

**Understanding “International Schools” in Hyderabad: A Study of
Perceptions and Practices**

A Dissertation submitted to the University of Hyderabad in partial fulfillment of
the degree of

MASTER OF PHILOSOPHY

in

Anthropology

by

Bandaru Pavani



Department of Anthropology

School of Social Sciences

University of Hyderabad
(P.O.) Central University, Gachibowli,
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Telangana

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Department of Anthropology, School of Social Sciences
University of Hyderabad

CERTIFICATE

Dated – 30/12/2022

This is to certify that the dissertation entitled “**Understanding “International Schools” in Hyderabad: A Study of Perceptions and Practices**” Submitted by **Bandaru Pavani** bearing Reg. No. **19SSAHL08** in partial fulfillment of the requirements for the award of Master of Philosophy in **Anthropology** is a bonafide work carried out by her under my supervision and guidance. The thesis has not been submitted previously in part or in full to this or any other University or Institution for the award of any degree or diploma.

1. Presented a paper titled “A Quantitative Study on “The Factors Influencing Parents to Choose International Education and Schooling in Hyderabad”, in the 1st International Conference in Latest Advancements in Science, Management, Commerce and Educational Research (LASMCER-2022) organized by Silicon City College, Bangalore, India in association with Institute for Engineering Research and Publication (IFERP) held on 17th & 18th June 2022 as virtual conference.

Further, the student fulfilled the M.Phil coursework requirement.

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AN702	Advanced Research Methods	4	Pass
AN727	Anthropology of Education	4	Pass

Apparao Thamminaina

Supervisor

Head of the Department

Dean, School of Social Sciences.

DECLARATION

I **Bandaru Pavani** hereby Declare that this Dissertation entitled “**Understanding “International Schools” in Hyderabad: A Study of Perceptions and Practices**” Submitted by me under the guidance and supervision of **Dr. Apparao Thamminaina** is a bonafide research work. I also declare that it has not been submitted previously in part or in full to this University or any other University or Institution for the award of any degree or diploma.

Date: 30/12/2022

Name: Bandaru Pavani

A handwritten signature in blue ink that reads "B. Pavani". The signature is written in a cursive style with a horizontal line at the end.

Signature of the Student

Regd. No. 19SAHL08

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ABBREVIATIONS

CBSE - Central Board of Secondary Education

CIE - Cambridge International Examination

CISCE - The Council for the Indian School Certificate Examinations

CP - Career-related Programme

DP - Diploma Programme

GEMS - Global Education Management Systems

IB - International Baccalaureate

IBO - International Baccalaureate Organization

ICSE - Indian Certificate for Secondary Education

ISA - International Schools Association

ISC - Indian School Certificate

IT - Information and Technology

MYP - Middle Years Programme

NASA - National Aeronautics and Space Administration

PYP - Primary Years Programme

SSC - State Educational Boards

UGC - University Grant Commission

UPSC – Union Public Service Commission

1- Introduction

Education is essential for human beings. It has a long-lasting effect on individual. The knowledge and skills acquired through education shape the individual personality and influence how he/she live. Individual determine what is right and what is wrong with the help of education. It makes people aware of themselves. It directs individual on thinking and making informed decisions, enabling them to grow in their personal and professional life. Education assists individual in developing character to fulfill society's interests. It integrates individual with the society and teaches the values and morals which are necessary to be a member of it. Education and society are interdependent. Society influences education, and education shapes society. Idriset al. (2012) point out “there is a correlation between education and society”, where the author emphasized through education; society imbibes the knowledge, skills, values and norms to its members to develop their full potential. Beside it, it facilitates social well-being which is vital for the peaceful coexistence of individuals with differences.

Education is highly valued and it takes place in a formal and informal way. Informal education is a structured learning process which takes place in an institution called “school”. Formal education has certain characteristics attached to it. It includes chronological standards and grading system, particular learning method, time bounded syllabus and subject oriented classes by qualified teachers, fees and provides formally recognized certificates. However, education goes beyond the four walls of the classroom called it as “informal education”. Informal education takes places in a natural setting such as home or in the community. Informal education has no definite syllabus and time limit. People attain informal education through daily experiences. There are different sources for informal education such as family, friends, media, residential communities etc.

In modern times, education has become one among the basic needs for human survival. It assists individuals in fighting poverty. It helps individuals to improve their quality of life. Education is important for the nation's development at a more significant level. Education is one of the essential indicators to measure a country's growth. It promotes social and economic development. Education creates more work forces and generates wealth for the

nation. The more people are imbued with education; the more economical and social prosperity exists in societies.

Now the question arises of what kind of education is considered as quality education which fulfills the needs of people and the nations. With technological advancement and limitless boundaries for knowledge, it is difficult to define quality education. However, quality education is a foundation for the students to get into higher education and enhance opportunities. It prepares students for life, along with exams. Quality education should emphasize on fulfilling the needs of students and the needs include social, physical, emotional, mental, and cognitive. UNICEF (2000), definition "A quality education is defined by five elements: the learner is outside experiences, learning environment, the content of education, learning processes, and education outcomes. Learners must be healthy, well nourished, and supported by their families and communities. The learning environment should be safe, healthy, and stimulating. Appropriate education content is relevant to the learners and presented in a well-managed classroom. Learning outcome should promote participation in society". The definition reveals the parameters of quality education and the impact of quality education on learners. Quality education must link classroom learning with the outside world. The learner should be nourished in a positive and safe environment where the physical and mental health of the students will be taken care. Therefore, quality education must aim to uncover the student's full potential and use those potentials for a child's positive growth.

Anthropology as a discipline has contributed in a significant way to the development of education. Many anthropologists were strongly influenced by Franz Boas "culturalism" and participated in developing education reports, teaching materials, comparing different education system and curriculum planning (Bloome et al., 2018). However, anthropologists focused on understanding the socio-cultural dimensions of education and schooling. Anthropology and Education shares a asymmetric historical relation (Taddei & Gamboggi, 2016) where education influence a society and its culture, in contrast culture and society affects the education and schooling system.

Many Anthropologists opined that through education, people experience the cultural diversities. In her body of work “The High School of the Future”, Mead (1951) highlighted the importance of education in anthropology. Mead emphasizes on educational process and concluded education as a mean through which people experience cultural patterns (Bloome et al., 2018). Whereas, Functionalist Malinowski (1944) put forth that “education is the basic instrumental need that requires an institutional device to fulfill the needs of society”. He further elucidates that each institution has the personnel, a charter, a set of norms or rules, activities, material apparatus (technology), and a function (Malinowski, 1944). Therefore, anthropology plays a crucial role in critically analyzing the changing patterns and needs of education and schooling system. Anthropology of Education as a subfield in Anthropology emerged in 1930 to give more attention and research in education and schooling system.

School as an institution has certain functions through which the needs of students and society are fulfilled and it is a place where child is formally socialized. School shapes a child's personality and helps the child to become a good citizen. Schooling aims to make students eligible for higher education by imparting required knowledge. School teaches life skills, which help students in decision-making and problem-solving. Education and schools are dynamic in nature, and they change according to the needs of society. In earlier times, traditional education imparts knowledge about social norms, values, and morals. Example: teaching Upanishads and Vedas. Education had been imparted through residential schools known as "Gurukulas." In traditional societies, oral tradition plays a significant role in the transition of knowledge, values, morals, and skills from one generation to another generation, and the method of teaching is one way rather than interactive.

Over time, the needs of society have been changing. The knowledge and skills gained from traditional education were considered inadequate, resulting in changes in education and schooling system. Society needed development in science, technology, and medicine to make human work easy and fast. Modern education emerged as a response to the changing needs of society. Education and schools are more emphasizing on reading, writing, learning, visualization, and thinking skills. The curriculum was designed by focusing on Science, Technology, English and Mathematics which is popularly known as STEM. Teaching

became more interactive, and the knowledge imparted through formal institutions such as schools, colleges, and universities.

A brief note on education policies in India

The policies introduced during British rule in India greatly influenced the modern education and schooling system. It was through the Charter Act of 1813 that Christian missionaries started providing education to the Indian masses and it was the first education policy which shaped education system in India during colonial rule. However, introducing English as a medium of instruction was controversial. In 1834, Lord Babington Macaulay introduced English medium of instruction and modern education in India. Raja Ram Mohan Roy and other Indian reformers supported British education policy with the view that policy may assist the country in a new beginning. It was charter act of 1853, which had a greater impact on the education and schools in India. A separate committee was appointed under the chairmanship of Charles Wood, popularly described as the "Magna Carta of English Education in India," to introduce educational reforms. The significant outcomes of the committee and the Charter Act 1853 were the allocations of the separate education fund and the introduction of English and Indian languages as mediums of instruction. The reforms emphasized the need of literature, arts, philosophy, and science and the establishment of schools and universities in India.

The first high school and intermediate boards of education were set up in Uttar Pradesh in 1921, and state boards were established over time in the entire country. In 1935, the Central Advisory Board of Education was established, and it started playing a key role in formulating and implementing educational policies and programs. The state and national level councils for educational research and training are involved in designing curriculums, pedagogy, and evaluation methods. Sargent commission report (1944) on post-Second World War education development in India paved the way for the future development of the education system in the country (Pankaj & Thakur, 2021). Hence, the British education policies have significant impact on modern education in India.

After India's independence, India's education and schooling system were standardized. Five-year plans, educational policies, and central and state-level educational programs were designed to achieve education as a right for every child and to develop the quality of education and schooling in India. Based on the report of the University Education Commission set up in 1948, a separate Secondary Education Commission was established in 1953 to strengthen secondary education in India. One crucial hallmark which changed the face of education and schools in India is the establishment of the National Council of Education Research and Training (NCERT) in 1961. It delivers guidelines to the National Curriculum Framework and acts as a resource center for school development and teacher education.

National Policy on Education, 1986 adopted the universal pattern in school education for 10+2 years. Whereas National Policy on Education, 1992 emphasized the need for quality education and stressed inculcating morals and values. Sarva Siksha Abhiyan is a central government program aims to universalize elementary education. The program made education more accessible to the children. National curriculum framework, 2005 emphasized the need for reforms in the curriculum and pedagogy in schools to meet the needs and concerns relevant in the present and future context. It developed constructivist pedagogy and recommended an enriching curriculum for the holistic development of students. The framework also highlighted the importance of education in India to meet the global demands in the education and schooling. Free and compulsory education was promised for children aged 6 to 14 years through the Right to Education Act, 2009. The introduction of the New Education Policy in 2020 was one of the recent hallmarks in education. Some of the significant changes that the New Education Policy 2020 brought into the education and schooling systems are mentioned below.

- Replacing the 10+2 system of schooling with a 5+3+3+4 system. These four levels of compulsory education include:

1. Foundational stage: These stages include three years of preschool and two years of primary classes focusing more on cognitive development, development of language skills, and learning involving age and activity-based play and methods.

2. Preparatory stage: it includes children of 8-11 years, emphasizing numeracy skills, language development, and activity-based classroom interaction.
3. Middle stage: it includes classes from sixth to eighth, focusing on critical and experimental learning of subjects such as mathematics, science, arts, humanities, and social sciences.
4. Secondary stage: this stage covers classes from 9th to 12th classes. Students can choose subjects based on their interest in classes 11 and 12.

NEP, 2020 covers the Right to Education Act from three to eighteen years. NEP, 2020 suggested that students can be taught in their mother tongue up to class five. This can aid children in learning fundamental concepts quickly.

Educational administration

The present Indian education system has four educational boards; they are Central Board of Secondary Education (CBSE), The Council for the Indian School Certificate Examinations (CISCE)—consisting of the Indian Certificate for Secondary Education (ICSE) and the Indian School Certificate (ISC)— and State Educational Boards (SSC) (Pushpanadham, 2012). The primary function of boards at each level is to provide curriculum and to conduct exams at different levels. Broadly, there are three types of curriculums offered in the country and they are State curriculum, Central curriculum, and International Curriculum.

State and central government, and private schools, operate in India. The schools are affiliated to state boards (SSC), CBSE, ICSE, or international boards. Schools can be categorized based on the curriculums offered in the school. In general, they are described as state schools, central schools, and international schools. However, the classification is not static. No proper regulation exists in naming schools based on curriculum and the boards. For example, a school following CBSE curriculum names itself an "international school" despite not offering international curricula.

The Indian school system follows a structure based on the curriculum and the affiliating boards. It has four levels: lower primary (age 6 to 10) consists of five standards, upper primary (11 and 12 years) having two standards, secondary (13 to 15 years) consisting three standards, and higher secondary (17 and 18 years) having two standards.

International school system

The international school system provides international curriculums such as International Baccalaureate, Cambridge, Edexcel. Indian and International school systems differ in terms of age of student enrollment in schools. For example, school education in India starts when a child attains the age of 6 years, whereas; International Baccalaureate (IB) starts providing education to the child from the age of 3 and ends at the age of 19. IB provides four programs with definite subjects, transdisciplinary themes, and skills.

The Programs offered by IB are:

- ☐ Primary Years Programme (PYP): (Ages 3 to 12 years)
- ☐ Middle Years Programme (MYP): (Ages 11 to 16Years)
- ☐ Diploma Programme (DP): (Ages 16 to 19 Years)
- ☐ Career-related Programme (CP): (Ages 16 to 19 Years)

International schools and education are gaining popularity among parents and are considered as offering highest quality education. In this context, it is essential to understand the uniqueness of international schools and their strategies.

International education does not emerge instantaneously; it took more than five decades to shape international education and to create a standard curriculum and examination. The development of international education and schools took place between 1945 and 1970 with the establishment of the United Nations. United Nations International School was established in 1947, emphasizing the international understanding of curriculum planning. The primary objective of the UN international school, as noted by Malinowski & Zorn (1973) is “to give the child a sound education which, while preserving his/her native tongue, history, and cultural background, will, at the same time, in the work and play of the school, free him/her

of those prejudices and pieces of misinformation which separate peoples; so that wherever he/she may be in the future, he/she remains a good citizen of his/her own country; more important, a good citizen of the world" (cf. Ian Hill, 2002). Therefore, from the origin of the international school and education, much emphasis was laid on balancing between preserving the child's culture and producing a global citizen who strives for global peace and unity. However, the challenge is to create a curriculum and pedagogy which eliminates the national biases. Although the origin of the international school can be traced to 1924, a standard curriculum and pedagogy were developed in 1951 by establishing the International Schools Association (ISA) in Geneva.

