust metrics between countries, and explores methodologies to measure trust within Sharjah schools.

Importance of Trust

- **Global Perspectives on Measuring Trust**
- **Edelman's Trust Barometer**
- **Tools and Techniques for Measuring Trust in Educational Contexts**

When authority is concentrated and decisions can be made that impact peoples lives, then trust among those impacted becomes relevant to enhance buy-in and reduce active resistance. During the Bronze Age in Greek, Chinese, Indian, and Egyptian cultures, and in many others, the perceptions and faith of the public in authority and systems were some of the earliest examples of trust being relevant and promoted in several ways. The Great Wall of China, in fact, was built out of fear of invaders, as strategy to regulate trade and enhance control of certain groups, and people trusted the wall and the system producing it, to enhance safety and stability (Rojas, **2010**; Waldron, **1988**; Yamashita et al., **2007**).

Reading the Classics (as translated from the original Greek) one learns about rituals, festivals, and practices around the Mediterranean in **535 BCE** for reinforcing a way of life and control connected to myths. Also, the comedies, dramas, and tragedies in theatre plays served to entertain, reduce pressure, educate, promote political ideas, and strengthen participation and citizenry. Not easy to generalize from these examples to all the Mediterranean due to the great variation that existed over time in the cultures, societies, peoples, practices, and strategies.

In Mesopotamia, the Ruler Ur-Nammu (**2030-2047 BCE**) and others established the earliest codes in regulating life and economics. The laws, claimed as divine, were reasonable and clarified expectations and fines for violations. Stability and development are attributed to these laws, which were based on the consent and trust from most of the people (Kriwaczek, **2012**). The codes of Hammurabi (**1750 -1792 BCE**) were also influential, a lot more severe in penalties, the laws were absolute to remove uncertainty for a more diverse population (Pritchard, **2010**). To gain consent and trust (necessary for further conquest), Hammurabi indicated (as recorded on statues) he had the best interest of the people at heart in establishing the laws (Durant, **1997**).

Concepts about trust and confidence in authority and laws and ideas about happiness and living an ideal and virtuous life have been integrated into political thought and beliefs for thousands of years, originating from philosophers Socrates, Plato, Aristotle, and Abu Nasr Muhammad al-Farabi. Nevertheless, history is endless with examples of distrust of central authority and institutions. The Fall of the Western Roman Empire in **476 A.D.** was attributed to many factors (e.g., economic decline, corruption, political instability, pagan rituals, disease, military losses, and climate change) also included mistrust and lack of competence among the military and civilian leaders (Harper, **2017**; Heather, **2006**; & Kulikowski, **2019**).

To enhance a better understanding of the world and the competing issues and challenges that impacted peoples lives, rational Islamic thinkers contributed significant perspectives and enlightenment hundreds of years before the Age of Enlightenment occurred in the West. Islamic philosopher IBN Rushd **850** years ago, for example, put forward a philosophy, during a time of challenges, which demonstrated compatibility among science, religion, faith, and reason (Ahmed & Pasnau, **2021**).

And, **650** years ago the Islamic philosopher IBN Khaldun emphasized the importance of empirical thought and use of facts in decisions for change (Fakhry, **1970** & **1985**; Lakhsassi, **1996**; Rosenthal, **1956**). Three centuries later in the West, the Age of Enlightenment began mostly out of lack of trust in central authority due to abuse of power. This movement promoted rationality, justice, balanced power, individual rights, and religious freedoms (Conrad, **2012**; Zafirovski, **2010**). Enlightenment philosophy was not just a product of Europe but arose in diverse cultures and places and times with a unique set of components. Specific to the European Enlightenment, it has been critiqued as not all positive but as a form of cultural imperialism which some claim led to coercion, power differences, unfairness, and wars (Conrad, **2012**).

Debate has been ongoing in modern times about the best way to guide the state and to navigate it wisely and in the most effective way with policies, decisions, and allocations of resources and values, and in response to priorities, challenges, and future demands that potentially impact quality of life. In addition to the qualities, charisma, and characteristics of a leader (which can have a powerful impact), the regulations and decisions enacted – all have an impact on the perceptions and ratings of trust among the public. Debate has been ongoing over many decades about how much regulation and control is appropriate in the modern state while still promoting growth and preserving safety and security, and how much government involvement is too much, thereby potentially limiting the freedom for self-determination and pursuit of happiness of individuals including corporations.

We speculate that during the last **15** years, there seems to be a correlation between declines in public trust in the West for government institutions in contrast with an increase in globalization, advances in technology, exponential increase in use of social media (with variation in quality and accuracy), more extreme rhetoric among politicians, increased expectations among the public, and indications of a general decline in moral thinking, communications, and behavior.

In our estimation, the ultimate solution to the corrupting potential of the internet and social media (which is getting more sophisticated due to artificial intelligence) is a very well educated public – and a new generation of young people - that can critically think and place information in a context of well establish knowledge, truth, and high moral beliefs and values.

Nevertheless, it is important to be careful when generalizing from examples in media to all of society as that could be inaccurate. Especially because, according to Louis (**2007**) and others, there can be inherent paradoxes and contradictions in social phenomenon as reflected in perceptions and ratings. For example, in the West, parents can have extremely negative ratings about the quality of education on a national level, but have incredibly positive ratings about the local schools their children attend. Another illogical form of thinking or bias to guard against is upon learning about a new phenomenon to then think it happens more often in the world when in fact it may not. Various forms of risk are often differential with low probabilities for happening and only under certain circumstances.

The level of public trust is context dependent and generalization about issues with trust do not apply everywhere. Especially important to enhance knowledge about key factors and processes that help to develop and improve trust: (**1**) to better understand more about practices and strategies that can positively increase trust and buy-in for agency personnel and requirements; and (**2**) to enhance innovation, development, quality, and effectiveness among institutions and stakeholders.

Trust research findings, in fact, indicate that if there are high levels of trust between the regulator and the regulatee or stakeholder then there is more likely to be compliance with requirements and standards and that makes it possible to achieve significant improvements in development, quality, and outcomes (Braithwaite & Makkai, **1994**; Gunningham & Sinclair, **2009**; & Six, **2013**).

Global Perspectives on Measuring Trust

Trust is a complex concept that defines relationships and the effectiveness of learning in educational institutions. A study by Carlsson, Demeke, Martinsson, and Tesemma (**2024**) in Ethiopia found that trust among district administration, authorities, teachers, and students is assessed through a trust game and survey questions about teaching behavior and styles. These surveys examined the impact of teaching styles on students' learning experiences and academic progress, as well as the professional development of educators.

Trust is closely linked with confidence, and scholars are exploring whether trust builds confidence or vice versa. According to OECD guidelines, both interpersonal trust (trust in people) and institutional trust (trust in institutions) are crucial for societal well-being and governance. Interpersonal trust is a positive predictor of well-being, while institutional trust is vital for successful government policies and economic impact (Shaban, **2020**).

In the UK, educational authorities conduct inspections to assess leadership, teaching quality, and safety measures, reflecting trust among stakeholders. Schools prepare League Tables and Performance Metrics to evaluate performance and community impact (Mozafarianpour, Marandi, Tajik & Izanloo, **2023**). In Iran, a questionnaire measures student trust in English teachers using a **5**-point Likert scale, with trust based on traits like professionalism, competence, and trustworthiness (Mozafarianpour, Marandi, Tajik & Izanloo, **2023**).

In Finland, trust significantly influences educational policymaking. The Finnish system, which avoids school inspections, relies on a strong culture of trust and professional ethics as guiding principles (Cerna, **2014**).

Edelman's Trust Barometer

Edelman's Trust Barometer provides insights into factors that develop understanding and trust. It shows that high trust leads to greater engagement and support for policies, highlighting the necessity of trust for organizational functioning. In education, building trust between students and school authorities is crucial (Faber-Wiener & Gjecaj, **2024**). Schools must ensure a safe environment to gain parents' trust and provide personalized learning experiences to build students' trust and confidence. Focusing on teacher and student development helps school authorities gain stakeholder support.

The Trust Barometer also identifies factors that erode trust. Educational leaders in Sharjah must improve educational quality and transparency. Insights from SPEA's survey highlight current trust levels and areas for improvement, crucial for balancing educational standards and the autonomy of private schools (Goldwasser, **2023**).

The Competence vs. Ethics framework from the Edelman Barometer plots four societal institutions (government, business, NGOs, and media) against two axes: Competence ("your institution is good at what it does") and Ethics, measured by Integrity ("your institution is honest"), Dependability ("your institution keeps its promises"), and Purpose ("your institution tries to have a positive impact on society"). The study found that no institution is seen as both competent and ethical. Businesses are perceived as competent due to generating value, driving innovation, and promoting economic prosperity, while governments are seen as less competent and unethical.

Edelman's Trust Barometer emphasizes that trust is built through consistent actions that demonstrate competence and ethical behavior. In the context of governance, trust is directly tied to perceptions of transparency, accountability, and effectiveness in addressing societal needs. The Barometer reveals that governments often face challenges in maintaining high levels of trust, as they are frequently perceived as falling short in both competence and ethics. To address this, governments must prioritize clear communication, ensure the equitable delivery of services, and engage communities in decision-making processes. For educational governance in Sharjah, leveraging these insights means focusing on strategies that enhance transparency in policies, foster inclusive participation from stakeholders, and maintain a steadfast commitment to delivering high-quality education. This approach not only aligns with global trust benchmarks but also reinforces the legitimacy and effectiveness of education systems in the region.

Tools and Techniques for Measuring Trust in Educational Contexts

Tschannen-Moran and Hoy (**1998**) have identified trust as a foundational element for the effectiveness of schools, enabling stakeholders—such as students, teachers, parents, and administrators—to work together cohesively and learn effectively. This trust acts as a social glue, fostering an environment where individuals feel safe, supported, and motivated to engage in educational processes. Trust can be measured and understood on three levels:
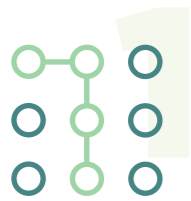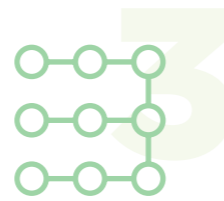

(Micro-level)

focuses on individual behavior and attitudes.