Defining aspects of international school

The first and foremost challenge in understanding "International schools and education" is defining the terms. The term international education has been used interchangeably with global, comparative, and multicultural education. Although the terms have been used interchangeably, they have definite goals and limitations. Along with promoting multicultural awareness, international education inculcates international-mindedness.

The term "international mindedness" is a multi-dimensional concept that is not restricted to international schools and education. The strong character attached to the international mindedness is openness to the world where a sense of interconnectedness takes place with people and cultures. The willingness to think and see beyond the boundaries are the essential features of international mindedness, as the globalization has blurred the distinction between local, national, and international. International mindedness creates a sense of unity, equality, peace, and cooperation among the people. The curriculum is an essential component of international education. International curriculums are designed to inculcate "international mindedness" in the students. International Schools Association (ISA) design curriculums and teaching methods. Its main objective is to standardize the international education and schooling system by offering international curriculums through a distinct pedagogy.

Curriculums such as International Baccalarate and Cambridge focuses on connecting the students' knowledge and learning experience with the world and to solve problems in the future and create global peace. Along with international curriculum and pedagogy, the

critical character that provides legitimacy to international education is international schooling. Hornberg (2010) defined "international schools in the form of schools abroad with elements of private schools, that are founded by a country in another country and that offer the curriculum as well as the degree of the founding country." International School of Geneva is the first school which used the attribute "international" in its title. The school was established bilingually; where medium of instruction was English and French. The primary purpose of establishing the school is to provide education to the expatriate students where they can get admissions in any part of the world. Its head, Madame Maurette in 1948, emphasized the conceptual objectives of international schools and the education they provide. She held the conviction that the students needed a holistic view of the world and a desire to promote peace and brotherhood along with knowledge (cf. Ian Hill, 2002). The curriculum was designed giving equal preference to all streams such as science, arts, mathematics and social sciences. Pedagogy was more focused to make classes more interactive and application based.

Over time, the international schooling system changed from accommodating expatriate children to local children. Now, it is inappropriate to define international schools as schools for expatriate children. In the present context, International schools are aiming to provide international curriculum to local students. International schools provide exposure to multiple cultures, better career opportunities, and global identity to the children. However, as Hayden and Thompson (2008) pointed out, international schools result in "a growing educational gap between social groups and thus to growing inequality in societies."

International curriculum is an essential feature of international schools. These schools could only be classified as either Type A, Traditional (standard) type or type B, Ideological schools until recently (Hayden & Thompson, 2013). A new form is rapidly and markedly extending such classification: Type C Non-traditional (Hayden & Thompson, 2013), which is exerting a substantial influence on the international school landscape (Bunnell, 2016). This category of schools typically have private owners and are for-profit, which has led to the rise of chain-like establishment of schools run by commercial companies or their investment in schools such as Dubai-based Global Education Management Systems (GEMS). This type C schools serves as "middle-class international schools" (Haydan & Thompson, 2013).

International Schools in India

International schools are relatively new for India. Although, English education has roots in British rule, international education and schools were developed after independence. Internationalization of schools is the intentional process to integrate the international and intercultural dimensions of education. International schools aim to enhance quality education, schooling and the opportunities for students. With the changing employment opportunities and the demands in the global market, there has been pressure on Indian schools, parents, children and the government. The parents strive to make their children ready for global competition. The scope of competitive landscape has widened. Information and innovations started acting as the bases of globalization; both are knowledge intensive. It affects schools in two ways. One, there is an increasing pressure on higher educational institutions like universities which demands high quality of schooling and global standards. However, it is difficult to define what it means to call a particular education or schooling as quality education or quality schooling. It reflects in the skills and competencies of students.

The new opportunities emphasized on English language, Science and information and communication technologies. It led to increasing demand for international education and schooling in India. Hence, international schools emerged in India with the thrust to provide global standards in education and schooling.

ISC (international school certificate) is an independent organization that maps international schools worldwide. The organization stated, "in 2012, India had 313 international schools with 1.52 lakh students, but in 2019 India has 708 schools with 3.73 lakh students enrolled in it. The rapid increase in the number indicates the popularity of international schools in India.

The increasing affordability of parents, popularity of schools, curricula, and teaching methodologies are significant factors for proliferation of International schools in India. The number of international schools and the enrollment of students in international schools in India is increasing because of increasing income and deep-pocketed families and the aspiration of parents to provide education with global standards for their children. Nambissan (2010) argues, "the middle and upper classes have reaped the maximum benefits of globalization, especially in the context of education and opportunities provided by the new

economic era". Typically, upper-middle-class families have a minimum of two members with professional degrees and earn enough income with which they can afford international schools. They allied international education with modernization, internationalization, and economic advantage (Gupta, 2008). As a result of change of economic conditions, more and more people are interested in sending their child to international schools to inculcate a sense of a good lifestyle. The components defining a better lifestyle includes a sense of luxury, modernization, a sense of accomplishment for the whole family and an upper-class social status (Prasad, 2013).

The recognition of international education and schools by the Indian government is another essential aspect. University Grant Commission (UGC) is a regulating body of government that looks after the overseas and university education in India. The ministry of education and UGC highly emphasized global standards in education and school and considered them as the primary drives required to develop human resources. The government started adopting international standards for evaluating our education system and promoting students to enter foreign universities. Further, international education bodies were allowed to establish autonomous, private, and semi-government-regulated educational institutions in India by the Ministry of Education (Gupta, 2008), encouraging many private national schools to become international schools. It promotes accreditation of international agencies for educational institutions and considers it one of the standards for evaluating educational institutions (Prasad, 2013).

International schools in Hyderabad

According to Cambridge International Examination (Seymour, 2011), Hyderabad occupies fourth place in international schools after Mumbai, Bangalore, and Pune. Hyderabad, the capital city of Telangana, is a home place for government administration and the Information and technology (IT) sector. The place is also surrounded by many districts such as Rangareddy, Sangareddy, Medchal, Medak, and Secundrabad. The boundaries between these districts are blurred, and people can travel from one place to another in less time. With the increasing number of parents engaged in jobs and the improving standard of living, the affordability of parents in Hyderabad for schools is changing. Parents want to provide best

education and schooling to their child. This led to the increasing number of international schools in Hyderabad.

Although parents in Hyderabad are increasingly looking for international schooling and education for their child, the proportion of parents familiar with the international education and schooling is significantly less because of their education in state and central schools. Many schools in Hyderabad label themselves as international schools, but no international curriculum is being taught in school. Labeling themselves as international schools without a curriculum has two reasons. One, an international curriculum might include in the school soon. Second, international schools provide world-class infrastructure and quality of teaching in the school.

Oakridge International School was established in 2001 in Hyderabad (Gilbertston, 2014). It was the first school in Hyderabad with 'international' label. Since then, many international schools were established. One of the causes for the steady growth of international schools in Hyderabad is the demand for the English language and best communication skills. The English language proficiency considered as what Bourdieu calls 'linguistic Capital' and produced a profit of distinction' (Bourdieu 1991, 55), and students are often judged based on their English fluency accompanied by good communication and soft skills.

Among various international curriculums in International schools, the Cambridge International examination and International Baccalaureate (IB) are the two most popular boards in Hyderabad. Among them, the IB program is being offered by many international schools. There is a tendency among CBSE or ICSE curricula schools to change as international schools offering IB or Cambridge programs. Although schools may not offer all four programs, they introduce Primary Year program at the initial stage. Based on the academic results and responses from parents, schools include other programs. The increasing interest of parents in international curriculum and schooling is the significant factor for labeling central and state schools to international schools. Along with the international curriculum, parents in Hyderabad are interested in international education because of international schooling. International schools claim to provide an "international identity" to the students. However, it is unclear to the students and parents what it means to be "international."

Cultural dimensions of international schooling system

International schools not only impart knowledge and make children capable of employment, but also act as sites of acculturation. International schools are considered “multicultural sites”; accommodate students from diverse cultural backgrounds. Since the culture is dynamic and constantly shaped in the interactions among actors, the practices of the students are continually shaped in such dynamic system. According to Stoll (1998), “school culture is a complex web of values and beliefs, norms, social and power relationships, and emotions”. It arises from a subculture. The subculture of all the stakeholders in the school. Hyderabad is the abode for the people from different states and different cultures. Such diversity reflects in international schools with the students from various regions of the country. The students influence each other in terms of beliefs, behavioral patterns, food, and clothing. Despite, students nurtured in a multicultural setting, the student is rooted in his/her own cultural identity. McGuire et al. (1978) found that an individual's cultural identity appeared to become more salient as the cultural milieu became more diverse. However, Pollock and Van Reken (2009) reported “students attending international schools are often more tolerant and hold less prejudicial attitudes because of their intercultural experiences”.

Practices in international schools

The practices of schools with regard to pedagogy, learning experiences, co-curricular and extra-curricular activities, student-teacher interactions, school management, and parent-teacher interactions are significant. There is an interrelationship between the organization of school and the quality of education. Besides, teachers play a crucial role in students' school experience among all the stakeholders. The formal and informal practices teachers adopt in the classroom will have a long-lasting effect on the students. The formal practices of teachers include preparing content, developing pedagogy and interactive teaching, organizing the classroom, applying theory to practice, and developing critical analysis among students. The informal practices are acknowledging and appreciating students, motivating students, and establishing good communication. Behavior of students in classroom is unpredictable. Sometimes they are proactive and curious, and sometimes alienated. Hence, the role of teachers becomes crucial in the classroom and school. The understanding of socio-cultural

diversity is a significant aspect to interact meaningfully with students in international schools.

Students are encouraged to think innovatively, connect learning and social experiences, and develop self-reflection. Teaching is based on inquiry, focused on understanding the concepts and linking them to real-life contexts, and emphasis on teamwork and learning through collaboration between students. Schools conduct field trips to students for experiential learning. Practices adopted in the international schools reflect the school culture where all stakeholders use their full potential for the school and the student's growth. Practices include flexibility to design teaching materials, administration acknowledging the efforts of teachers, taking care of physical and emotional well-being, and parent's appreciation motivates teachers. Hence, practices adopted in international schools are essential to creating a supportive and caring environment for the teachers.

Parents as decisive stakeholders

The demand for international schools is increasing with the rising payoffs and changing socio-economic and demographic factors. Besides, availability of diverse curricula is a vital factor to consider international schools. Parent's aspirations to provide world class education to their wards result in heavy investments. Nevertheless, parents believe that the investment in school education will facilitate a better future. Parents' choice of international schools can be understood from two dimensions. Firstly, the socioeconomic background of parents, and secondly, the international schooling system. As stated by Rehman, Khan, Triq, and Tasleem (2010), the higher status of parents' education and occupational prestige involves the higher choice of selecting one international school over the other for their children. With the increase of Type C international schools, the schools became accessible to a wider group of parents as these schools target upper-middle-class families. Parents' educational background, occupation, social prestige, income level, family size, residence, peer group influences the selection of the group. Secondly, the curriculum, academic performance, facilities, location, teachers qualifications, teacher pupil ratio influences parents' choice of schooling. Other factors include feedback from other parents, recommendation from colleagues, and the achievements of alumni. Various factors parents take into consideration in choosing an international school for their wards is a significant component of current research.

Emergence of schools

Internationalization of schools is a concept with multiple meanings and interpretations in various educational settings. The definition of the international has evolved and often connects with globalization. Although the origin of international schools can be traced back to 1924, the schools have come to play a central role in the globalized economy in the late twentieth century. Nevertheless, they existed before the term globalization came into common usage (Hayden & Thompson 2008). The development of international schools can be understood in two dimensions: firstly, the liberalization policies of the Indian government and the globalization of the Indian economy strengthened the middle-class families. Secondly, those schools having state or national curricula adopted international curricula due to huge demand (Prasad, 2013). The schools use the label, international, due to the positive perceptions of people. One such example is Kodaikanal International School which was established in 1901 and labeled as an international school in 1976.

Key components: curriculum and medium of instruction

The fundamental character or criteria used to claim a school as international was that "it should provide English medium curriculum outside an English speaking country," but it is a narrow view as many state and national schools are adopting English as the medium of instruction. Defining international school from an Anglo-centric position criticized with the view that whether or not a school is called as "international school" if any other foreign language is introduced (Bunnell, 2016). Other than the English language and curriculum; accommodating different nationality students, co-curricular activities, infrastructure facilities, independent of state provisions, leadership and school management, and accommodating local, national, and international cultures are considered as other characteristics to define international schools. However, with the changes in the nature and the development of international schools, the notion of international mindedness, global education, and third culture kids are developing.

Relevance of an anthropological approach

Understanding perceptions about international schools is significant because it results in how students will take forward international schooling system. Anthropology is the ambitious

science concerned with human beliefs and practices (Charles, 1982) and how institutions organize themselves in various cultural settings. However, anthropological approaches to studying schools and education have three important hallmark characteristics which differentiate it from other disciplines. First, education and school phenomena can be examined in a cross-cultural framework. Even though the ethnographic study is restricted to one setting, anthropologists try to place settings and behaviors in a comparative, cross-cultural frame. Secondly, anthropological methodologies are used to collect qualitative and quantitative data. Thirdly, an anthropologist's "broadest view" involves everything learned by individuals throughout lifetime through formal and informal education. In contrast, education research has a narrow view limited to what a child learns through the formal curriculum (Charles, 1982). In the current scenario, many reforms in the education and schooling system encouraged anthropologists to understand how schools organize themselves in multicultural settings and form a school culture. This is not static but it is being constructed constantly through interactions with others and through encounters with life and society. Studying school culture helps to understand how people of diverse cultures interact in a school context and how one culture influences the other. The international schools in India are rich sites to study school culture because of the significant diversity. There are few studies on international school culture in India which emphasizes that there is a need to focus more on understanding and examining how international schools are organized in this multicultural setting.

As Suchman (1995) argues “legitimacy of an international school is attached as an assumption that the actions of an institutions are at par within a socially and culturally constructed system of norms, beliefs, and practices.

Perception is a personal interpretation of information from respondent's perspective". The student's perceptions about school activities, expectations of teacher's expectations, and the interaction patterns between students and teachers influence student's academic performance, behavior, and practices. The influence of international schools on students' performance and the beliefs of students are greatly derived from students' perceptions rather than the objective reality of the activities and the interpersonal relations in the school environment. Teachers influence the process of students' perceptions and students. The student's and teachers' perceptions and practices are symbiotic. Investigating the drivers of international school choice improves our understanding of the consequences of expanding international schooling (Andrabi, Das, and Khwaja, 2015). With the increase of international schools, competition in the schooling system has increased, which theoretically leads to efficiency gains in both quality and costs, as lower and middle class families cannot afford international schools. In this context, the present study delves into international schools with the following objectives.