(Meso-level)

examines the dynamics of social networks within the educational community.

(Macro-level)

looks at differences in average trust levels through broader political and economic performance (Alarasi, Liang & Burkimsher, **2012**).

Each of these levels provides a lens through which the nuances of trust within educational settings can be understood and analyzed.

In exploring the concept of trust in schools, qualitative tools such as focus groups, interviews, and surveys are invaluable. These methods help to uncover the perceptions, experiences, and attitudes that shape trust dynamics. For example, principals can use interviews with teachers to gain insights into their perspectives on student performance and teaching styles. Such interviews can reveal teachers' beliefs about their capabilities, their views on administrative support, and their perceptions of student engagement, all of which are critical components of trust. Group discussions, involving principals, parents, and teachers, serve as another qualitative tool that can assess the effectiveness of classroom learning. These discussions provide a platform for sharing experiences, voicing concerns, and collaboratively finding solutions, thereby building trust through open communication (Alarasi, Liang & Burkimsher, **2012**).

Beyond qualitative approaches, structured surveys and statistical methods such as factor analysis offer a quantitative dimension to measuring trust. Surveys can systematically collect data on various aspects of trust, including perceived reliability, honesty, and openness within the school community. By using factor analysis, researchers can identify underlying patterns and factors that contribute to trust, allowing for a more comprehensive understanding of how trust operates within the educational setting. This blend of qualitative and quantitative methods provides a robust framework for examining trust in schools, enabling a nuanced exploration of how trust is built, maintained, and sometimes eroded.

In the modern educational landscape, technology is playing an increasingly important role in building and maintaining trust. Educational institutions are adopting virtual chat systems and artificial intelligence-powered chatbots to handle student queries, thereby providing immediate and reliable support. These technologies not only streamline communication but also gather valuable feedback on teaching strategies and overall student satisfaction (Kılınç, Polatcan, Savaş & Er, **2024**). By utilizing these tools, schools can proactively address concerns, demonstrate responsiveness, and thus build trust with students and parents. The strategic use of such technologies is particularly relevant in Sharjah's educational framework, where exceeding academic standards is a priority. By fostering trust, schools can create a supportive and engaging environment that promotes higher levels of achievement.

Key stakeholders in the educational process—students, teachers, parents, and the government—each play a vital role in the development and sustenance of trust within schools. Understanding the specific concerns and expectations of these groups is crucial. Measuring trust within the school environment helps identify strengths and weaknesses, guiding efforts to enhance and promote trust. When trust is high, it encourages collaboration, improves morale, and enhances the overall effectiveness of the educational process (Wullschleger, et al., **2023**).

Moreover, government trust in educational institutions is pivotal, as it often leads to increased funding and resources. Governments that trust their educational institutions are more likely to invest in them, supporting initiatives that improve teaching quality, infrastructure, and educational outcomes. This trust also promotes educational values within the community, highlighting the importance of education and reinforcing its role as a cornerstone of societal development. Thus, fostering trust is not just beneficial for individual schools but is also a strategic priority for educational systems looking to enhance their overall impact and success.

Methodology

To investigate general trends in trust and satisfaction with the Sharjah Private Education Authority (SPEA) among teachers and parents, we employed a quantitative approach, leveraging scientific principles and established methodologies (Weathington, Cunningham, & Pittenger, **2010**). This study involved a significant number of participants—**24,615** parents and **6,248** teachers—spanning **124** private PreK-**12** schools in Sharjah. These participants provided a representative sample, allowing us to capture a broad spectrum of perceptions about SPEA's impact on the educational community.

The research design was cross-sectional, focusing on a snapshot of perceptions at a single point in time. This design was chosen for its practicality in addressing descriptive and normative questions, as outlined by Babbie (**2013**) and Creswell (**2014**). By examining trust and satisfaction, the study aimed to identify how these perceptions varied across different subgroups within the educational community, which included various demographics and school types. This method, while effective for capturing general trends, does have limitations in controlling for confounding variables and establishing causal relationships (Isaac & Michael, 1997). Therefore, results from this type of research are best viewed as indicators of current perceptions rather than definitive conclusions.

Data collection was conducted electronically using census sampling, analyzed as a probability sample to generalize findings to the broader population of parents and teachers. Appropriate statistical methods ensured that the analysis met the necessary assumptions and requirements for reliability and validity (Belle, **2002**; Ravid, **2000**). Reliability analysis and Principal Component Analysis with Varimax Rotation were used to verify the consistency of the survey dimensions and to identify key factors that influence trust and satisfaction (Cronbach, **1951**; Spearman, 1904).

In addition to quantitative data, qualitative insights were gained from the open-ended comments of **5,792** parents. These comments were thematically analyzed to complement the quantitative findings, offering a richer understanding of the factors influencing trust in SPEA (Cohen, Manion, & Morrison, **2017**). The qualitative feedback provided nuanced insights into specific areas where SPEA's performance was praised or where there were concerns, thereby offering a comprehensive view of stakeholder trust.

The combined quantitative and qualitative data helped determine the perceived impact of SPEA on the educational community in Sharjah. By focusing on trust and satisfaction levels, the study provided insights into the strengths of SPEA's current systems and identified potential areas for improvement. These findings are valuable for guiding future strategies aimed at enhancing trust and service delivery, ensuring that SPEA continues to meet the needs and expectations of both parents and teachers. This comprehensive assessment serves as a foundation for continuous improvement, promoting a positive and effective educational environment in Sharjah.

Survey

Understanding trust within educational organizations requires a multifaceted approach, as emphasized by McEvily and Tortoriello (2011). They argue that trust cannot be accurately measured using single, general items. To address this complexity, the SPEA (Sharjah Private Education Authority) Trust Surveys for parents and teachers were carefully designed to incorporate multiple dimensions of trust, as informed by relevant scholarly literature. Each survey contained 30 items, with 25 specifically measuring various aspects of trust and 5 assessing satisfaction with services.

The design of the SPEA Parent and Teacher Trust Surveys was influenced by two prominent trust models: Mayer et al.'s (1995) Ability, Benevolence, and Integrity (ABI) Model, and Tschannen-Moran and Hoy's (1998) Integrated Model of Trust, which considers Benevolence, Reliability, Competence, Honesty, and Openness. These five dimensions provided a structured approach to drafting survey items, ensuring that the questions were aligned with the most critical factors influencing trust in educational settings. By focusing on these dimensions, the surveys aimed to capture the nuanced ways in which trust is built and maintained within the context of Sharjah's educational institutions.

To ensure the comprehensiveness of the survey design, we reviewed a variety of trust surveys from around the world. These surveys typically gathered feedback from diverse stakeholders, including public ratings of government agencies, teacher assessments of school leadership, and parent opinions about schools. However, there were few existing instruments designed specifically for evaluating parent and teacher perceptions of a state education department. In creating the SPEA surveys, we were mindful to avoid overly broad, macro-level questions that could not effectively capture the multi-dimensional aspects of trust at the agency level, as discussed by Fisher, Van Heerde, and Tucker (2010).

The SPEA Trust Surveys utilized multiple items to measure each trust dimension, reducing random errors and enhancing the stability and reliability of results, as supported by Spector (1992). This approach meant that the surveys could more accurately reflect the complex nature of trust, with multiple items logically grouped to measure each dimension. For instance, the dimension of Collaboration included items that gauged how well SPEA considers parental input and feedback, thus reflecting both Openness and Benevolence.

Specifically, the 25 trust-related survey items were organized according to the six SPEA values: Collaboration, Transparency, Positivity, Integrity, Accountability, and Innovation. These values are central to the ethos of Sharjah's private education sector and were chosen to reflect the local educational context. Each survey item was also mapped to one of the five trust dimensions from Tschannen-Moran and Hoy's model, underscoring their role in forming judgments about trust. For example, the Collaboration value included items such as how SPEA listens to parent concerns and takes these into account when making decisions, showcasing both Openness and Benevolence.

In addition to measuring trust, the surveys assessed satisfaction with SPEA services using five items derived from surveys used by Sharjah Government to monitor public services. These items measured satisfaction levels with various aspects of service delivery, including information availability, the application process, communication, the timeliness of service completion, and overall satisfaction. These components were crucial for creating a Satisfaction Index Score, which helped gauge overall satisfaction with SPEA services.

The reliability of the survey dimensions was verified using Cronbach's Alpha, a statistical measure that assesses the internal consistency of survey items. The results showed good to excellent reliability across all trust dimensions and for the overall Trust Index. This high level of reliability indicates that the survey items are consistently measuring the intended dimensions of trust. Furthermore, Principal Component Analysis (PCA) was employed to ensure the coherence of the survey dimensions. PCA helped confirm that the items grouped together into logical components, explaining a significant proportion of the variance in survey responses. This analysis supports the validity of the survey design and its ability to measure trust effectively.

In designing the SPEA Trust Surveys, we adhered to best practices to minimize measurement errors and ensure that results were both valid and reliable. We used clear, direct language and avoided bias, ensuring that the process was transparent, ethical, and respectful to participants. Importantly, we did not make any survey items mandatory, adhering to ethical standards and showing respect for the participants' autonomy. By using an electronic format, the surveys were easy to complete and accessible, reducing potential survey fatigue and satisficing phenomena, where respondents might otherwise select responses without careful consideration.

For data collection, we employed a form of census sampling, inviting all **190,000** families and **12,446** teachers in Sharjah to participate. This inclusive approach was designed to capture a broad spectrum of views from the educational community. With **24,615** valid parent surveys and **6,248** teacher surveys completed, the robust response rates allowed for thorough statistical analysis. The sampling error was exceptionally low, with a margin of **+/- 1%** for the parent survey and **+/- 1.2%** for the teacher survey, both at a **99%** Confidence Interval. These low margins of error suggest that the survey findings are highly representative of the broader population, allowing for strong generalizations.