Objectives of the study

- To delineate the origin and proliferation of international schools in India with a particular reference to Hyderabad.
- To examine the factors influence parents' choice of schooling for their children.
- To understand the perceptions of students about the practices of teachers and international schools.
- To examine the perceptions of teachers about students and practices of school management.

Research methodology

According to Creswell (2003), the term research methodology includes strategies and methods where logical reasoning can be attained from general assumption through different methods of collecting data. In other words, research methodology is the way of conducting research using different tools and techniques. There are three types of approaches to research. They are quantitative, qualitative, and mixed approaches. This study is based on a mixed method approach that uses qualitative and quantitative research tools and data collection

techniques. The researcher used a mixed method approach to understand the perceptions of the different stakeholders in the schools.

The following are the tools and techniques used to collect data:

- a) Questionnaire.
- b) Interviews.
- c) Observations.
- d) Website Analysis of Schools

The usage of these tools in the study to collect data from the respondents is explained in detail below.

Sources of data collection and informants

There are different criteria's used in this research to select the schools and the respondents. The international schools in Hyderabad that offer international curricula such as IB and Cambridge are considered for the study. The study conducted among the students, parents, teachers and authorities of school management of international schools, where the respondents are part of school.

Criteria in choosing respondents:

- Students who are studying in secondary classes in international schools.
- Parents whose children are studying in an international school (any standard).
- Teachers who are teaching in an international school.

Data was collected from fifty students through questionnaires, observation, interviews, and case studies. The questionnaire was divided into two sections. One section consists of questions related to the student's perceptions of international schools and the second section involves practices in schools. Students have to choose the level of agreement or disagreement with the statements. Questionnaires in the form of Google forms were sent to the students through email and WhatsApp. The researcher directly interacted with Thirty Five students

and requested them to fill the questionnaire. The researcher observed the daily routine of some of the students at their residence. The data was collected from fifty parents to understand how different factors influence parents while choosing international schools for their children. Factors were identified from the secondary sources and interviewed parents. Parents were asked to choose the importance level of each factor while making a decision to select a school for their wards. The questionnaire was sent to parents via email and also collected data from the Malaysian township. Questionnaire was prepared for teachers to understand their perceptions on practices in school. The questionnaire consists of practices related to the student-teacher relationship, teacher-school, and teacher-parent relationship. The sample size of teachers is nine. The teachers sample size is very small because of teacher's unwillingness to respond to the questionnaire. The snowball sampling method is employed to identify the respondents. The researcher used the snowball sampling method because of the unwillingness of international schools in Hyderabad to participate in the study.

Data was also collected from the school website to understand the school's vision, recruitment process, training sessions for teachers, curricular and co-curricular activities, and parent-school engagement, and school administration. Secondary sources such as books, journals, and newspaper articles were used to gain basic knowledge about international schools and to frame the objectives. Further, secondary sources were used to collect information on the origin and the proliferation of international schools.

The qualitative data codified and analyzed by triangulation to arrive at a better understanding. The quantitative data tabulated and analyzed using Excel. The insights are drawn from interpretation of quantitative data. The data were converted into percentages and diagrams for the better understanding.

Significance of the study

The perceptions of the students differ based on the type of school they attend. This study emphasizes understanding the perceptions of international school students with reference to teaching-learning process, and school. Their perceptions affect the behavior. Students have different beliefs and attitudes toward their own and other cultures, and family, school, and

society often shape it. The study reveals the extent to which an international school shapes the ideas of students to accommodate the cultural diversity.

Understanding the practices of students and teachers in international schools helps to analyze the international school culture organize. The study explores the role of teachers as they play a significant role during students' formative years. School choice is complex as it involves many factors. Understanding the process and strategies of parents reveal their considerations and strategies in choosing school.

Ethical aspects of the study

- Respondents participated voluntarily at the request of the researcher.
- The participants were informed about the researcher's academic background, the research's purpose, and the data usage.
- The researcher assured the anonymity of all the participants.
- It was assured the data would be used only for research purposes.

Chapterization

1. Introduction
2. Choosing International Schools: Significant Factors
3. Students Perceptions on Teachers and School
4. Practices in International Schools and Teachers Perceptions
5. Summary and Conclusion

2- Choosing International Schools: Significant Factors

All parents naturally aspire to provide the best for their children to fulfill the needs. They safeguard and promote the child's development and welfare. Parents consider that education is a basic need and investment in children schooling has long term benefits. It has been prioritized because of better earnings in the future (Punch & Sugden, 2012) and to obtain a secured life. The aspiration of parents to provide best education to their children, inadequate number of schools in public sector and permitting private investments into school education resulted in proliferation of various categories of private schools. The role of private sector increased further with the economic reform policy of 1991. The education system experienced rapid changes with the increased demand for human resources.

Broadly, there are three categories of schools in India based on the curriculum. They are state schools following state curriculum, national schools following Central Board for Secondary Education (CBSE) curriculum, Indian Certificate for Secondary Education ICSE curriculum and international schools following international curricula such as International Baccalaureate (IB), and Cambridge. However, the classification of schools based on the curriculum is not clear as many schools accommodates both central and international curriculum (Example: Delhi Public School).

The International schools are gaining popularity in urban India in recent years. The number of students enrolling in these schools is continuously increasing. Studies on international schools and education reveals that there is an increasing demand for international schools in India, because of the parent's affordability and the desire to provide high quality of education to their children and to prepare them to face the global competition from a very early age. The growth of international schools affected the Indian schooling system where a new group of parents emerged who is choosing international schools over state and central schools. The important factor for parents expressing their choice lies with whether schools are addressing or satisfying the criteria of parents which made them to choose international schools or it is vice versa where international schools are shaping the thoughts of the parents, guiding or influencing them to choose international schools. When this criteria or influencing factors of parents are not addressed by the local schools, international education and schooling came

into picture to address the needs of the parents. Parents whose children are studying in the international schools are called as “local elites” and it is based on their socio-economic conditions. The definition includes “parents who are able to afford international schools fees and who attains education offered to the prestigious: the local elites”. (Lowe, 2000) Parents send children to international schools, believing international schooling and education prepare students to face the local and global competition (Mackenzie et al., 2003).

The understanding of international schooling and the parent’s rationale behind choosing international schools varies. It is based on parent’s socio economic conditions such as parent’s occupation, income level, social status, school quality, importance given to education and extracurricular activities. Some parents would prefer international schools based on the school academic achievements and others look for high quality of teaching and the accountability of school towards child’s behavior and academic performance. Some parents choose international schools which are focusing on extracurricular activities and others prefer schools with global exposure and holistic development of children. Hence, the expectation or the outcomes parents want from their children and the school are acting as an important basis for how and why parents choose international schools. The expectations of parents on the students and schools make the school choosing a complex process.

Choosing a school

The long-term strategy and the aspiration of parents is a decisive factor. They believe international schools impart communication skills and quality education. Some parents believe that the international schools are known for discipline, security for their children and provide opportunities to participate in extracurricular activities. They provide an enabling environment for the students to plan the career. As Ng (2012) points out “although school choice and the influencing factors can satisfy some parents increasing demands, at the same time it intensifies inequality in education and social stratification”. Distrust in the state and central curricula, exam oriented nature of schools, socio economic conditions of the parents enhances the interest of the parents to choose international school.

With the growth of international schools in Hyderabad and the large number of students and parents interested in the international schooling system, it is important to consider parent's actual preference and the factors that they take into consideration while choosing schools.

The relationship between school choice and socio economic conditions of parents was extensively studied by Walford and Vinci Ng. Walford (1996) points out, "parent's school choice is dependent on a wide range of criteria based on their socio economic conditions but not necessarily related to education directly". Whereas Ng (2012) examined the socio economic conditions in the context of international school choice. The author emphasized that it is the affordability that helps parents to plan the education and schooling of children.

Analysis of data from the present study, parents choose international schools based on their economic condition and it includes their occupation and the affordability and are explained below.

Affordability

Affordability is a vital factor for parents to choose a school. With the increasing job status of parents in Hyderabad, families of upper middle class and higher classes are able to afford international schooling without or minimal comprise on other needs. Parents with high income and occupational status choose international schools and international curriculum for their children compared to those with low level of income and occupation.

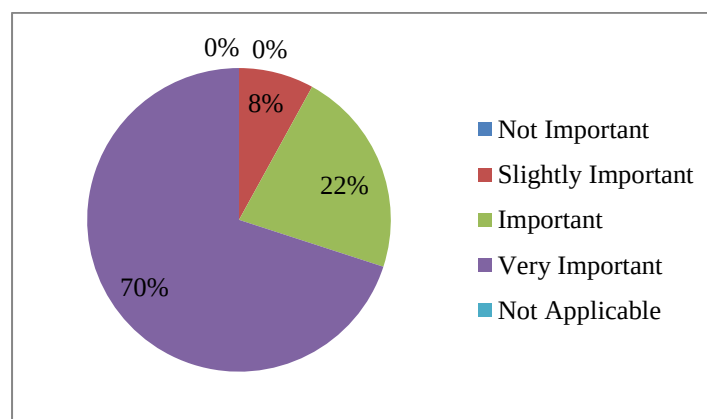


Chart 1.1: Importance of parent's affordability

From the responses, Seventy percent (70%) of the parents consider that affordability is the most important factor while choosing an international school. These sections of parents are basically from upper middle class families where both the parents are working. In a few cases, a single working parent is in a higher position in his/her profession and earns to satisfy all the needs of the family.

Working members in family	Number
Both the parents	28
Father	21
Mother	01

Table 1.1: Number of parents working

Twenty-two percent of parents opined that affordability is important and eight percent of consider that affordability is slightly important which reflects that for this group of parents affordability is not an important concern. They look for other aspects which will be discussed in the succeeding sections of this chapter.

Parents occupation is a significant parameter in choosing international school. As stated by Rehman, Khan, Triq, and Tasleem, (2010), “the parents’ education and occupational prestige influences the choice of selecting one international school over the other”. The respondent’s occupations are software engineers, human relations managers, team managers, business, scientists, professors, bureaucrats etc. The table below shows occupation wise distribution of parents.

Occupation	Number of parents
Software Engineer	16
Government Employee	6
Professor	5
HR Manager	5
Business	7
IT Consultant	4
Doctor	5
Not to Reveal	2
Total	50

Table 1.2: Parental occupations

From the sample, it is observed that fifty percent of parents are engaged in Information and Technology and Software field. Apart from IT and software occupation, twenty two percent of parents engaged in public sector and others are related to private sector.

Fifty six percent of parents are both working compared to forty two where single parent is working. The data reveals that in order to afford international schooling, both parents need to work. Fifty eight percent of parents have single child where forty two percent of parents have two children. Parents say, it is easy to have a better life with single child or two children.

The research findings reveal that there is an interconnection between parent's occupation and affordability. The parents with high income occupation can afford international schools to more than one child compared to parents whose occupation has low income. The more number of children, the more chances of parents not being able to afford international

schools. Parents emphasized that the desire of providing quality education and schooling to the children motivates them to excel in their profession.

Analyzing the international school websites reveals that the average tuition fee in international schools in Hyderabad such as Chirec, Sancta Maria, Glendale, Delhi Public School is approximately Rs.1,70,000 to greater than Rs. 6,00,000/. International school fee structure includes tuition fee, projects fee, extracurricular activities, sports fee etc. A few parents opine that it is difficult for them to afford expenses of extra and co curricular activities. Interviews with parents reveal that significant proportion of parent's compromise or restrict the student's participation in the non academic activities if it is not compulsory. In the case of single working parent, he/she needs to earn a higher income afford an international school. The occupation of parents, the residential communities they live in and the social networks helps parents to make informed decisions.

Transport

Parents also choose school based on their residence location. The respondents who admitted the importance of location are those who need transportation facility for their child. Despite, the provision of transportation facilities by international schools, parents prefers school near to their residence. Hence, alongside other aspects, school location and transport facility influences parents decision. In Hyderabad, international schools are mainly located in Kondapur, Seriligampally, Nalagandla, Bachupally and Sangareddy. Whereas, important IT hubs, Business and Government offices are located in Gachibowli, Hitech city and the IT hubs are Raheja Mind space, Hitech city, Gachibowli Financial district and Cyber pearl. Residential housing complexes of various types proliferated around the active development zones. Several schools offering national and international curriculum are set up in this zone. For example, Sancta Maria international school which is located in Serilingampally is in the vicinity of IT hub and Gachibowli Financial district.

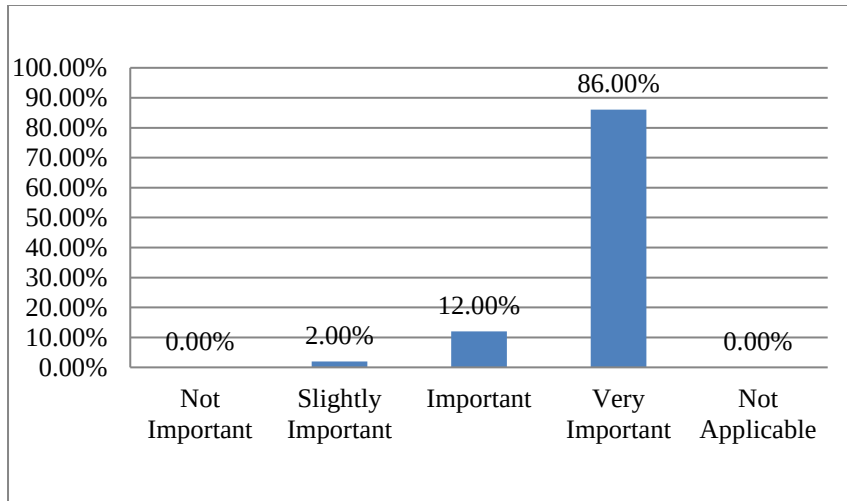


Chart 1.2: Importance of transportation

Eighty-six percent of parents opined that transportation is very important to choose a specific international school. Parents choose schools located near to their residence .The distance-based high transport charges are a concern. The key factor is that both the parents are busy in their work lives and it is difficult for them to pick up and drop the children at their schools. For twelve percent (12%) of the parents, transportation is an important factor but not an important factor to choose the school, and for two percent of parents, transportation is slightly important as they mostly have their own transportation, persons (drivers) and the school transportation is needed occasionally.

Accountability and quality of teaching

Parent's education and income has an impact on school selection (Chevalier et al., 2013). Educated parents collect information about the teacher's qualification, students result, organization structure and school environment before enrolling their child in the school (Suppramaniam Kularajasingam ve Sharmin, 2019). With the increasing number of schools, the concept of accountability is gaining popularity. The accountability of schools and teachers involves the roles and responsibilities and best educational practices in schools that shape the student behavior which matches with the expectations of society and parents from students and schools. Hence, parents consider accountability of schools and teachers and the quality of teaching as the key factors. However, the role of teacher's is significant as students

spend most of their time in the classroom. Parents expect teachers and school to monitor student's behavior and contribute to academic achievements and good behavior.

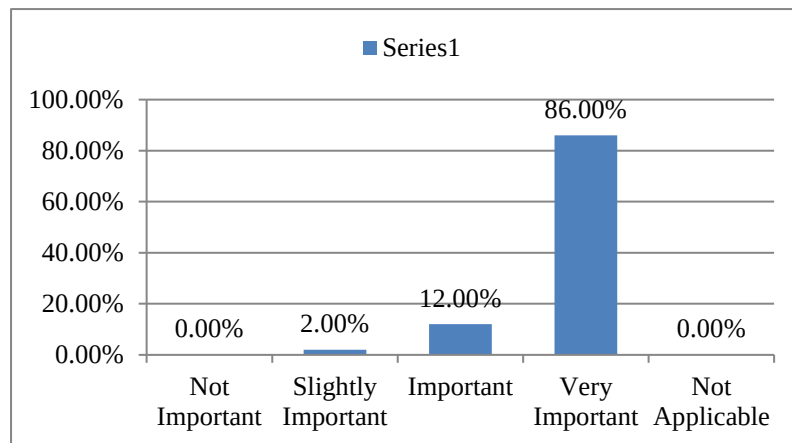


Chart 1.3: Importance of accountability of teachers

The study shows that for eighty-six percent (86%) of parents, accountability of teachers and schools is very important. For twelve (12%) percent of parents, it is important and for two percent (2%) of parents it is slightly important factor. Based on the interviews of the parents, there are two ways in which parents feel that accountability of school and teacher towards the students is important. One, some parents compare the academic performance and behavior of students with other international school students in their residential community or within their social circle. Second, compares the students of same class from the same school. In both ways parents makes schools and teachers accountable. Comparing the performance with other schools help parents to understand the performance of schools and in choosing a particular international school over the other. In cases, where the parents are not able to spend adequate time with their children expect teachers to engage with students adequately and support them.

Apart from academic and non-academic performances, another important factor that parents make school and teachers accountable is communication and English language skills. Parents strongly emphasize that students need to be equipped with these skills. Parents opined that English is the most important language skills and equipping students with English language skills help them to gain an advantage in the competitive world.

Quality of teaching

Quality teaching is another important factor that parents look for while choosing an international school for their children. Many international schools are gaining popularity because of the quality teaching. Parental understanding or measuring teaching quality includes students achievements, teacher-pupil ratio, accountability of teachers towards students, teachers qualifications and experience. A study by Bruce Biddler and David Berliner (2002) on class size showed, “the smaller the class size, the better the average student performs on academic test” Many international schools advertises that their school’s student to teacher ratio is very less where teachers pay full attention to the students. they help to realize and use the full potential of the students and overcome their weakness.

A survey conducted by Fraser Institute (2007) shows that, “ninety one percent parents felt that teachers are the main reason for choosing private school”(Suppramaniam Kularajasingam ve Sharmin, 2019). Parents believe that teachers who are highly qualified and passionate about their teaching have high potential in terms of delivering the content and the good student- teacher relation motivates the teachers.

The present study shows that ninety percent of the parents believe that quality of teaching is the prime reason for the selection of international schools. Ten percent of the parents consider quality of teaching as one of the factors they take into consideration while giving importance to the other factors. The parents are not immune from the dilemma to assess the teaching quality. One section of parents believes that quality teaching is based on the scores gained by the students, and for other section of parents it is the knowledge that children are gaining is more important and for other’s student’s communication skills and English fluency are major factors to assess teaching quality. Parents opined that communication skills of children reflect the confidence levels of students. Teaching should thus enable the holistic development of children.

Good Impression

The positive impression is an essential aspect. The formation of impression about a particular school has many facets ranging from their gated community to the school factors. There is a strong collective response from the parents regarding the significance of positive impression

in their decision. Schools try to gain parent's trust through displaying their strengths. They design admission strategies to create positive impression. Schools are appointing academic counselors, marketing managers, admission bodies as separate units. Academic and non academic components are significant in impression making. They guide the parents through academic and physical environment of the school.

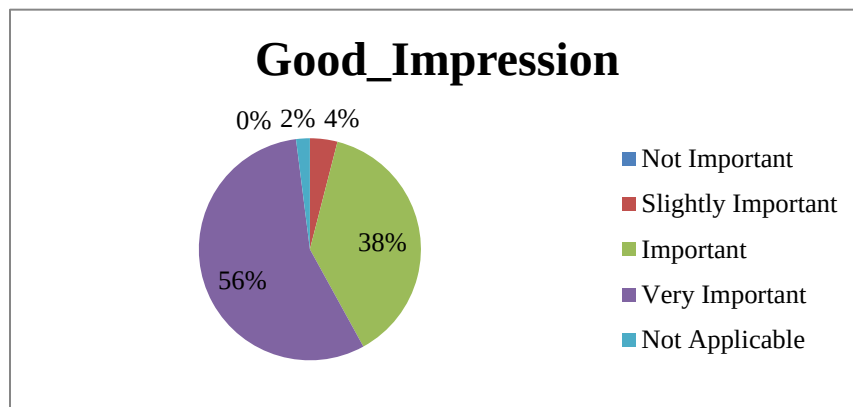


Chart 1.4: Good impression on the school

For fifty six percent of parents impression created when visited the current school plays a crucial role in the decision process. It creates trust in parents. For thirty eight percent of parents first impression that created on school is important factor in choosing school compared to the four percent of parents for whom it is slightly important. The first impression is not significant factor for two percent of parents. However, their children have been studying in the school since their primary level.

Good experience of previous international school:

Good experience of previous international school	Parents response in percentage
Important	36%
Very important	26%
Slightly important	14%
Not important	0%
Not applicable	24%

Table 1.3: Good Experience of Previous International School

Good experience in international schools makes parents to stay in the international schooling system. Twenty six percent of parents emphasized that it is important that the previous experience of the international school should be good. Whereas for thirty six percent of parents good experience of previous international schools is important to form opinion on the present international school and for fourteen percent of parents it is slightly important. The reasons for the shifting of schools are mostly related to personal factors more than academic ones such as selecting school based on their residence, parents office etc. However, the question is not applicable to twenty four percent of parents as they did not change the school. They are satisfied with the current school in terms of school performance.

School offering safe environment:

Ng (2012) defined international school as “an institution which creates positive atmosphere through accommodating healthy and safe learning environment”. Parents opined that when children are nourished in a safe environment, they develop strong emotional characteristics and academic achievements which help them to maintain good physical and mental health.

Parents emphasized that safe environment should be created for children in schools, home and also within community. Schools offer safe environment and stress free schooling to the children in two ways; one through supporting the emotional and social needs of the students which make them happy and second through the safety measures. First way of providing safe environment to the children implies less or no scope for conflicts, encouraging children in academic and non-academic activities, building confidence, developing positive attitude and no academic pressure on students. On the other hand, schools takes safety measures by installing fire extinguishers, monitoring student activities in and out of the classroom, regulating the entry of visitors, sending extra attendees with students while travelling in buses and taking care of students during health emergencies.

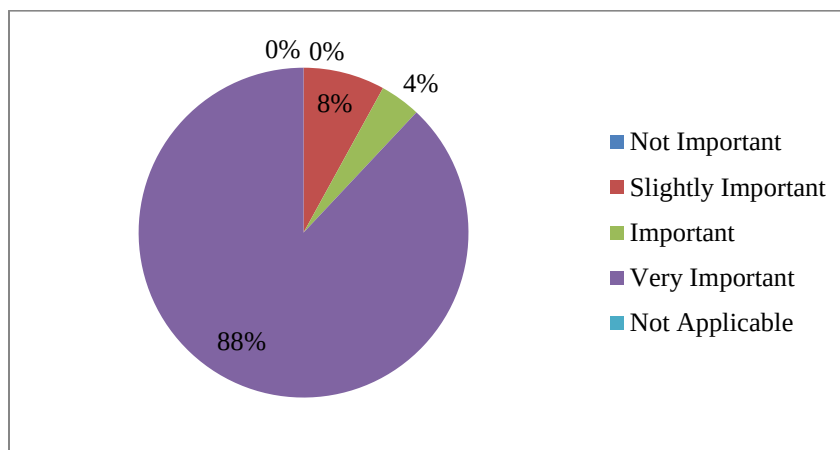


Chart 1.5: Safe environment in the school

Based on the data, it is evident that for Eighty eight percent of parent's safe environment is an essential factor for choosing international schools. Parents believe that friends and teachers/school management shapes the students thoughts and behavior. Parents opined that they select international schools where there is no scope for conflicts between the students. For, four percent of parent, international schools providing safe environment is important and also for eight percent of parents it is slightly important. One major reason for the parents to give less importance to the safe environment in the school is their belief on safety in international schools. Parents expressed their opinion that they emphasize more on teaching quality and curriculum in the school and consider safe environment is the basic thing. Less

student teacher ratio helps the teachers and schools cater the academic and emotional needs of the children by giving individual attention.

Infrastructural facilities

Infrastructure facilities in international schools reflect the vision of the school and the expectations of the parents. Smith (2000) proposed that infrastructure facilities provided in the school is the key factor for the parents to select the school. Infrastructure facilities includes spacious and air conditioned classrooms with latest technological equipments for teaching, well equipped laboratories, sport ground for badminton, football, volley ball etc and the space for indoor activities, assembly hall, buses etc. many studies have highlighted the importance of infrastructure facilities and its positive impact on school environment and students academic performance. In the recent time, with the effect of corporate culture in international school culture, the structure of school building has been changing and the schools are trying to compete with corporate constructions.

Parents in Hyderabad whose children are studying in international schools highlighted that having good infrastructure motivates the students to come to school every day and improves their performance. For example, Glendale Academy, an international school in Hyderabad claim that they offer unparalleled facilities like playground, outdoor classrooms, terrace gardens, and amphitheater.

International school buildings in Hyderabad are limited to less number of floors. However, Cambridge has the criteria of constructing school in India in minimum 2 acres of land. Other common infrastructure facilities in international schools are separate rooms for teaching and non teaching staff, appointing nurses or doctors as first care for students in health emergencies, pleasant surroundings, library etc

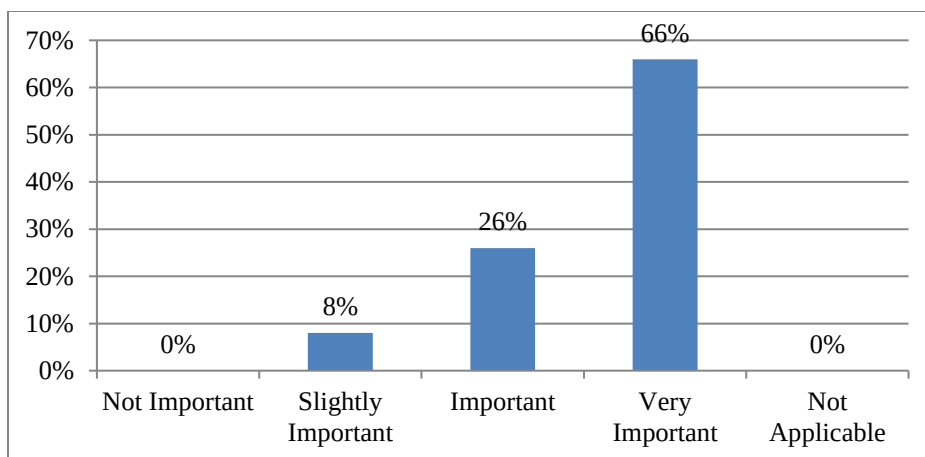


Chart 1.6: Infrastructural facilities available in school

Sixty six percent of the sampled parents emphasized they look for schools which have good infrastructure facilities when compared to the other schools. Twenty six percent of parents agreed that for them infrastructure facilities is important factor and for eight percent of parents opined that infrastructure facilities while choosing school has minimum impact on the decision and they has the belief that many international schools are coming up good infrastructure and IBO and CISCE boards set up certain standards that schools has to fulfill to get the affiliation.

Reputation and recommendation about the school

Wide range of social networks and access to information make parents actively participate in the selection of international schools. Selection of international school is made by families and parents by using their available knowledge, skills and the social connections to admit their children in school (Suppramaniam Kularajasingam ve Sharmin, 2019). Ng (2012) research findings shows,“ parents make decisions based on the referrals, recommendation, congruity to parental beliefs, reputation and good first impression on international schools, all of which will helpful information for the parents when comparing choices of schools for their children education”. She also emphasized that happiness of children is the unspoken deciding factor of parents to choose international and it is often communicated through the perceptions of other parents in the form of referrals and recommendation or by the participants themselves based on the first impression of the chosen school or through its reputation (Ng, 2012). Many studies highlighted the importance of school reputation as an

important factor which influence parents to choose a particular school for their children. Schneider et al. (2000) also points out “it is important that how much information that parents have about a particular school to make a decision and the parents often gather information from other recommendation by other parents and the reputation of the school in the local community”. Having social networks implies connections with people living in same community, school parents association, colleagues at work space etc. social networks helps in gaining information about schools and sharing their school experiences influences the parent’s opinion on schools. Hence, parents in Hyderabad view about school reputation or popularity in the society, particular within their communities and among the colleagues plays an important role in the decision of school choosing. Parents are the important stakeholders to spread the information about the reputation of the school among the people. Parents are attracted towards the popularity of school with the intentions that their children get admissions easily in good universities with school recommendations.

As one parent stated “we (parents) often discuss about our children education and schooling. it helps us to analyze different dimensions of school selection and also helps us to evaluate the children education. Some parents say that they prefer student’s academic performance to recommend or to judge the school and some parents equally emphasize on both academic and co curricular activities.....”

Reputation of school in the local community	Parent’s response (%)
Important	32%
Very important	58%
Slightly important	4%
Not important	4%
Not applicable	2%

Table 1.4: School reputation

Parents in Hyderabad consider many factors to analyze the reputation of the international schools such as infrastructure, cultural diversity, academic achievements of the school, extracurricular activities etc. Analyzing the data shows that, for fifty eight percent of parents, reputation of school in their community affects their decision and they consider it as a very important factor while choosing schools. Along with being affordability of international school, reputation of school helps to create good impression on the school. For Thirty two percent of parents, reputation of schools in the community is important factor compared to four percent of parents for whom it is slightly important. parents opined that reputation of school in the community helps them to get familiar with the schools.