Ensuring that the survey results were representative of Sharjah's diverse population was a priority. With over one hundred languages spoken and ten different school curriculums, it was crucial to compare the characteristics of survey respondents with known statistics of the total population. This comparison helped to verify that the survey results could be generalized to all parents and teachers in Sharjah. While sample statistics for demographics such as gender, age, and number of children in school closely matched population parameters, we observed an over-representation of parents with children in Indian schools and under-representation from other curriculums. To address these discrepancies, a Raking Weighting Procedure was implemented to adjust survey results to better match the known population characteristics, ensuring the accuracy and validity of the findings.

In conclusion, the comprehensive design of the SPEA Trust Surveys, based on well-established trust models and local values, effectively captured the perceptions of trust and satisfaction among parents and teachers in Sharjah. By focusing on key dimensions such as integrity, reliability, and openness, and aligning with both international standards and local expectations, the surveys provide valuable insights into the trustworthiness of educational institutions in Sharjah. These insights are crucial for informing policy decisions and enhancing the relationship between SPEA and its stakeholders, ultimately fostering a more trusting and effective educational environment.

Results

Below, we present the results of our teacher and parent surveys in an overview table. This is followed by a detailed analysis of various dimensions of trust and satisfaction.

The survey results start with a tabular overview of key findings from the teacher and parent surveys. We then analyze trust and satisfaction dimensions, focusing on the correlation between trust levels and satisfaction scores across both groups. The results show generally high trust levels, indicating strong confidence in the regulator and government. This suggests teachers and parents believe in the competence and integrity of the governing bodies overseeing Sharjah's education sector. However, despite positive trust indicators, there are areas needing improvement in service delivery and customer experience.

The data reveal that while trust in the regulatory framework is strong, it does not consistently translate into high satisfaction with provided services. This disparity suggests that although the community respects and trusts regulatory bodies, their expectations are not fully met. This gap highlights the need for targeted improvements in service quality and efficiency to better align with the education community's expectations in Sharjah.

Examining trust measurements alongside satisfaction scores shows that enhancing customer experience and service delivery is crucial. Addressing these areas could boost overall satisfaction, helping the government maintain and reinforce existing trust, thus fostering a more supportive and effective educational environment. Our findings emphasize the importance of continuous improvement and responsiveness to feedback in maintaining and building trust within the community.

Teachers' Trust in and Satisfaction with SPEA

The results of the trust survey (Table 1 and Figures **2-8**) administered to teachers in Sharjah private schools showed that there is a significant consensus among teachers regarding how SPEA acts with the principles of collaboration, transparency, positivity, integrity, accountability and innovation. Teachers also appear to be highly satisfied (**91.8 %**) with the services provided by SPEA.

Table 1. Teachers' Trust in and Satisfaction with SPEA

Teachers' Trust in SPEA

Dimensions	Number of items	Average number of participants	% Reporting Strongly Agree + Agree
Collaboration	4	5778	95.2
Transparency	4	5795	95.8
Positivity	4	5795	97.5
Integrity	5	5788	97.8
Accountability	4	5795	98
Innovation	4	5790	98.3
Total			96.8

Teachers' Satisfaction with SPEA's Services

Number of items	Number of participants	% Reporting Moderate to Very Satisfied
Information about the services	879	91.6%
Application for services	855	91.7%
Communication about service status	872	90.5%
Completion of services	875	90.7%
Overall satisfaction with services	870	91.8%

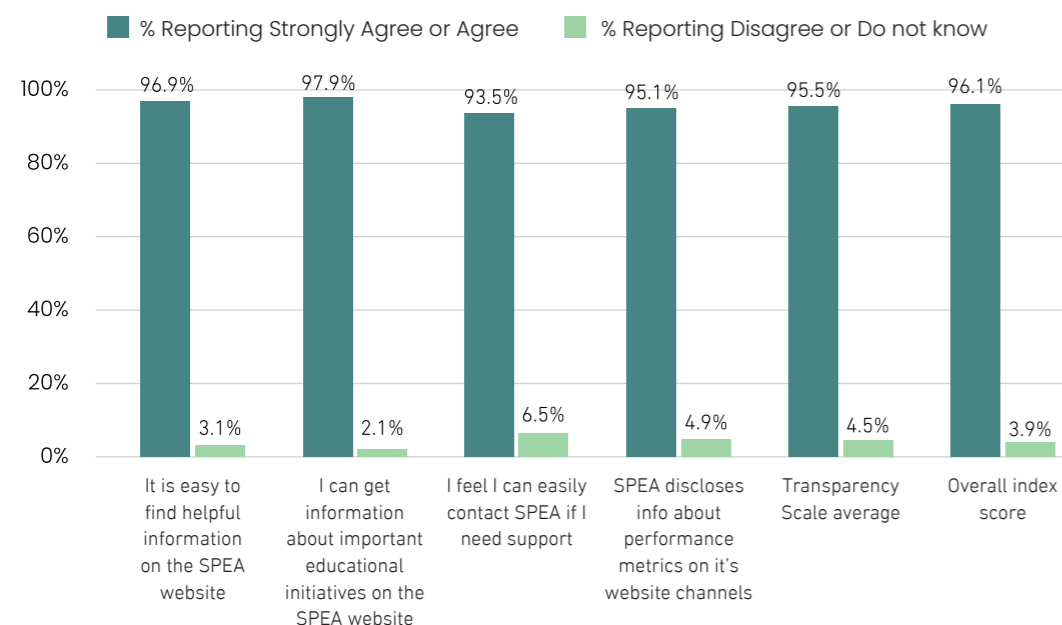**Figure 2.** SPEA's collaboration with stakeholders from Teachers' perspective
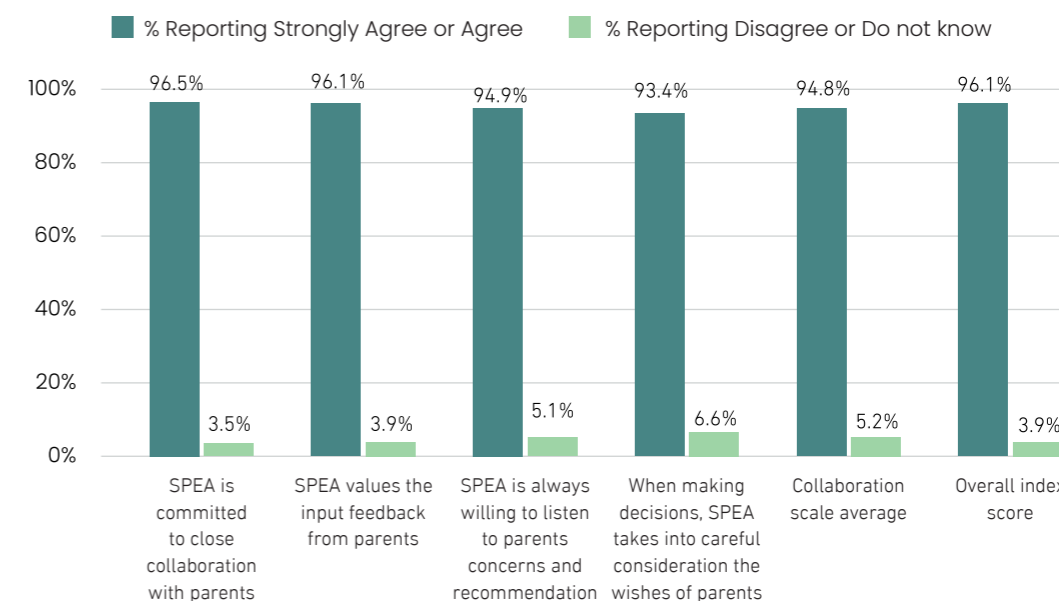
The bar graph (**Figure 2**) on stakeholders' trust in SPEA presents useful data on teachers' awareness of the authority's policies and engagement. More than **90%** of the respondents showed either a strong agreement or an agreement with SPEA's commitment to collaborating and valuing teachers' input and remarks. This indicates a strong level of trust between SPEA and teachers, which is crucial for and indicative of effective educational governance.

The analysis indicates that **94.9%** of teachers feel that SPEA is receptive to their concerns and recommendations, highlighting the authority's approachability. However, there is a slight dip in satisfaction regarding decision-making processes, with **93.4%** of respondents agreeing that SPEA carefully considers teachers' needs and preferences in its decisions. Although this is the lowest score among the surveyed values of SPEA, it still points to a strong trust level and room for improvement.

The Collaboration Scale Average and Overall Index Score, both exceeding **94%**, demonstrate teachers' positive experiences regarding SPEA's collaborative efforts. These high scores reflect a positive general outlook toward SPEA's strategies for collaborative action and feedback-seeking to achieve common goals.

An area identified for potential improvement is the decision-making process, where increased transparency on how teachers' feedback influences decision-making could boost trust and satisfaction. To summarize, the data suggest that SPEA enjoys a high level of trust and cooperation with teachers. Considering that teachers are crucial stakeholders in education, their feedback is vital for fostering more responsive and effective educational governance. The positive perceptions and experiences of teachers, as evidenced in this study, indicate that SPEA is enhancing its capacity for continuous school improvement. This progress is essential for maintaining and cultivating a healthy educational environment and for the ongoing advancement of educational practices.

Figure 3. SPEA's transparency with stakeholders from Teachers' perspective

- % Reporting Strongly Agree or Agree
- % Reporting Disagree or Do not know

Figure 4. SPEA's positivity from Teachers' perspective

- % Reporting Strongly Agree or Agree
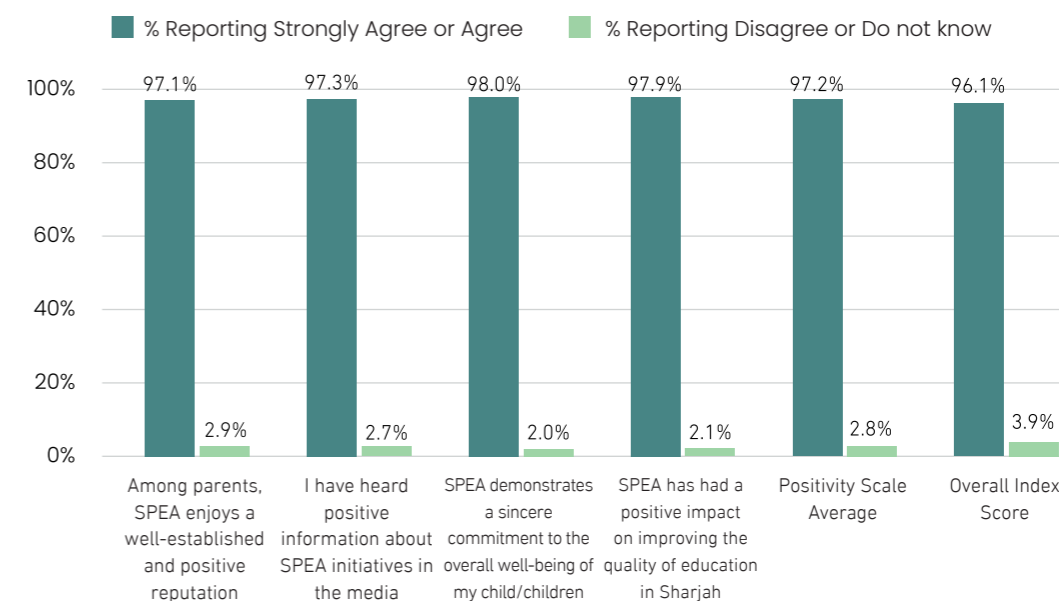- % Reporting Disagree or Do not know

The bar graph (**Figure 3**) on stakeholders' trust in SPEA presents valuable data on teachers' views regarding the authority's transparency. About **97%** of the respondents showed either strong agreement or agreement with SPEA's efforts to provide clear and accessible information on their website. This indicates a high level of trust between SPEA and teachers, which is essential for effective educational governance.

The analysis shows that **93.5%** of teachers feel they can easily contact SPEA if they need support, highlighting the authority's approachability. Additionally, **95.1%** of teachers agree that SPEA discloses information about performance metrics on its website and social media channels. Although there is a slight dip in satisfaction regarding ease of contact, with **93.5%** agreeing, this still reflects a strong trust level and some room for improvement.

The Transparency Scale Average and Overall Index Score, both exceeding **95%**, demonstrate teachers' positive experiences regarding SPEA's transparency efforts. These high scores reflect a positive general outlook towards SPEA's strategies for transparency and open communication.

An area identified for potential improvement is in the ease of contacting SPEA, where increased efforts to facilitate contact with the authority could further boost trust and satisfaction. In summary, the data suggest that SPEA enjoys a high level of trust and cooperation with teachers. Considering that teachers are crucial stakeholders in education, their feedback is vital for fostering more responsive and effective educational governance. The positive perceptions and experiences of teachers, as evidenced in this study, indicate that SPEA is enhancing its capacity for continuous school improvement.
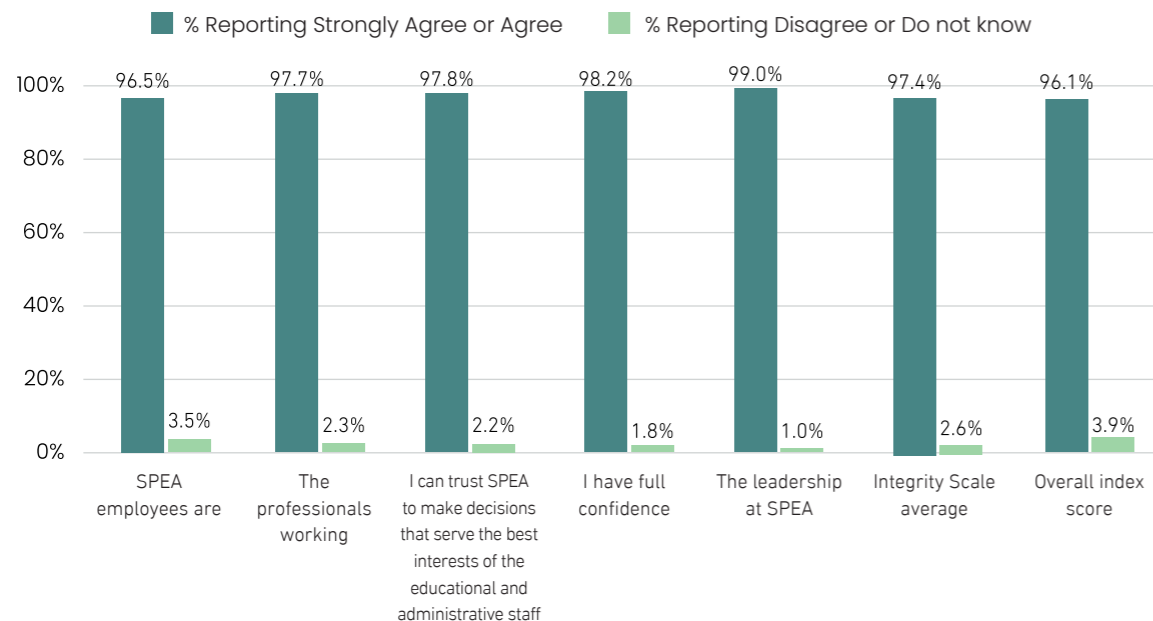
The bar graph (**Figure 4**) on stakeholders' trust in SPEA presents valuable data on teachers' views regarding the authority's positive impact. About **97%** of the respondents showed either strong agreement or agreement with the statement that SPEA enjoys a well-established and positive reputation among parents. This indicates a high level of trust and satisfaction between SPEA and teachers, which is essential for effective educational governance.

The analysis shows that **98.0%** of teachers feel that SPEA demonstrates a sincere commitment to the overall well-being of their children, highlighting the authority's dedication to student welfare. Additionally, **97.9%** of teachers agree that SPEA has had a positive impact on improving the quality of education in Sharjah. These high scores reflect a positive general outlook towards SPEA's strategies and efforts to foster a positive environment and improve educational standards.

The Positivity Scale Average and Overall Index Score, both exceeding **97%,** demonstrate teachers' positive experiences regarding SPEA's efforts. These high scores reflect a positive general outlook toward SPEA's strategies for creating a positive educational environment.

An area identified for potential improvement is in the communication of positive initiatives in the media, where increased efforts to publicize SPEA's positive actions could further boost trust and satisfaction. In summary, the data suggest that SPEA enjoys a high level of trust and positivity from teachers. Considering that teachers are crucial stakeholders in education, their feedback is vital for fostering a supportive and effective educational governance. The positive perceptions and experiences of teachers, as evidenced in this study, indicate that SPEA is enhancing its capacity for continuous school improvement.
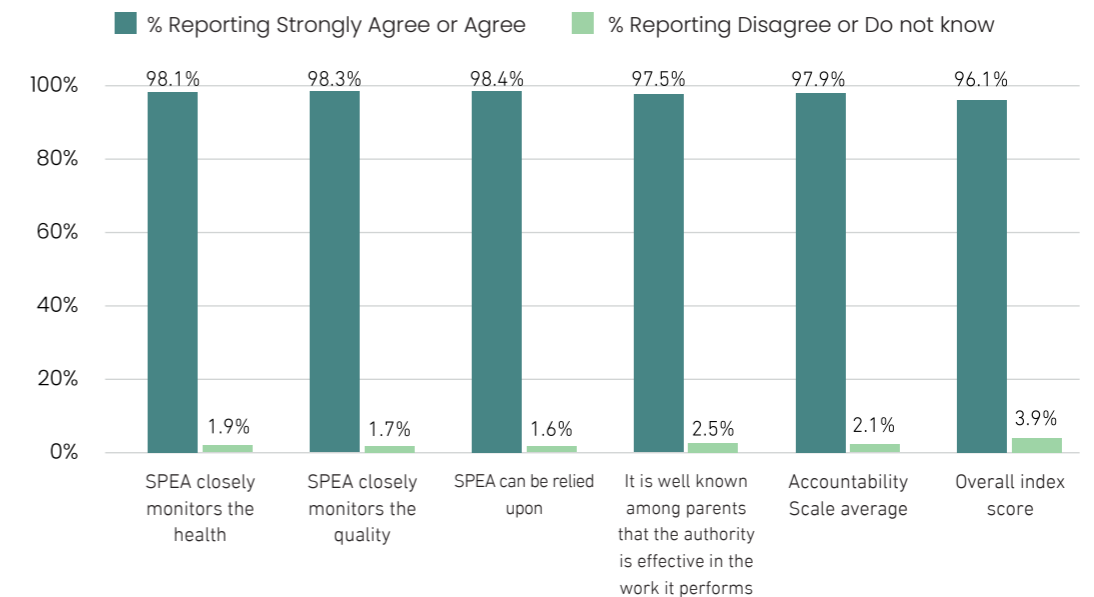
Figure 5. SPEA's Integrity from Teachers' perspective

The bar graph (**Figure 5**) on stakeholders' trust in SPEA presents valuable data on teachers' views regarding the authority's integrity. About **97%** of the respondents showed either strong agreement or agreement with the statement that SPEA employees are recognized for their fair treatment of parents. This indicates a high level of trust and respect between SPEA and teachers, which is essential for effective educational governance.

Our analysis shows that **98.2%** of teachers have full confidence in the ethical conduct of SPEA's leadership, highlighting the authority's commitment to doing what is right. Additionally, **99.0%** of teachers agree that the leadership at SPEA is widely regarded for its honesty and integrity. These high scores reflect a positive general outlook towards SPEA's strategies and efforts to maintain integrity within the organization.

The Integrity Scale Average and Overall Index Score, both exceeding **97%**, demonstrate teachers' positive experiences regarding SPEA's integrity efforts. These high scores reflect a positive general outlook toward SPEA's strategies for fostering trust and credibility.