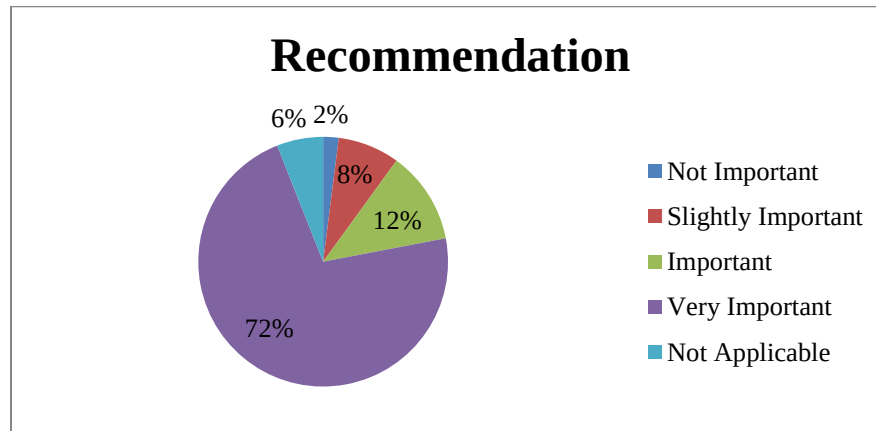


Chart 1.7: Recommendation of school by colleagues and other parents

Based on the analysis of data, it is evident that the majority of the parents emphasized that the recommendation of school by parents, colleagues at their work place affects their decision in choosing school. Seventy two percent of parents agreed that for them recommendation of school by colleagues and other parents is very important while selecting school compared to twelve percent of parents for whom it is important. For eight percent of parents, it is slightly important compared to two percent of parents for whom the recommendation does not affect their decision. However, reputation and recommendation about school are interdependent.

Extra-curricular and co curricular activities in the school

Success in education does not always guarantees a good career. Wide range of exposure and holistic development is important for children to set a good career. Parents in Hyderabad are equally concerned on education and extracurricular activities for the holistic development of the children. International schools are gaining popularity with their emphasis on holistic development of children. Besides inculcating subjective knowledge to the students, they offer wide range of extracurricular and co curricular activities such as sports, dance, music, easy writings, debates, field's trips to NASA, and exchange programs between schools. One activity that is common in many of the international schools in Hyderabad is students run School Newspapers. Students write on contemporary issues of the society or country in these newspapers.

Below is the Newspaper of Chirec International School.



Source: <https://www.chirec.ac.in/>

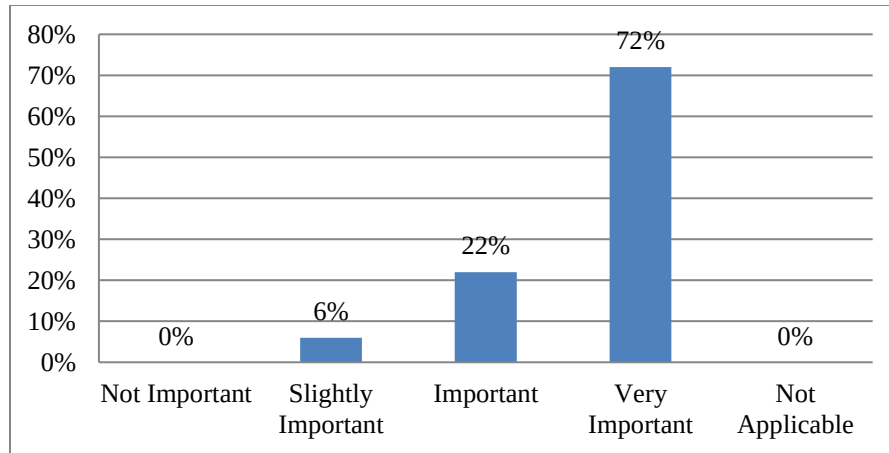


Chart 1.8: Extra-curricular activities

For seventy two percent of the parent's extracurricular activities in the schools plays a crucial role while choosing international schools. Twenty two percent of parents emphasizes that extracurricular activities are important compared to six percent of parents for whom it is slightly important. Parents opine that extracurricular activities help in socialization and develop a sense of healthy competition among the students. Participating in extracurricular activities helps them to understand and find their interests along with academics.

Achievements of school

Parents are more interested in schools achievements which create positive opinion and trust on school. The outcome of the responses also reflects such assertion that academic achievements of the students affect the parent's impression on international schools. The findings of the study reflects that fifty eight percent of parents attach greater importance to alumni achievement and opined that their decision is influenced by the alumni achievements as it creates positive impression on school. For thirty eight percent of parent's alumni achievements are important. However Four percent of parent's alumni achievements are not that important to choose an international school because they believe, achievements are depended on students and each student is different and their success depends on their caliber.

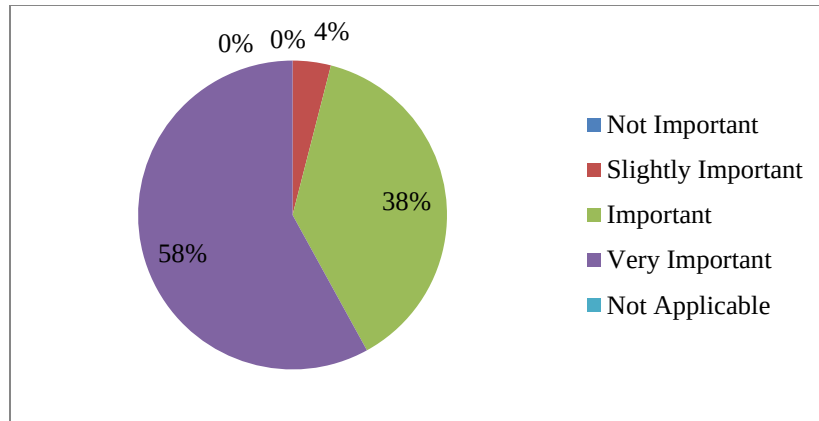


Chart1.9: Alumni Achievements

It is evident from the study that international schools are using the achievements of students as a marketing strategy to gain popularity and it is not only confined to international schools but also to every central and state level school. Parents often think that marks and students achievements as the important measurement to evaluate schools and students. Although, IB and Cambridge curricula do not have exams at the primary level, parents give more importance to grades in secondary level and admission in universities. Interviews with parents reveal that they are interested to enroll children in international school as they inculcate healthy competitive spirit among students from a very early age. It is similar to Tsang (2001) findings who commented that “ most parents wanted their children to get into the very competitive elite mainstream schools as they believe academic achievements and good university placements are reliable indicators of a good school” (Ng, 2012).

Curriculum

Schools providing international curriculum are rapidly growing in Hyderabad. IB and Cambridge curricula offered in international schools. As per IB Organization, the main aim of IB curriculum is “to make learners inquirers, knowledgeable, thinkers, communicators, principled, open minded, caring, risk takers, balanced and reflective”. There are four programs in IB i.e. Primary Years Programs (PYP), Middle Year Programs (MYP), Diploma Programs (DP), Career related programs (CRP).

Cambridge curriculum provides education to the age group of children from 5-19. It has four levels. First level includes Cambridge primary age 5-10 years including subjects such as

English, mathematics, science and other seven subjects and second level includes lower secondary age 11-13 including the primary age subjects in advanced level. Third level called Cambridge upper secondary for 14-16 age group consists of two types of programs Cambridge IGCSE(70+subjects) and Cambridge O level (40+subjects). It provides Cambridge ICE certificate and final level includes Cambridge Advanced Age 16+ which includes AS and A level subjects and also has Cambridge AICE Diploma and IPQ programs. In Hyderabad, parents are choosing the international curriculum till upper secondary program. Based on the guidance provided by the academic counselors in the international schools parents and children will decide whether they want to study fourth level programs in IB and Cambridge or not. Academic counselors play a key role in helping parents and children to guide in terms of curriculum and also provide guidance to the students in choosing their career. Hence, curriculum is the most important that parents look for when they select international school.

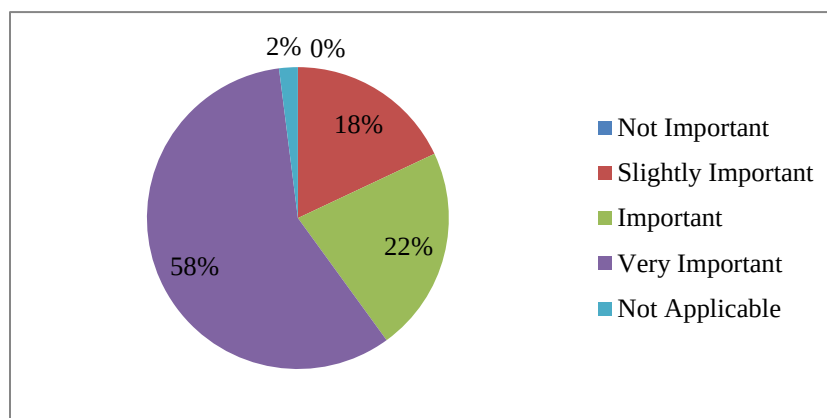


Chart 1.10: Curriculum available in the school

The above pie chart shows that for fifty eight percent of parents curriculum is the very important factor while choosing international school. Once parents decide on the curriculum they select between schools that are offering the same curriculum. Parents enquire about the curriculum and collect information from other parents in their local community, colleagues at their work place and from academic counselors. For twenty two percent of parents curriculum is important factor and for eighteen percent of parents it is slightly important.

A few parents have a fixed career for their wards and push the child to achieve a career and the child is studying 9th class IB curriculum in SI school. He wants the child to study international curriculum till 10th to develop critical thinking, good communication skills and holistic development which helps to achieve the goal easily. After completing upper secondary program the parent wanted to shift the child to a college that offers UPSC courses as part of intermediate program. The scenario is also evident among the parents who want their children to become doctors.

Compared to IB and Cambridge curriculums, majority of the schools in Hyderabad are providing IB curriculum. Parents are more interested in International Baccalaureate (IB) Curricula believing IB develops critical thinking and prepare students for a better academic performance along with encouraging students in extra-curriculum activities (Malaysian Digest, 2015).

The same findings are evident in Gilbertson who pointed that “Parents in Hyderabad, India were found to value a private international school offering the IB Diploma program over a local paying school, for the language skill developed through the program” (Gilbertson, 2014). The school should meet certain standards in terms of infrastructure, appointment of teaching and non teaching staff, examination and evaluation standard to offer IB program and they are flexible to the local needs to satisfy parents and the requirement of local government.

Therefore, parents take into consideration many factors while choosing a school for their children. Appropriate selection of school is important, as the children education and the personality are dependent on the schooling.

3- Students Perceptions on Teachers and School

Along with informal learning, human learning takes place in a formal and coherent manner where the skills and knowledge needed for future can be imparted. Human learning in a systematic and formal manner takes place in school. Although the purpose of school is to educate, the methods and content differ from one type of school to another depending on whether they are state schools, central schools and international schools.

The mobility of professionals and their families became increasingly common in multinational companies. In response to mobility and educational needs of families, many private players started offering 'international education' and 'International schooling'. The development of what Sampson & Smith (1957) called "world mindedness" within their students. Hayden and Thompson (1995) called this world mindedness as "International Attitude".

The literature review and the detailed analysis of international schools (Hyderabad) websites reveals that international schools are aiming to develop international mindset among students through school vision, curriculum, school culture and pedagogy. International attitude or mindedness involves certain characteristics which can be noticed among international school students. They are global world view, decision making, accommodative to cultural diversities and opinions. Students perception about a school are based on their understanding about the practices of teachers and the school. The present study emphasize on understanding the perceptions of international school students in Hyderabad about international schools. Researcher also throws light on decision making process among families while choosing international schools. Based on the secondary sources, the following aspects are examined.

- Student's perception about parent's occupation and education.
- Student's perception on their culture and other's culture.
- Tolerance of the ideas and behaviours of other students.
- Practices in international schools.

In order to understand their level of importance attached to a particular item, students were asked to identify a suitable response on a five-point Likert scale, among 'strongly agree', 'agree', 'neither agree nor disagree', 'disagree' and 'strongly disagree'. Data was analyzed using Microsoft excel.

Decision making authority in choosing a school:

The important stakeholders involved in the decision of school choosing are parents and in a few cases children are involved.

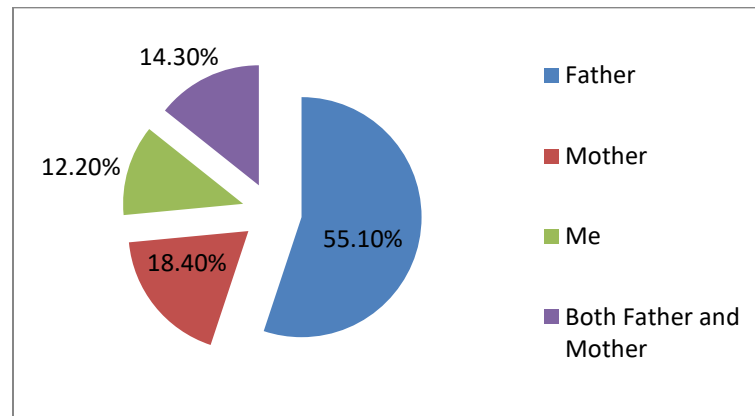


Chart 1.11: Decision making authority in the selection of international school

Based on the analysis of data collected from students, father's role is vital in the decision. The role of father increases in situation where he is the only source of income in the family and the responsibility of child/children education is taken care by mother. Data shows that fifty five percent of fathers have decision making authority in the family compared to eighteen percent, where mother's decision is significant. Among twelve percentages of families, children are involved in school choosing decision. Fourteen percentage (14.3%) of parents takes collective decision. The role of children in choosing school increases mainly in cases where students are in upper secondary classes and also students who have previous experience of studying in international school. Employment and exposure in their local community are the two major factors for mothers to be active in decision making process.

Parent's Education:

Parent's education plays a significant role in student's academic engagement. Muhammad et al (2015) points out "parents education is the most stable aspect of socio economic status and educated parents children exhibit more confidence, consists wide resources and experienced than the children whose parents lack education". The role played by parents can vary enormously depending on the school and student. Based on the socio-economic background of parents, they are expected to be empowered.

With the increasing participation of parents in children's academic activities, students are expecting their parents to be educated. The role of parents in children academic performance and future planning increases. They are interested to join in foreign universities for higher education. It needs parent's financial and emotional support and strong foundation at school level. Parents feel difficulty in understanding international schooling because of pedagogy and curriculum. It becomes even more difficult when parents are not educated. The educational qualifications of the sample parents are; Masters, Bachelors in Technology, Doctor of Philosophy and MBA.

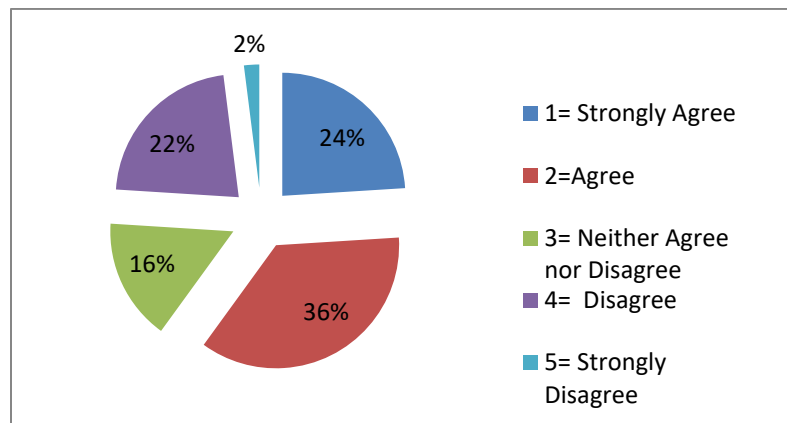


Chart 1.12: Importance of Parents Education

Based on the observation, it is evident that students expect their parents to be well educated and be able to support them in their education. Students opined that parent's who educated support children in completing projects, motivate them in extracurricular activities, supports school trips and higher education. The data shows that twenty four percent of students strongly agreed that parents should be well educated compared to thirty six percent of

students who agreed with the statement. Students opine, educated parents supports academics and provide learning environment such parents children in dealing with challenges both in academic and non academic activities. Whereas, twenty four percent opined that parental education is not mandatory. The disagreement of students reflects that tutors are offering necessary academic support. Parents who are not aware about international curriculum or schooling appoint tutors to support their children. The scenario of supporting children in their academics by tutors is evident among the Hyderabad parents and it is high in cases, when both the parents are working professionals and they are unfamiliar with the international curriculum.

Student's perception towards their culture and other's culture

A culture is largely shaped or influenced by our surrounding people and the activities. With the increasing migration of people and limitless boundaries, cultures are being affected or influenced by globalization. When parents migrate because of their profession or for other reason, their families encounter new cultures. In such cases, people retain their original cultural identity while adopting a few elements of other culture beliefs, values and behavior patterns. The proportion of children from diverse cultures is high in international schools and hence, they act as multi cultural sites. It accommodates students from different racial, ethnical and socio economic background. They face difficulties in the interactions with the students from other cultures and often encounter what anthropologists call “cultural shocks”. In such context, parents and schools play a crucial role in shaping the beliefs, values, thoughts and behavior patterns of the children from the very early age.

In international schools, student's cultural orientation is evident in every interaction with individuals such as food, celebration of festivals and clothing. Although, the vision of school is to create a common culture among students. The culture can be learned and shared through social interactions. Children social interaction takes place in their house, school and within their community and it involves unconscious way in which we think, perceive and behave and it profoundly influences how we interact with other and also involves how we don't relate with other cultures. School culture is the embodiment of a school's shared purpose and these purposes are mainly driven by the students, staff, families and societies at large.

Students attitude towards their school and the expected behavior and the activities in the school, reveals their school experience and constitute an important element of school culture. In precise, school culture helps us to understand how school organizes. Students have different beliefs and attitude towards one's own culture and other cultures and it reveals "to what extent students studying in international schools will promote or defend one's own culture. Non acceptance of cultural diversities acts as a barrier between people and often leads to conflicts among them. As, international schools are the institutions with culturally diverse environment and logically has the higher potential of creating differences. Hence, it is important to understand the beliefs of international school students about their own culture and other cultures. There is an interconnection between international school culture and students own culture. In the process of teachers inculcating the school culture, students often encounter their beliefs, values or behavior pattern. For example, student who might think that it is normal that only males can be the head of the family and takes all decisions without considering all the other family members often encounter contrast with the school belief that both male and female are equal.

	Students response
Strongly Agree	20%
Agree	58%
Neither Agree Nor Disagree	18%
Disagree	4%
Strongly Disagree	0

Table 1.5: One's Own Culture is Significant

Data shows that twenty percent of students strongly agreed and fifty eight percent of students agreed to the idea that their culture is significant and it is essential to protect. Whereas, four

percent of students disagree with the statement and eighteen percent of students neither agree nor disagree with the statement. Defending one's own value system with others who do not share it has two meanings. One, students understand the importance of their value system and try to explain to others who does not share it. It shows their psychological attachment with their culture. Second, they understand the importance of their culture and others culture too. Students opined, international schools in Hyderabad need to respect all cultures. Acceptability and adaptation are two important characteristics that students need to develop.

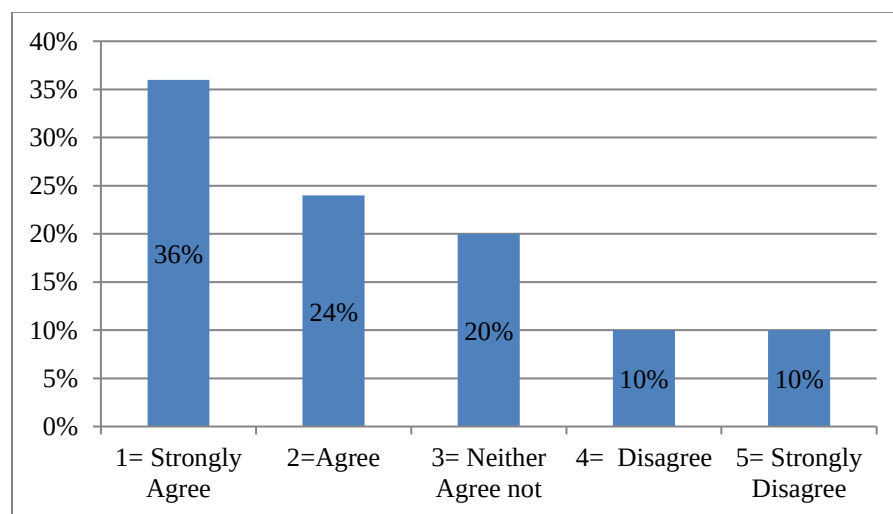


Chart 1.13: Students should not feel their Culture is Superior

Students feeling their own culture is superior to other cultures reveal the attachment of students with their own culture. Thirty six percent of students strongly believe that international school students should not feel that their culture is superior to other cultures and twenty four percent of student agreed with the statement compared to Twenty percent of students who firmly disagreed with the statement and opined that their culture is superior to other cultures. Students emphasized that international school students are nurtured in multi-cultural setting. When students respect all cultures, it helps them to build good relation with other students. Students attach greater importance to international mindedness as it helps in maintaining a harmony with other students in school. It also helps them when students enroll in foreign universities and experience new cultures. Students also expressed opinion that in modern times, it is important for students to have open minded attitude towards other

cultures. Students feeling their culture results in inequalities. Students pointed out; to be international it is not needed that students should treat their culture equal to other cultures. Students believe that they need to maintain their cultural identity over other cultures. They have cited examples such as forming of Telugu communities in other countries such as USA; U.K.

Behavior and ideas

Each student is unique based on their knowledge, experience and exposure to diverse opinions and events. In an international school, students have diverse opinions and behavior about individuals and practices. Based on knowledge, experience, enculturation and exposure, students have certain prejudices about other people and cultures. The opinions are greatly varied from completely agreeing to disagreeing or not having any opinion.

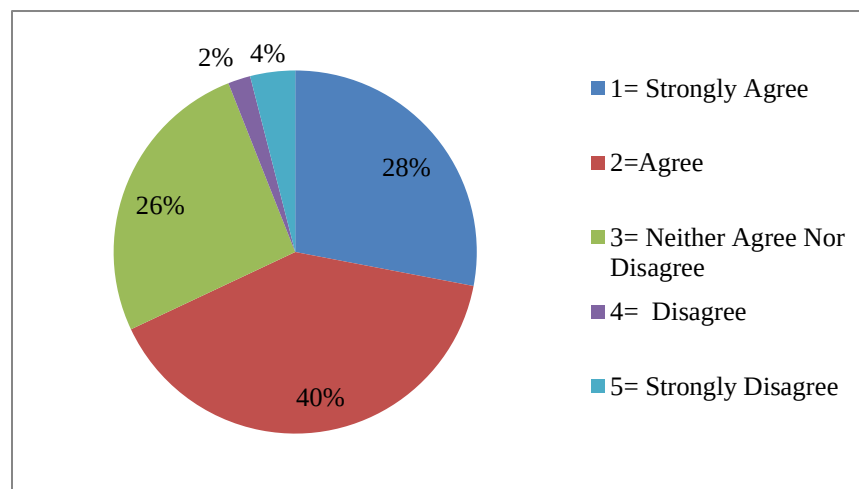


Chart 1.14: Students should be prepared to Change his/her Opinions

The analysis of data shows that twenty eight percent of students strongly agreed and forty four percent of students agreed that students should be prepared to change their opinion". They emphasized that students should not be narrow minded. They should be open-minded and flexible in their thoughts. Especially when they go to foreign universities for higher education, they often encounter fellow students with different personalities in terms of behavior, priorities and ideas. Students need to cope up with such scenarios.

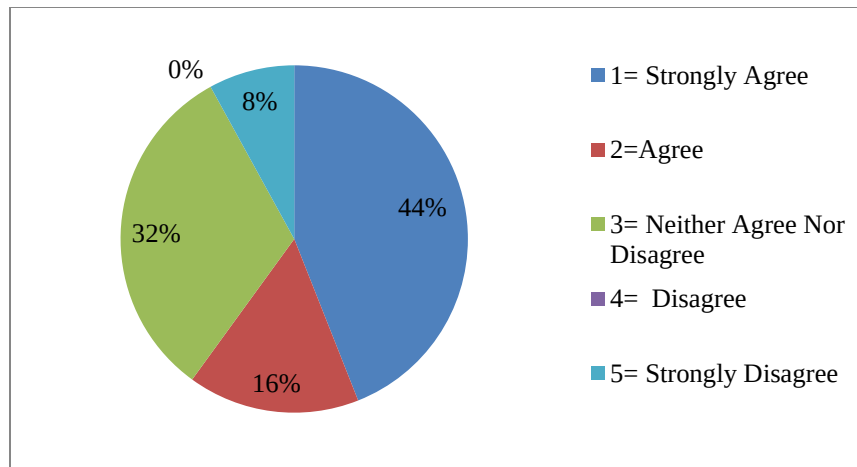


Chart 1.15: Respect for other person's viewpoint

Forty four percent of students strongly agree with the statement that students should respect other person's viewpoint even they totally disagree with it. Whereas, sixteen percent of students agreed with the statement. Students strongly opined that international school students should accept and promote diverse viewpoints. They emphasized that respecting diverse ideas creates healthy competition in the school. Schools are also encouraging students to work on disagreements through negotiations and advocacy. Only eight percentage of students firmly disagreed with the statement. It is due to firm opinion student's unwillingness to accept others viewpoint. Thirty two percent of students neither agreed nor disagreed with the statement and these responses are mainly from students who did not understand the implicit meaning of statement. However, respecting different opinion does not equal to agreeing with the diverse viewpoints.

Perceptions of Students on Practices of Schools:

During the past few decades, there has been an increase in research on the importance of affective practices in schools. The practices are related to students, teachers and parents. The present study emphasizes on understanding the students perception on practices in international school.

Good relation between teachers and students is important to create a positive environment in the school and it affects all stakeholders such as students, teachers, parents, non teaching staff and all the partners associated with school. Positive environment in the school helps all

the stakeholders to best use of their potential. The relation between teacher and student plays a significant role in student learning abilities in the school. According to Wilkin (2014) “good relationship between teachers and students has been associated with students' increased motivation, academic achievement, high rate of attendance, and positive attitude towards school”. The literature highlighted the impact of positive relation between teachers and students on academic performance and behavior. For example, a longitudinal study with a sample of 2,079 students from 18 high schools reveals that positive relationship enhances the student’s engagement in academics and school (Martin &Collie, 2018). The school practices affect the relation between teachers and students and reflect the elements of school culture. It is school practices that differentiate one school from another school. In the previous chapter, it is evident that parents are attracted towards international schools because of their practices and role in creating enabling environment to the students. One important practice of international schools in Hyderabad is commitment to maintain less pupil- teacher ratio. Even parents are interested in international schools because of fewer pupils –teacher ratio. The rationale is, when there are less number of students, teachers can pay more attention on each student. The average pupils-teacher ratio in international schools in Hyderabad is 11:1. It is significant element of international school practices.

Based on the secondary sources and the present study, seven important practices related to teachers and international schools in Hyderabad are identified which help students to attain good academic and social life. The practices include:

- Schools connecting students class learning’s with society.
- Teachers paying equal attention to students.
- Effective communication between students and teachers.
- Teacher’s encouragement and motivation of students.
- Schools respecting multiple cultures
- Schools addressing the mental health needs of students.
- Schools encourage students to participate in extracurricular activities.

Connecting Classroom Learning with Society

Schools emphasize connecting learning's in classroom with outside world, where students can apply their knowledge in decision making, problem solving, and securing employment. However, it is important to understand why there is a need to connect learning's of student with society. The physical presence in the schools does not help students to lead a good life instead subjective knowledge and ethics are essential. In this process, curriculum plays an important role and all the curricula were designed in such a way that they can connect students with outside world. National Curriculum Framework, 2005 attempted to address the future requirements of school education and proposed five important guiding principles for curriculum development and one among those principles is "connecting knowledge to life outside the school." Whether it is state level or international level it is important that students should be able to connect their classroom learnings with the outside world. However, learning's need not to be limited to the subjective knowledge but includes developing social skills where teachers play a significant role in making students understand, what to learn and why to learn. The scope of connecting students learning in international schools with the outside world is much wider and they are having global exposure from a very early age. International Curriculum and schooling are designed in such a way that more emphasis was laid on practicality and applying knowledge rather than merely memorizing.