An area identified for potential improvement is in the recognition of professionals working at SPEA, where increased efforts to acknowledge their competence could further boost trust and satisfaction. In summary, the data suggest that SPEA enjoys a high level of trust and integrity from teachers. Considering that teachers are crucial stakeholders in education, their feedback is vital for fostering credible and effective educational governance. The positive perceptions and experiences of teachers, as evidenced in this study, indicate that SPEA is enhancing its capacity for continuous school improvement.
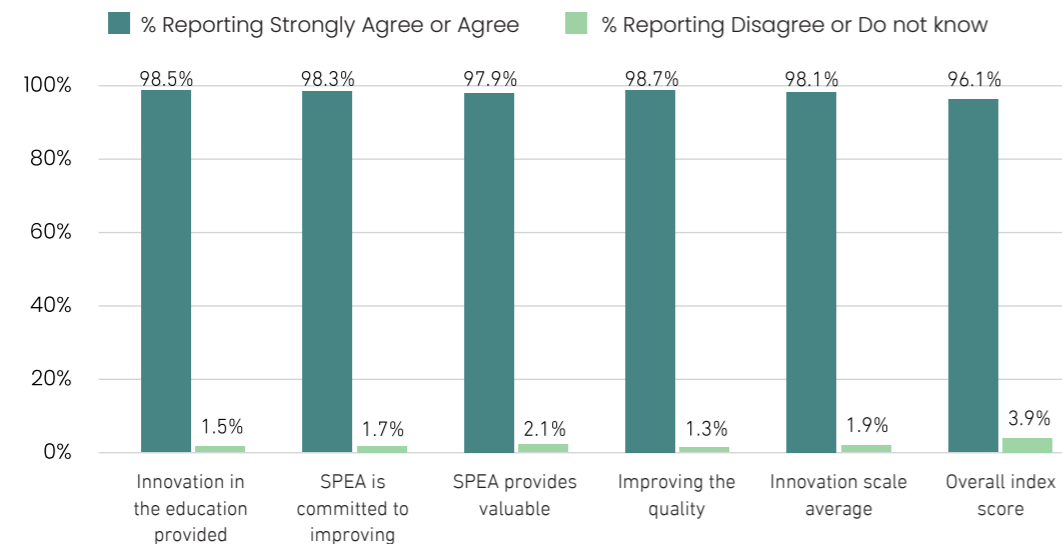
Figure 6. SPEA's accountability from Teachers' perspective

The bar graph (**Figure 6**) on stakeholders' trust in SPEA presents valuable data on teachers' views regarding the authority's accountability. About **98%** of the respondents showed either strong agreement or agreement with the statement that SPEA closely monitors the health and safety measures at schools. This indicates a high level of trust and satisfaction between SPEA and teachers, which is essential for effective educational governance.

Our analysis shows that **98.4%** of teachers feel that SPEA can be relied upon to hold schools accountable for maintaining high-quality standards, highlighting the authority's commitment to excellence. Additionally, **97.9%** of teachers agree that SPEA is effective in the work that it performs. These high scores reflect a positive general outlook towards SPEA's strategies and efforts to maintain accountability within the organization.

The Accountability Scale Average and Overall Index Score, both exceeding **97%**, demonstrate teachers' positive experiences regarding SPEA's accountability efforts. These high scores reflect a positive general outlook toward SPEA's strategies for ensuring high standards and accountability.

An area identified for potential improvement is in the communication of SPEA's accountability measures, where increased efforts to publicize these actions could further boost trust and satisfaction. In summary, the data suggest that SPEA enjoys a high level of trust and accountability from teachers. Considering that teachers are crucial stakeholders in education, their feedback is vital for fostering credible and effective educational governance. The positive perceptions and experiences of teachers, as evidenced in this study, indicate that SPEA is enhancing its capacity for continuous school improvement.

Figure 7. SPEA's innovation from Teachers' perspective

■ % Reporting Strongly Agree or Agree   ■ % Reporting Disagree or Do not know

Category	Agree	Disagree
Innovation in the education provided	98.5%	1.5%
SPEA is committed to improving	98.3%	1.7%
SPEA provides valuable	97.9%	2.1%
Improving the quality	98.7%	1.3%
Innovation scale average	98.1%	1.9%
Overall index score	96.1%	3.9%

Figure 8. Teachers' satisfaction with SPEA'S services and procedures

■ % Reporting Moderatly to Very Satisfied   ■ % Reporting Dissatisfied or Neutral

Category	Satisfied	Dissatisfied
Getting information about the service	91.6%	8.4%
Applying for the service	91.7%	8.3%
Follow up communication about service status	90.5%	9.5%
Timely Completion of the service	90.7%	9.3%
Overall satisfaction of the service	91.8%	8.2%
Service Satisfaction scale average	91.2%	8.8%
Overall index score	96.1%	3.9%

The bar graph (**Figure 7**) on stakeholders' trust in SPEA presents valuable data on teachers' views regarding the authority's innovation efforts. About **98.5%** of the respondents showed either strong agreement or agreement with the statement that innovation in education provided by schools is actively promoted by SPEA. This indicates a high level of trust and satisfaction between SPEA and teachers, which is essential for effective educational governance.

Our analysis shows that **98.3%** of teachers feel that SPEA is committed to improving educational programs to increase student learning, highlighting the authority's dedication to innovation. Additionally, **98.7%** of teachers agree that improving the quality of education provided at schools is at the core of SPEA's mission. These high scores reflect a positive general outlook towards SPEA's strategies and efforts to foster innovation within the organization.

The Innovation Scale Average and Overall Index Score, both exceeding **98%**, demonstrate teachers' positive experiences regarding SPEA's innovation efforts. These high scores reflect a positive general outlook toward SPEA's strategies for promoting innovation and continuous improvement.

An area identified for potential improvement is in providing valuable expertise and support for the continuous improvement of schools, where increased efforts to share best practices and innovative solutions could further boost trust and satisfaction. In summary, the data suggest that SPEA enjoys a high level of trust and appreciation for its innovation efforts from teachers. Considering that teachers are crucial stakeholders in education, their feedback is vital for fostering a culture of innovation and effective educational governance. The positive perceptions and experiences of teachers, as evidenced in this study, indicate that SPEA is enhancing its capacity for continuous school improvement.
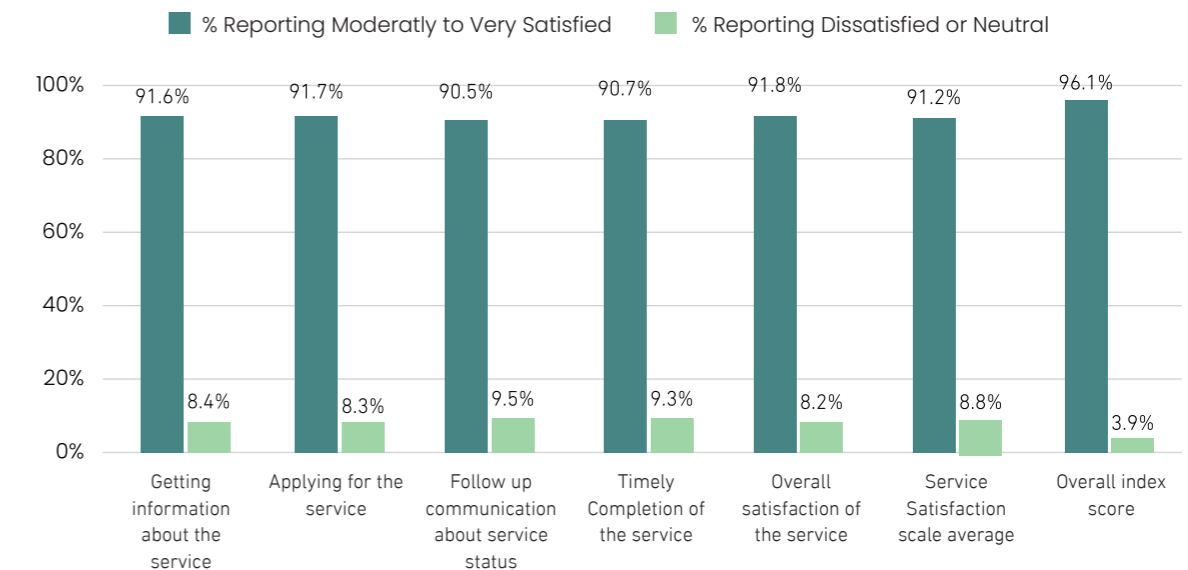
The bar graph (**Figure 8**) on stakeholders' satisfaction with SPEA presents valuable data on teachers' views regarding the authority's service delivery. About **91.6%** of the respondents showed moderate to very high satisfaction with getting information about the service. This indicates a high level of satisfaction between SPEA and teachers, which is essential for effective educational governance.

Our analysis shows that **90.7%** of teachers are satisfied with the timely completion of services provided by SPEA, highlighting the authority's commitment to efficiency. Additionally, **91.8%** of teachers agree that their overall satisfaction with the service is high. These high scores reflect a positive general outlook towards SPEA's strategies and efforts to provide effective and timely services.

The Service Satisfaction Scale Average and Overall Index Score, both exceeding **91%,** demonstrate teachers' positive experiences regarding SPEA's service satisfaction efforts. These high scores reflect a positive general outlook toward SPEA's strategies for ensuring high-quality service delivery.

An area identified for potential improvement is in follow-up communication about service status, where increased efforts to keep stakeholders informed could further boost trust and satisfaction. In summary, the data suggests that SPEA enjoys a high level of satisfaction from teachers regarding its service delivery. Considering that teachers are crucial stakeholders in education, their feedback is vital for fostering an efficient and responsive educational governance. The positive perceptions and experiences of teachers, as evidenced in this study, indicate that SPEA is enhancing its capacity for continuous school improvement.

Parents' Trust in and Satisfaction with SPEA

The results of the trust survey administered to parents in Sharjah private schools (Table 2 and Figures 9-15) showed that there is a significant consensus (**93.5%**) among parents regarding how SPEA acts with the principles of collaboration, transparency, positivity, integrity, accountability and innovation. Parents also appear to be moderately satisfied (**78.2%**) with the services provided by SPEA, which highlights room for improvement.

Table 2. Parents' Trust in and Satisfaction with SPEA

Parents' Trust in SPEA

Dimensions	Number of items	Average number of participants	% Reporting Strongly Agree + Agree
Collaboration	4	23083	92.7
Transparency	4	22752	92.9
Positivity	4	23463	91.7
Integrity	5	23001	95.1
Accountability	4	23263	93.7
Innovation	4	23028	95.0
Total			93.5

Parents' Satisfaction with SPEA's Services

Number of items	Number of participants	% Reporting Moderate to Very Satisfied
Getting information about the services	2928	78.0
Application for services	2859	77.7
Follow up communication about service status	2921	77.2
Timely completion of services	2908	77.1
Overall satisfaction with services	2903	78.2

Figure 9. SPEA's collaboration with stakeholders from parents' perspective
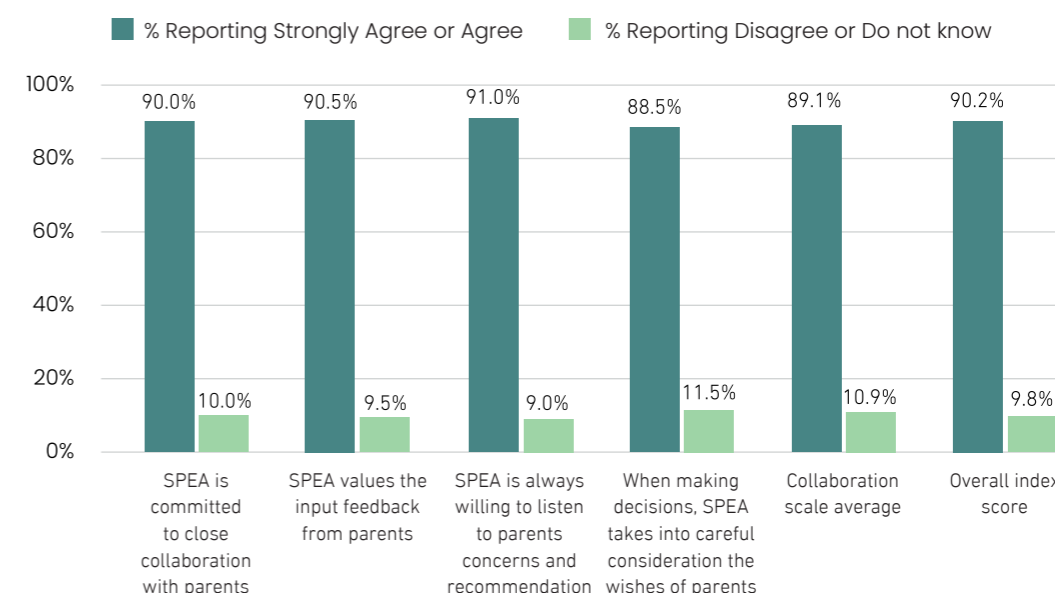
The bar graph (**Figure 9**) on stakeholders' trust in SPEA presents useful data on the awareness of parents towards the authority's policies and engagement. About **90%** of the respondents showed either a strong agreement or an agreement with SPEA's commitment to collaborating and giving a high value to parental input and remarks. This shows a strong level of trust between SPEA and parents, which is crucial for and indicative of effective educational governance.

Our analysis indicates that **91.0%** of parents feel that SPEA is receptive to their concerns and recommendations, focusing on the authority's approachability. However, there is a slight dip in satisfaction regarding decision-making processes, with **88.5%** of respondents agreeing that SPEA carefully considers parents' wishes in its decisions. Although this is the lowest score among the surveyed values of SPEA, it still gives a vast majority, pointing to a strong trust level and room for improvement.

The Collaboration Scale Average and Overall Index Score, both exceeding **89%**, demonstrate parents' positive experiences regarding SPEA's collaborative efforts. These high scores reflect a positive general output toward SPEA's strategies for collaborative action and feedback-seeking to achieve common goals.
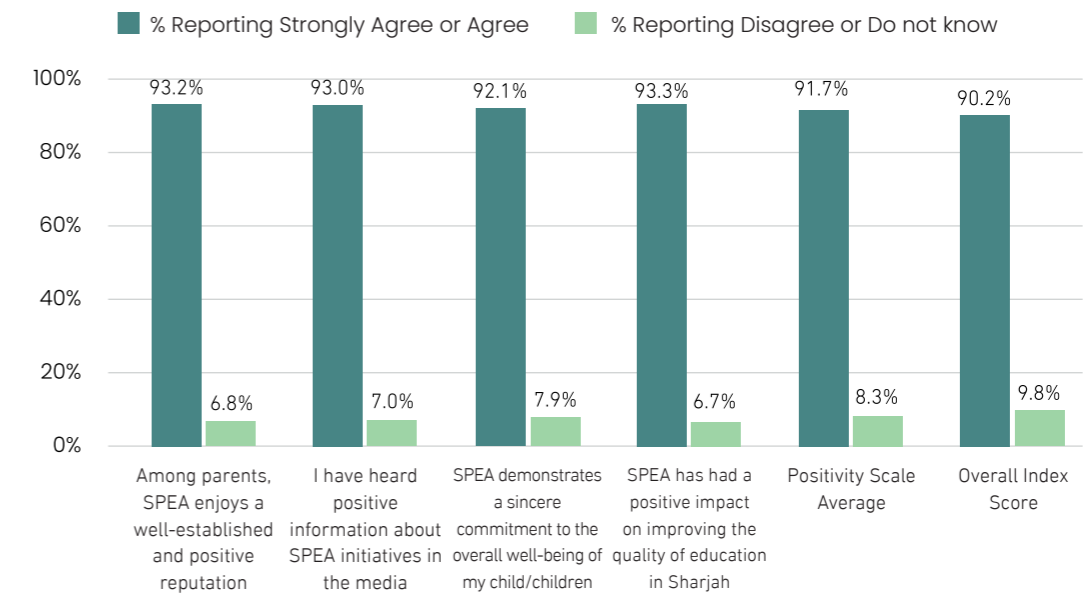
An area identified for potential improvement in the decision-making process is how increased transparency on parental feedback influenced decision-making and boosted trust and satisfaction. To summarize, the data suggests that SPEA enjoys a high level of trust and cooperation with parents. Considering that parents are crucial stakeholders in education, their feedback is vital for fostering more responsive and effective educational governance. The positive perceptions and experiences of parents, as evidenced in this study, indicate that SPEA is enhancing its capacity for continuous school improvement. This progress is essential for maintaining and cultivating a healthy educational environment and for the ongoing advancement of educational practices.

Figure 10. SPEA's transparency with stakeholders from parents' perspective

Figure 11. SPEA's positivity from parents' perspective
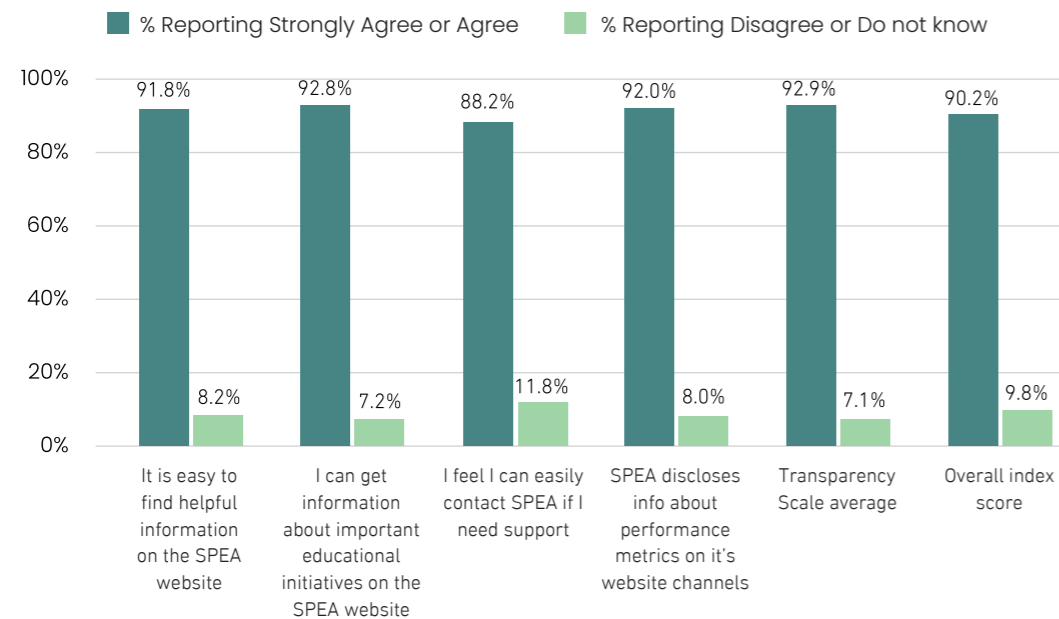
The bar graph (**Figure 10**) shows that parents have a high degree of trust, especially when it comes to information availability and openness. Data shows that **91.8%** of respondents concur that it is simple to locate valuable information on the SPEA website, indicating that SPEA is successful in offering easily accessible and practical online resources. Furthermore, **92.8%** of parents believe that the SPEA website provides them with sufficient information regarding educational activities, demonstrating the efficacy of SPEA's communication tactics.

The fact that **88.2%** of parents are certain they can get in touch with SPEA for assistance when needed is another noteworthy result. This shows a strong level of trust, even if it is marginally lower than other categories, suggesting that parents feel encouraged by the authority. The degree of transparency concerning performance measures is also highly regarded; 92% of parents said that SPEA discloses information via its website and social media accounts. Sustaining transparency is essential to upholding accountability and confidence.