International schools in Hyderabad are emphasizing on connecting classroom with outside world. Parents and schools are shifting from focusing on "ranks" to assessing students based on their ability to apply knowledge. Schools are adopting practices such as newspaper editorial writings by students on social issues, encouraging students to design solutions for general problems such as food wastage, rain water harvesting techniques, gender equality and eco friendly practices in day to day activities. The other practices including community outreach, school field trips to the space stations, industries and collaborating with international NGO's.

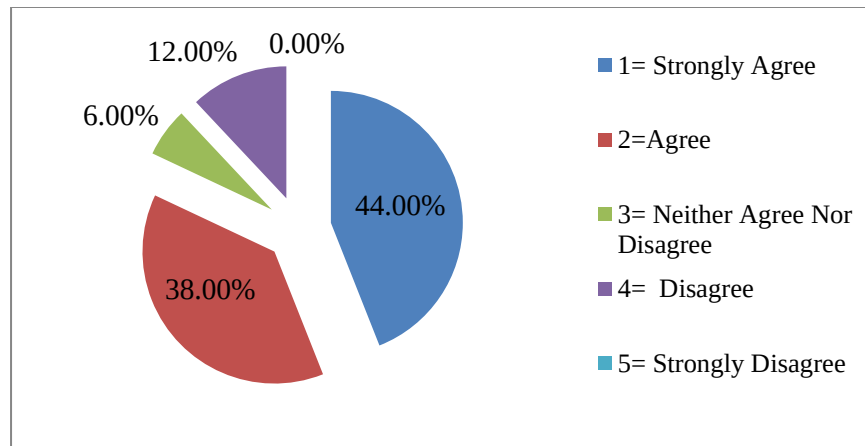


Chart 1.16: Importance of Students Learning

Data shows that forty four percentage of students strongly agreed and thirty eight percentage of students agreed with the statement that learning's from school and classroom are very important for them in future and they can be able to use the knowledge in times of solving problems and decision making. For example: when schools and teachers emphasize on individual decision making and accountability of the consequences, students acts in a more conscious way and also same in choosing their career. Along with schools, parents also play a key role in developing this practice among students. Teachers are not able to supervise students after school or at home and in community. Hence, parent's supervision and guidance helps students to use their knowledge in practice. However, twelve percentage of students disagreed with the statement. They feel that knowledge they are gaining may not be useful in the future. Students disagreed because of less or no scope in application of knowledge and not interested in inculcating the habit of practicability. Gaining knowledge and not knowing where and how to use it for the betterment of individual and society is a drawback which international schools prefer to avoid.

Teachers Attention on Students:

School consists of heterogeneous students in terms of socio-economic background, cognitive abilities, classroom behavior and cultures. Teachers should treat every student in classroom equally in order to develop student's potential. The term "equal treatment" has different meanings in different contexts in international schools. The contexts include classroom and outside classroom. Teachers must consider all the students equally in classroom irrespective

of their differences. However, there is a psychological tendency among teachers to have differential treatment of students based on expectations and students capabilities. Teacher's expectations on students are based on student academic performance, parent's occupation and socio-economic background and teacher's interest on a particular student. The unequal treatment will have both positive and negative impact on the students. Positive impact includes student's working hard to reach the teacher expectations and negative impacts includes student's may feel alienated in classroom and in school which leads to poor academic performance, and inappropriate behavior. Hence, teachers and other stakeholders in school should treat every student equally and there is a need for "adaptive treatment". Adoptive treatment of teacher and school involves treating students based on their capabilities and this should not be taken in a negative sense. It implies that the ultimate goal of any school or teacher is to enhance student's knowledge and to bring best out of student and motivate them in all aspects whether it is academic or non academic.

In international schools in Hyderabad, teachers and school are influenced by the parent's socio economic conditions and has an indirect affect on how teachers treat students. Teachers and school management are often pressurized in schools with the expectation of parents. Teachers are accountable to parents regarding student's education and behavior which has indirect effect on how teacher treat a particular student.

Teacher's treat everyone in the class equally	Response (%)
Strongly Agree	32%
Agree	55%
Neither Agree nor Disagree	3%
Disagree	8%
Strongly Disagree	2%

Table 1.6: Teachers treat everyone in classroom equally

The data shows that thirty two percentage of students strongly agreed that teachers in school treat everyone in classroom equally compared to fifty five percentage of students who agreed with the statement. In contrast, Ten percent of students firmly disagreed with the statement. They opined that there is differential treatment of students by teachers. The main reason for students disagreeing with equal treatment of students in international school is giving more attention on students whose parents are in higher profession such as children of movie actors, politicians, business persons. Although, teachers do not want to treat students differentially, but it appears at times. Sometimes, parents provide funding to schools and teachers incentives are based on the feedback of parents. It leads to teachers paying more attentions towards some students in the classroom and school, which negatively affects some other students.

Communication between Teachers and Students:

The effective communication between teachers and students is significant in international schools. Schools identify barriers between students and teachers and facilitate healthy relationship between them. Students can be able to communicate with the teachers about their problems in the classroom and in the school. In the same way, teachers are being able to communicate when students misbehave in the classroom. Communication at every level and between all the stakeholders in school is very important to create a positive environment in the school. Communication involves both formal and informal communication. Formal communication takes place in the classroom and limited to academic and regulating the behavior of students. Teacher behavior, in particular, the way teachers are communicate with students plays a crucial role in shaping the behavior of students and improving their academic and non academic performance. A positive communication needs teacher's careful listening, understanding, and accepting others (Whang & Nash, 2005). There is a shift in teacher's behavior from very strict and restricted to the academic issues to teachers being more friendly and empathetic.

The study reveals that teachers in international schools in Hyderabad are balancing both the roles of being strict and friendly. Students expressed their opinion that teachers are very strict in academic activities whereas, they are friendly outside the classroom. They mentioned that teachers help students in decision making. For example: students take suggestions from

teachers while choosing subjects. Schools are emphasizing on improving communication skills of the teachers. Schools conduct training sessions and special talks to the teachers on how to communicate with the students.

With the increasing use of mobile applications in education, schools are using different modes of communication. They are using email and social media apps to communicate with parents and teachers. Schools engage parents and students in the schooling process through WhatsApp group. Teachers and parents discuss about students through WhatsApp or through calls. Parents and teachers meeting is important channel to discuss about students in a more effective way.

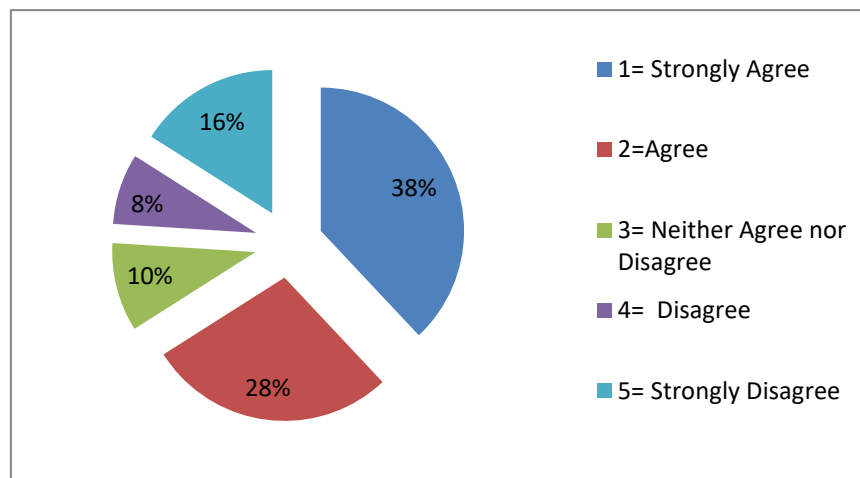


Chart 1.17: Students communicate with teachers without difficulty

From the study, it is evident that approximately twenty four percentage of students opined that they are not able to share their problems with teachers in schools. In contrast, thirty eight percent of students firmly agreed and twenty eight percent of students agreed that they can be able to share their problems with teachers. It shows that there is still a communication gap between the students and teachers.

Students emphasized that teachers and school encourage them to communicate with teachers. Teachers conduct communication sessions in the classrooms to encourage students. One important tool is WhatsApp. Students opined that they communicate with teachers on WhatsApp and schools encourage communication with students who are introvert through

“Question box” where students drop the questions by writing on a paper. Students communicate with teachers about the learning difficulties, content sharing and classroom tasks. Students communicate with teachers when they are not confident about studies, stressed or going through emotional difficulties. Students expressed that they feel comfortable to communicate with teacher in personal basis rather than in classroom. Students pointed that communication through social media also makes them feel motivated about the class works, connecting with classroom, friends and creates a learning environment. The communication between teachers and students is also determined by the mental readiness of the students. Many students opined that they feel scared to communicate with teachers and school management. Teachers and parents play a crucial role in encouraging students to communicate through participation in classroom and extracurricular activities.

Teachers will get timely feedback from students on teaching or the practices that students are being affected (positively or negatively) and suggestions to improve. It helps teachers to improve and to have effective communication with students.

Teacher’s encouragement and motivation of students

Teacher’s motivate students to adjust in school and also improve student’s performance. It also reflects on "the student's connection with the endeavor of schooling and therefore with the people, activities, goals, values, and place that compose it" (Skinner et al., 2009). There are many theories related to the motivation such as self motivational theory, attachment theory and self system theory. Self system theory by Connell and Wellborn in 1991 explains that “for children to become motivated three basic psychological needs must be fulfilled: the needs for relatedness, for competence, and for autonomy”. However, it is important that teacher’s motivation should reach student in a positive way i.e. students must understand that teachers are motivating them for their betterment and they should strive to reach the expectation of teachers. Otherwise, those expectations create mental pressure on students which ultimately leads to negative effect on student teacher relationship and also on students academic and school life. The present study shows that teachers in Hyderabad International schools motivate students and there is positive impact of teacher’s motivation on student’s academic performance and discipline.

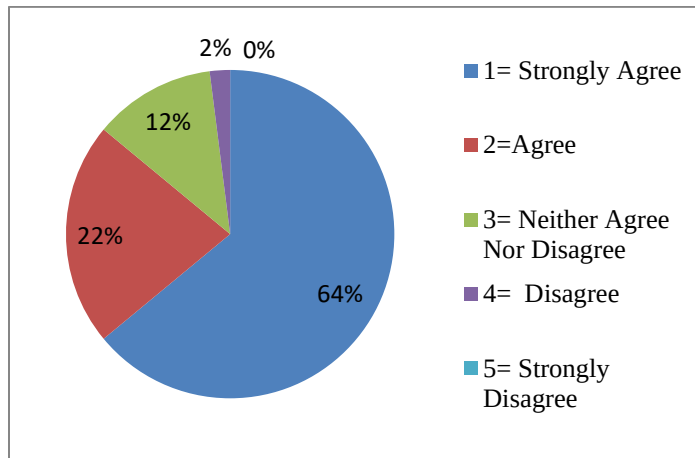


Chart 1.18: Teachers motives students

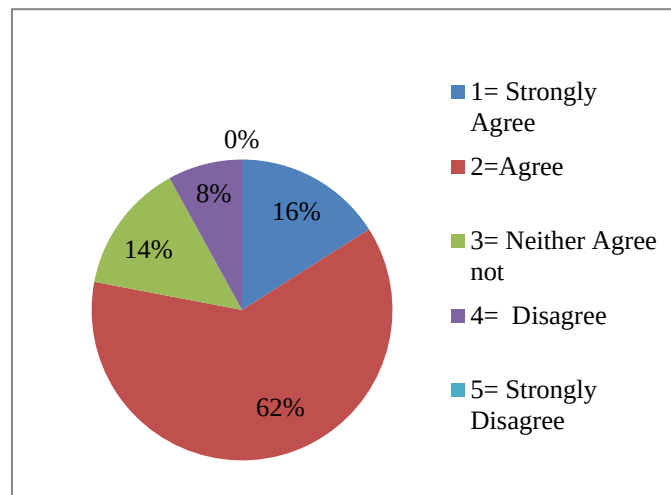


Chart 1.19: Positive impact of Teachers Motivation

Analysis of data shows that sixty four percent of students strongly agreed and twenty two percent of student agreed with the statement that teachers motivate students. The outcome of teacher's motivation is student's willingness to do better or to improve performance. Comparing the teacher's motivation and academic outcome, sixteen percent of students strongly agreed and sixty two percent of students agreed that teacher's motivation encourages students to do their best. However, eight percent of students who don't feel teacher's

motivation encourages them. Two percent of students disagree with the statement teachers motivate them and eight percent of students disagree with the statement teachers motivation encourages them.

Schools respects multiple cultures

As Brenda La France who emphasizes that “ in order to flourish of many cultures in school, it is necessary for students, educators not only to come to understanding and acceptance of the validity of each other’s beliefs, but to work together for the school culture”.

Therefore, Schools continue to play a significant role in the survival and inculcating of different cultural practices among students along with families playing its role in informal setting. International schools in Hyderabad, are acting as cultural negotiators and the scope is wider when compared to the National and State schools. As international schools are accommodating students from different cultural background, it is important for the schools to give equal respect and preference for cultural practices of all the students.

Schools emphasize on all cultures	Percentage
Strongly Agree	38%
Agree	30%
Neither Agree nor Disagree	8%
Disagree	6%
Strongly Disagree	4%

Table 1.6: Schools give equal respect to all cultures

Data shows that thirty eight percent of students strongly agreed and thirty percent of students agreed that schools show equal respect to all cultural practices and beliefs. Whereas, six percent of students disagreed with the statement and four percent of students strongly disagreed with the statement saying more emphasis is given to the cultures of host state.

Students in international schools get familiar with their host state cultures through celebration of festivals in the schools. Festivals are celebrated related to Telangana region where some students feel school is biased. Although, schools try to create a sense of common school culture among the students, the expression of student's cultures is noticed during interaction between students. Food, festivals, dressing patterns, dance forms and region are more evident forms of culture in schools. Students opined that schools include different types of traditional dance forms and attires in the annual day celebrations, where students feel a sense of belongingness and respect to their culture. Students said teachers encourage them to give classroom presentations about their family and its tradition and keeps open discussion about different cultures. Teachers encourage students to give respect to all cultures. Students also emphasized that encountering different cultures during their schooling makes them feel safe and to be able to accept differences in future. Unequal opportunities to students to exhibit their cultures in the school events and not treating equally with others make students feel alienated.