With an overall trust index score of **90.2%**, the average transparency score stands at an outstanding **92.9%**. These figures demonstrate the solid confidence that SPEA and its stakeholders have built via efficient communication and openness. Even if the data indicates that confidence levels are quite high, there could be space for development in certain areas, such as how simple it is to get in direct contact with SPEA. This might be achieved by improving customer service channels or offering more direct lines of connection.

The data shows that parents' reactions to the different indicators have been largely positive. As an illustration of SPEA's good status in the community, **93.2%** of parents concur that the organization has a solid and positive reputation. Following the responses of **93.2%** of the respondents, the media has positively reported SPEA actions, indicating that the organization has been successful in its public relationship and communication campaigns. Additionally, the graph indicates that **92.1%** of parents think SPEA displays a genuine commitment to their children's well-being, underscoring the level of trust that parents have in SPEA's commitment to student welfare. Furthermore, a sizable **93.3%** of parents believe that SPEA has improved Sharjah's educational standards, demonstrating high support for the authority's educational goals and policies.
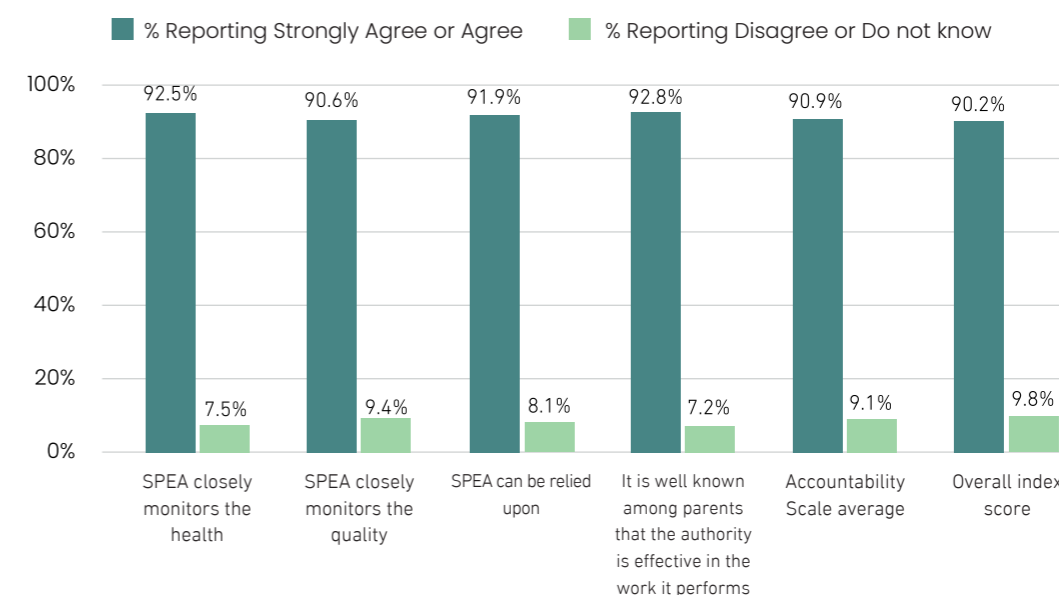
The average positivity scale score is **91.7%**, which is quite like the **90.2%** index score overall. Parents see SPEA very positively, as evidenced by the high degree of agreement across multiple positivity facets. This suggests that the authority is successfully fulfilling or surpassing stakeholder expectations in several crucial areas. These results are critical to SPEA's future strategy and reform planning to preserve and strengthen this favorable reputation among its stakeholders.

Figure 12. SPEA's Integrity from parents' perspective

Figure 13. SPEA's accountability from parents' perspective
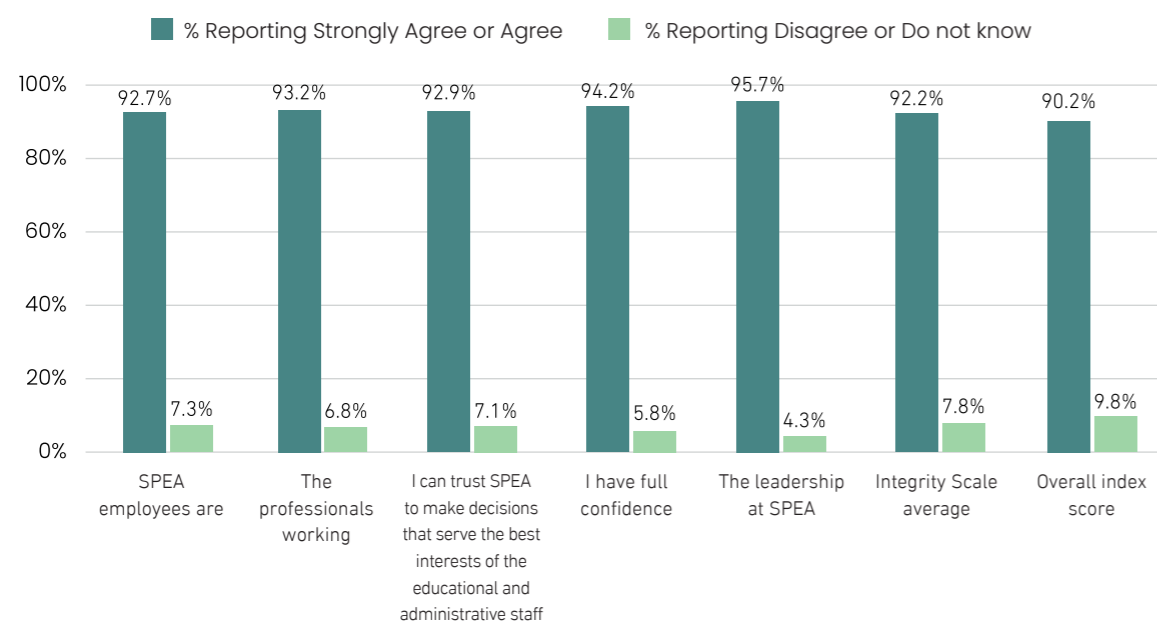
The bar graph (**Figure 12**) showing parents' extremely good opinions of the SPEA demonstrates their considerable faith and confidence in the organization. According to the research, **92.7%** of respondents think SPEA staff members are appreciated for treating parents fairly and demonstrating a courteous and equitable manner of dealing with others. In keeping with the professional standards, **93.2%** of parents think highly competent professionals work at SPEA, highlighting the authority's dedication to hiring and retaining qualified personnel.

Significantly high levels of trust are also shown in SPEA's decision-making, with **92.9%** of parents believing that SPEA acts in the best interests of students. Maintaining stakeholder confidence and advancing the authority's educational objectives depend on this trust. Furthermore, **94.2%** of parents fully trust SPEA's leadership to operate ethically, indicating effective leadership approaches that meet stakeholder expectations.

Particularly well-regarded is the SPEA leadership, as confirmed by **95.7%** of respondents who said that the leadership is well-known for its honesty and integrity. Such a strong regard for the integrity of the leadership is essential in determining how the institution is seen overall. Impressively, the total index score is **90.2%**, and the overall integrity scale average is **92.2%.** Together, these numbers show that SPEA is seen by its stakeholders as a highly moral organization that successfully maintains the values of justice and honesty, which builds great confidence and dependability.

Parents' perceptions indicate high levels of confidence and satisfaction with SPEA's governance and monitoring. Remarkably, **92.5%** of respondents concur that SPEA keeps a careful eye on the health and safety protocols at their child's school, which is essential for guaranteeing a secure learning environment—especially because of current health issues.

A closer look at the graph reveals that **90.6%** of parents believe SPEA does a good job of keeping an eye on the educational standards at their child's school. This implies that the authority upholds educational standards successfully and actively supervises the quality of education, which is a crucial component of its accountability.

There is also a significant affirmation of reliance on SPEA to maintain high-quality standards, with **91.9%** of parents saying they are confident in SPEA's ability to hold institutions accountable for upholding these standards. Parental confidence in the educational system is contingent upon their faith in SPEA's regulating function.

Additionally, **92.8%** of parents believe that SPEA is known to be effective in the work that it performs, reinforcing the authority's reputation for efficiency and effectiveness in its operational responsibilities. The overall accountability scale average stands at **90.9%**, closely aligned with the overall index score of **90.2%**, confirming that parents perceive SPEA as a highly accountable and trustworthy institution in managing and enhancing the quality of education in Sharjah. These results underscore a robust endorsement of SPEA's accountability measures, suggesting that its actions and policies are in alignment with stakeholder expectations and contribute significantly to its credibility and trust within the community.
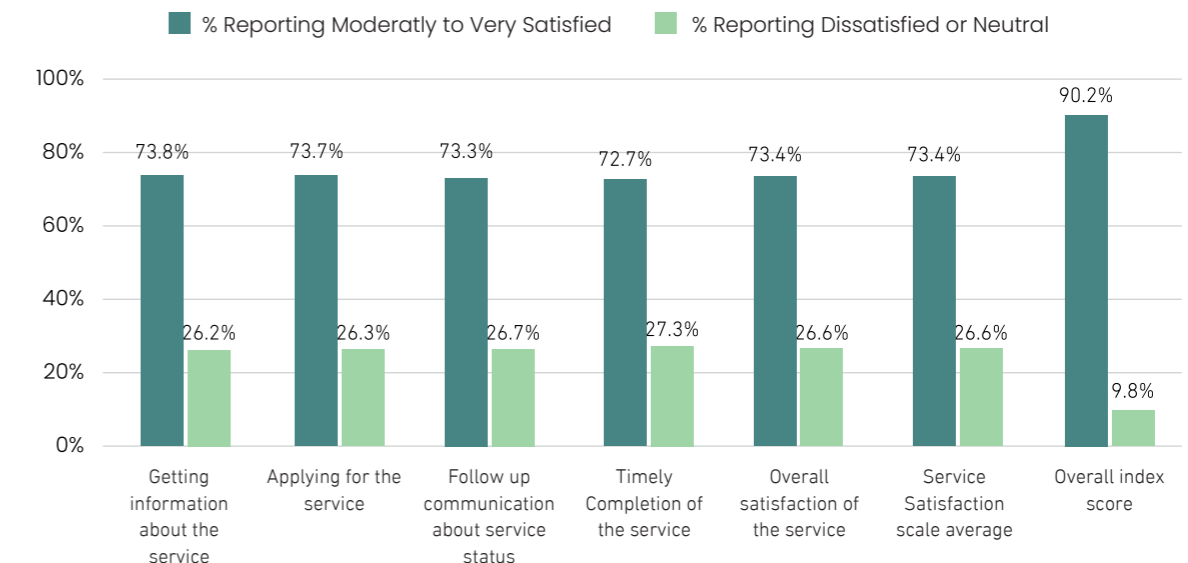
Figure 14. SPEA's innovation from parents' perspective

Figure 15. Parents' satisfaction with SPEA'S services and procedures
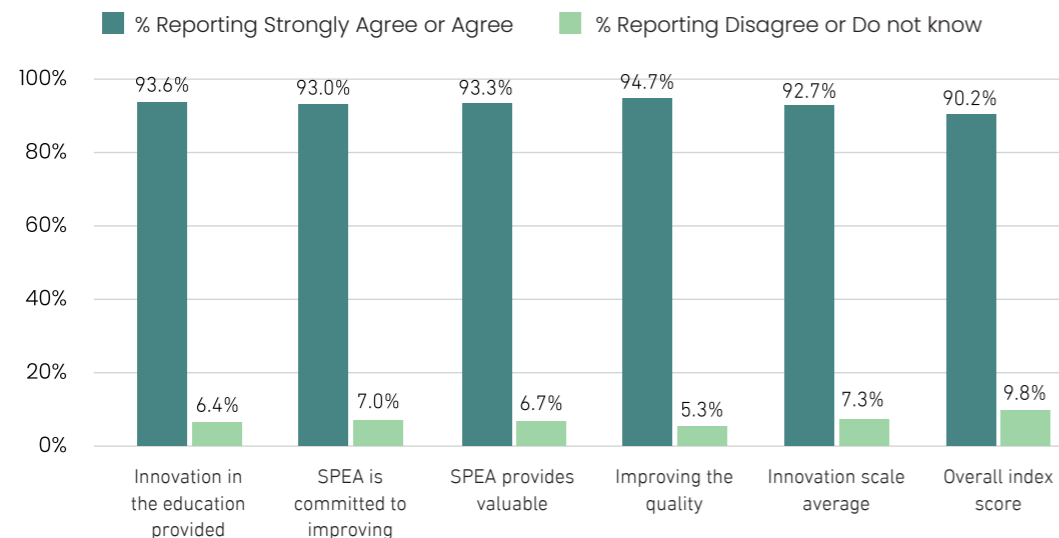
The bar graph (**Figure 14**) presents an impressive overview of stakeholders' perceptions regarding the innovation efforts by SPEA, demonstrating robust approval ratings across several dimensions. According to the data, **93.6%** of parents agree that innovation in education provided by schools is actively promoted by SPEA, indicating strong initiative in integrating modern educational practices and technologies into the curriculum.

Furthermore, **93%** of respondents believe that SPEA is committed to improving educational programs to increase student learning. This highlights SPEA's dedication to enhancing educational outcomes through innovative strategies. The authority also seems to provide substantial support to schools, with **93.3%** of parents acknowledging that SPEA offers valuable expertise and continuous improvement programs, which are critical for maintaining high educational standards and adapting to evolving learning needs.

Additionally, a high percentage of parents, **94.7%**, recognize that improving the quality of education provided at schools is at the core of SPEA's mission. This underscores SPEA's strategic focus on not just sustaining but elevating educational standards through innovative approaches.

The overall innovation scale average is **92.7%**, closely mirroring the overall index score of **90.2%.** These figures collectively affirm that SPEA's efforts in fostering innovation are well-recognized and appreciated by the parent community, further solidifying their trust in the authority's capabilities to manage and advance educational quality in Sharjah.

The bar graph (**Figure 15**) presenting stakeholder satisfaction with SPEA shows a high level of confidence among parents and other stakeholders with the services provided. According to the graph, most respondents are either moderately or extremely satisfied with the different service factors, showing SPEA's performance fulfilling the highest expectations of its stakeholders.

In particular, **73.8%** of respondents say they are happy with the information they received about the service, indicating that SPEA gives parents and stakeholders easily accessible and understandable information. In a similar vein, **73.7%** of parents expressed satisfaction with the application process, indicating streamlined and user-friendly procedures. The important function of follow-up communication regarding service status—which is critical to preserving openness and confidence—also scores highly (**73.3%**). This illustrates SPEA's dedication to ensuring that stakeholders are informed and involved in all service interactions. Additionally, **72.7%** of respondents are satisfied with the prompt completion of services, a crucial indicator of efficiency, suggesting that SPEA manages and executes services effectively.

The percentage of people who are satisfied with the service overall is **73.4%**, which is rather similar to the particular service components. The average score on the service satisfaction scale is **90.2%**, which indicates that SPEA's management and conduct of its service offerings are generally well-liked. The smallest percentage of dissatisfaction or neutrality, which is primarily below **10%** across all categories, indicates how much the stakeholders place in SPEA generally, thanks in large part to this high level of satisfaction. All things considered, these numbers point to SPEA effectively reaching high service satisfaction, which is essential for preserving goodwill with the community it serves.

Conclusions, Implications and Recommendations

Conclusions, Implications and Recommendations

The purpose of this study emphasizes SPEA's and SEA's understanding that educators' and parents' trust in their educational institutions is crucial for school effectiveness, linked to school climate, teacher commitment, and academic values. High trust levels contribute to self-regulation, collaboration, transparency, accountability, and compliance among educational institutions. Institutions that place high trust in SPEA are more likely to support and implement new initiatives, guidelines, and regulations. They are also more open to expressing concerns, knowing they will be addressed fairly and transparently.

Trust, however, is fragile and requires continuous effort to maintain. It can break down easily and is challenging to rebuild. Therefore, organizations must build on existing trust to enhance collaborative opportunities and strengthen the culture of trust.

The study lays a foundation for further investigation into the trust culture within individual institutions, between private institutions, and in SPEA. Expanding research to cover additional areas is critical for sustaining trust at the system level. The results, showing high trust in SPEA but moderate satisfaction, suggest several implications:

Structural Issues

People trust the government's intentions but may feel its services could be delivered more efficiently, possibly due to complex procedures or challenges in managing resources effectively.

Accountability Gaps

There is trust in the government's purpose, but the feeling remains that it could do more to address people's needs or concerns promptly.

Cultural Influence

Trust in the government might come from long-standing traditions or societal values, even if the quality of services doesn't fully meet expectations.

Few Alternatives

People trust the government because it is the main provider of services, even if there is room for improvement in how those services are delivered.

Perception vs. Reality

Trust may sometimes be based on the government's reputation or historical standing rather than how well it is currently performing

Addressing these issues requires improving service quality while maintaining high trust levels. This involves reforms to enhance accountability, streamline processes, increase transparency, and empower local school constituencies to voice concerns and participate in decision-making processes.

What Comes Next?

This report examines the relationship between trust and satisfaction with the Sharjah Private Education Authority (SPEA) and its schools. Our analysis shows that while satisfaction is important, trust is a key driver of satisfaction, highlighting the need to build trust alongside enhancing satisfaction among parents and teachers. Trust not only improves satisfaction but also creates a more cooperative and supportive educational environment.

Improvement Opportunity 1

Enhancing Trust Among Emirati Parents:

▶ Our findings show a difference in trust levels towards SPEA between Emirati parents and expatriate parents. This gap suggests a need for targeted initiatives to raise Emirati trust levels to match those of other parent groups.

▶ To address this, SPEA should enhance communication and collaboration with Emirati parents. Improvements could include better access to information on the SPEA website, more direct communication through SMS, and opportunities for feedback. Establishing an internal committee of Emirati leaders can also help tailor strategies to the cultural expectations and needs of Emirati families, promoting greater trust.

Improvement Opportunity 2

Addressing Satisfaction Gaps Between Parents and Teachers:

▶ There is a notable difference in satisfaction with SPEA services between parents and teachers. While **93%** of teachers reported being satisfied with SPEA's support and services, only **73.4%** of parents felt the same. Satisfaction is higher among younger parents, those with children in Ministry of Education and Indian curriculum schools, but lower among Emirati parents and those with children in U.S. and other curriculum schools.

▶ To improve satisfaction, SPEA should focus on better understanding stakeholder needs and enhancing customer service. This includes using technology to streamline communication and feedback, and ensuring that interactions are handled by skilled professionals who can effectively represent SPEA. Initiatives to improve the SPEA website, provide direct contact options, and ensure timely follow-up will also help bridge this satisfaction gap.

Improvement Opportunity 3

Monitoring and Ensuring Quality in Schools:

▶ Trust in SPEA is also linked to perceptions of how well it monitors and improves school quality. Some parents expressed concerns about the health, cleanliness, and safety of school environments, suggesting a need for more frequent and thorough inspections. Addressing these concerns through regular visits and checks can help improve trust levels, as parents will feel more confident that their children's learning environments are safe and well-maintained.

▶ Building Trust and Satisfaction Together: To foster both trust and satisfaction, SPEA should focus on transparent communication, consistent engagement, and responsiveness to feedback. This will require a concerted effort to uphold high standards in education and administration, ensuring that parents and teachers feel heard, respected, and valued.

The Sharjah Education Academy (SEA) supports these efforts and will continue to provide research expertise to help SPEA develop and implement effective trust-building strategies. Future research, including case studies and interviews, will offer deeper insights into how trust and satisfaction can be optimized in Sharjah's private education sector.

In conclusion, by prioritizing both trust and satisfaction, SPEA can create a more positive and effective educational environment. The partnership with SEA will be key to achieving these goals, ensuring that SPEA meets and exceeds the expectations of all its stakeholders.

▶ ▶ ▶ ▶ ▶ ▶

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