Mental health needs of students and school's response

Adolescence (10 and 19 years) is a phase where children encounter physical, social and emotional changes. The expectations of surrounding people changes. Example: parents expects child to be responsible and regulates the behavior. Globally, it is estimated that 1 in 7 (14%) 10-19 year-olds experience mental health conditions yet these remain largely unrecognized and untreated (World Health Organization,2021). Children develop important mental well being habits at this phase which are important to live a healthy life. These includes adopting healthy sleep patterns; exercising regularly; developing coping; problem-solving, and interpersonal skills; and learning to manage emotions (World Health Organization,2021). Family, schools and community in which children live are important to create a protective and supportive environment. Particularly, schools play a significant role in developing the mental well being and addressing the needs of students.

Students experience different kinds of problems and anxieties in relation to their life in school and in their personal life. The negative emotions that students experience in school are related to academic pressure, pressure of parents, teachers over expectation and aggressive behavior of other students often impacts the mental well being of students.

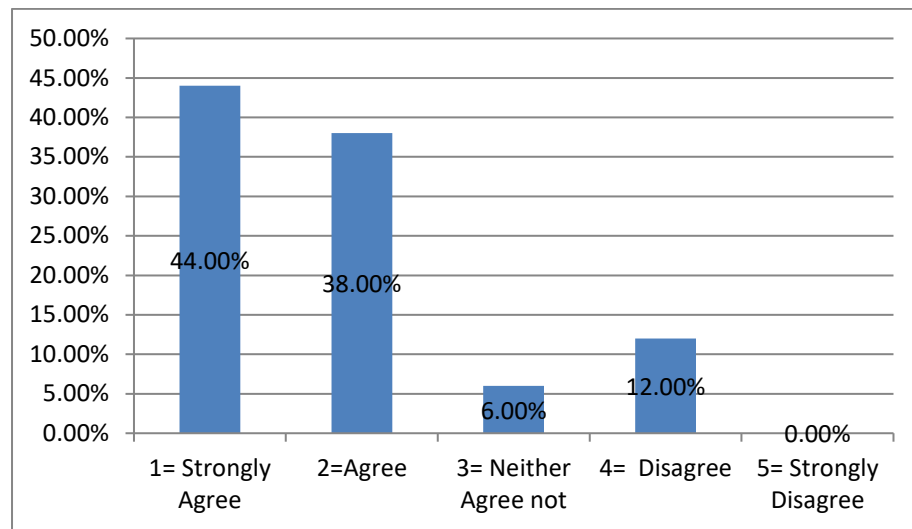


Chart 1.20: Schools address the mental health needs

International schools are trying to address both physical and mental health needs of the students by recruiting doctors and psychologists. Promoting students mental wellbeing is one of the important commitment of international schools in Hyderabad. Teachers play a significant role in encouraging students to take help from counselors and also in identifying the students who are in need. The above table reveals that international schools are addressing the needs of students. Forty four percent of the students strongly agreed that schools address students mental health needs whereas thirty eight percent percentages of students agreed with the statement. Schools appoint Psychologists as well being counselors to address the mental health needs of students. They conduct conferences and seminars on the mental health of students and teachers. Example: “CHIREC international schools in collaboration with Aditya Birla Education Academy and Mpower, with New Millennium Education Partners as the strategic partner, conducted an educational conclave called ‘Lead the way’ where Clinical Psychologist and Wellness Specialist, who eloquently shared their experiences in the field of technology and mental health management”.(<https://www.chirec.ac.in/News/News0.aspx?Category=Events&PostID=234>). Schools also provide training, workshops to the teachers in identifying the mental health needs of students. In contrast twelve percent of students opined that school doesn’t prioritize

the needs of students. Unempathetic teachers, insufficient efforts from school and students are significant.

Extra-curricular activities

Extracurricular activities are the activities which fall outside the realm of normal curriculum. In general, participation in extracurricular activities is voluntary in nature, students who are interested can participate and others can avoid. But in international schools participation in extracurricular activities is must and students have to choose one among the co-curricular activities listed by school and certain amount of time is dedicated for extracurricular activities. Through, extracurricular activities students explore their interests and sometime choose interested activity as their career too. Participating in extracurricular activities enhances the student's personality by inculcating time management, competitive spirit and social skills. Studies reveal that the student's participation in extracurricular activities boost students academic performances. As mentioned in the previous chapter, extracurricular activities offered by the school is an important factor for the parents to choose international schools.\

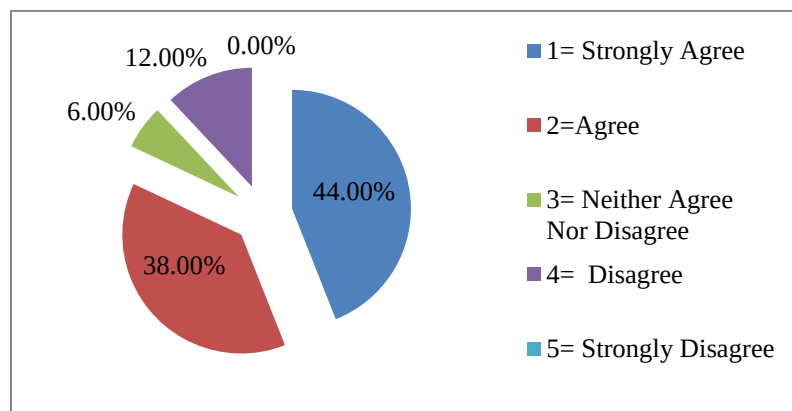


Chart 1.21: Extracurricular Activities

It is evident from the data, forty four percent of students strongly agreed and thirty eight percent of student agreed with the statement that schools are encouraging students to participate in extracurricular activities. International schools in Hyderabad are providing wide range of extracurricular activities including arts, sports, community service and physical exercise classes. Schools are encouraging students to take up an extracurricular

activity as their career. Students are encouraged to participate in the events at state, national and international level. Example: Oakridge international school includes learning about Robotics, Chirec international school provides 3-D construction, and fashion designing and textiles are some among the wide range of extracurricular activities. The disagreement of Twelve percent of students indicates that students are not encouraged to participate in extracurricular activities either by parents or by school. The disagreement of students reveals, teachers focusing on academics and less or no importance given to extracurricular activities. It is noticed during a few occasions students feel discouraged while participating in extracurricular activities because of biased selection to participate in the events.

Therefore, it is evident that students perceive differently about parents education, diverse cultures, behaviors and viewpoints in relation to international schools. The perceptions are based on student's socio-economic conditions and the practices adopted in the international schools. Schools practices are not affecting students in a similar way. For some students it is influencing in a negative manner. Therefore, school needs to focus on assessing the impact of practices on students.

4. Practices in International Schools and Teachers Perceptions

Teaching in international school has become a popular career choice because of better salary, job value in society and wide opportunities. However, it is challenging to work in international schools as teachers have to deal with students from different cultures and parent's high expectations. Besides, teachers must adapt to curriculum, pedagogy, and co-curricular activities of international schools. Therefore, guiding them in a sensible way is important for a better tomorrow and peaceful co-existence of students with differences. Differences in terms of culture, behavior and capabilities. Teachers play an important role in educating students and make them good citizen by inculcating values, develop social responsibility and impart skills which are needed to face competition in a healthy manner and strive for economic development. Students spend most of their time in school. Hence, the interaction between teachers and students affects the student's academic performance, co curricular achievements, student's behavior and attitudes towards school, people and societies.

Teachers make learning structured, informative and application oriented. They are responsible for creating positive and safe learning environment to students. Teachers help students to understand their interests and to analyze student's strengths and weakness. They act as torch bearers for students to achieve their career goals. Teacher's motivations and their positive attitude help students to face challenges in present and future. Classrooms are the places where students learn important life lessons. Teachers act as a role model to students. Students learn life lessons from teachers either directly or indirectly. For example, a teacher who treats everyone in classroom equally irrespective of their differences like caste, class, race and learning abilities, influences students to treat everyone equally and a sense of unity can be inculcated among students from a very early age. Teachers make students creative thinkers, leaders, problem solvers, futuristic etc. Therefore, greater importance is attached to teachers in student's life.

Teacher plays a vital role not only in student life but also to the growth of school. International schools in Hyderabad are recruiting teachers based on subjective knowledge and the capability to address the day to day challenges. They prefer teachers who are

adaptive, confident and manages diverse classroom. Teachers are considered as assets of the school. Teacher supports school to realize the vision. The reputation of school enhances with quality teaching. Teachers are responsible to create positive work culture in school. Teachers play different roles when interact with each stakeholder such as students, parents, principal and colleagues. All the roles have different responsibilities to performs. Good relationship between teacher and other stakeholders in school is important for teacher's professional and personal growth. It promotes teachers job satisfaction, performance and low stress levels.

Self system theory is one among theories that highlighted the significance of teacher and school relationship based on the satisfaction of psychological needs of the teachers. According to this theory, teachers have three essential needs that need to be satisfied by the support and encouragement of school. The three psychological needs are "relatedness", "competence" and "autonomy" and the researcher felt "acknowledgement" is other psychological need that needs to be satisfied by the school. Satisfying needs makes teachers more involved in teaching and school activities. Relatedness creates a sense of belongingness among teachers to the school, assures that school values them. Competent teachers design innovative teaching strategies. Autonomy refers to the freedom of teachers to make decision based on their choice which connects between teacher's interest and their school work. Acknowledgement implies recognizing and appreciating the teachers work in school.

Not acknowledging teacher's works demotivates them and restricts their professional capacity. With the increasing significance and need of separately trained teachers, many private and government higher educational institutions offering courses to train teachers for international schools. One such example is University of Mumbai offering certificate course in "Teacher education in international schools" mainly to make them understand about the international school's curriculum, pedagogy, ICT (information and communication technology) in the classroom and to enhance the innovative abilities. Therefore, quality of teaching and teachers relationship with all stakeholders in the school depends on school administration, students and parents. Poor relationship between schools, colleagues and students negatively affects the school climate and decreases the teacher's commitment towards students and schools, lowers the teacher's performance. The present study emphasizes on different practices that international schools in Hyderabad are practicing.

Teachers Recruitment Process in International Schools in Hyderabad

With the increasing international schools in Hyderabad many people started choosing teaching as a career option in international schools. Another reason for choosing international school as career job is the wide range of opportunities available in school. Example: foreign languages, sports, arts etc. The minimum qualification is Masters in the respective subjects and selecting teachers. They prefer candidates from reputed institutions such as central universities and IIT's. Parents expect to be highly qualified, well experienced and have good communication skills. The expatriate teachers in international schools in Hyderabad are less when compared to the local teachers. International schools are trying to recruit teachers from different states within the country. The teachers respondents points out because of stay in Hyderabad for many years, they are interested to settle in Hyderabad. Schools recruit teachers from different cultures to maintain regional and cultural diversity in the school. Schools are using this cultural diversity as a marketing strategy to attract parents and enrollments of children in schools

A separate recruitment cell is there in every international school in Hyderabad. They also recruit students from popular universities as intern and provide full time and part time jobs. The recruitment process involves the three stages. They are interview with the recruitment manager, classroom demo in the classrooms and getting feedback from the students. and personality test by the principal or the vice-principal.

Practices of Schools and Perceptions of Teachers:

Following are the practices in international schools and the perception of teachers about the practices in schools.

Communication between students and teachers

Communication is important factor for good relationship between students and teachers. Communication can be defined as a way of transferring thoughts and ideas to people. Effective communication between teachers and students is very important as it helps teachers to regulate student behavior and improve academic performance. Similarly, effective

communication helps students to work on their needs and abilities. Teachers in international schools opined that they try to maintain good communication with students as it creates healthy working environment in the school and classroom and also has positive learning outcome. They opined that it gives professional satisfaction to teachers when students come and share their concerns. Poor communication by teachers or their unavailability during the time demotivates students and result in poor academic performance.

From the data, fifty six percent of teachers strongly agreed and forty four percent of teachers agreed with the statement that students in their school can come and talk to them. Students discuss on assignments or projects, seek suggestions to take decisions on optional subjects and career. However, when it comes to communication between teachers and students other than academics issues, all the teachers agreed that they have good communication with students where they can come and share their concerns outside the classroom. Students share their personal issues needs immense trust among the students on teachers. The teachers build trust among students to share any concern without being judgemental. Teachers emphasized that they made students to think in different ways to find solutions rather than pressurizing them to go for a specific solution. It helps students to solve the problems independently.

Mental health needs of students and school's responses

When teachers support students in both formal and informal way, students get attached to the school. Teachers support to students creates positive environment in school, good relation between students and teachers, and good educational outcome. It creates long lasting effects on students in their personal and professional life in dealing with problems and also on taking care of mental health. The trust between students and teachers is essential. However, not all the teachers offer similar space to share their concerns. Example: some student's points out teachers in their school are very strict, hence cannot share their concerns or ask questions. However, teachers in international schools in Hyderabad pointed out that they support students to achieve good social and emotional behavior and positive attitude.

From the data, it is evident that teachers in Hyderabad international schools are supporting mental health needs of students. Sixty seven percent of teachers strongly agreed and thirty

three percent of teachers agreed that teachers takes care and supports students mental health needs. Teacher's emphasized that the school plays a crucial role in catering needs of students.

School provides training session to teachers with child psychologists on how to deal with mental health needs of students. They guide teachers on how to interact with students and parents. Schools conduct regular workshops and talks for teachers with motivational speakers. Hence, regular training to teachers has become an integral part of the practices in international schools in Hyderabad. It became one of the reasons why parents are more interested to join their child/children in international schools. Regular feedback from students about teacher's performance is another factor that makes teachers actively involved in academic and non academics activities.

Appreciation to hard working students

Teachers emphasize that encourage students to work hard to achieve goals. From the data, it is evident that approximately eighty five percent of the teachers strongly agreed and fifteen percent teachers agreed with the statement that they will appreciate students when they work hard. Teachers want their students to be sincere and serious about their academics. They opined that it an important quality which creates positive opinion on students and maintain a good relationship. Teachers emphasize, when students work is acknowledged, it encourages and motivates them to work harder and increases their ability to work.

Personal attention to students

The advantage of international schools in Hyderabad is less teacher-pupil ratio. It helps teachers to give more attention to students. From the data, forty four percent of teachers strongly agreed and fifty six percent of teachers agreed that they give individual attention to the students when they need it. Teachers opined that because of small classroom size, it is easy for them to give individual attention to all students. The teachers assess each student's interests, clarify doubts and find low performing subjects. Teachers say they adopt preferential and needed attention despite considering all students equally. As some students need more attention and care and some students need less attention. Differential treatment of teachers is based on student's capabilities and requirements and not on teacher's bias.

Teachers expect best performance from students

Expectation of teachers on students is based on careful observation and analysis of performance. Teacher's expectations are different from one student to another. It is based on the understanding that every student is unique and has different capabilities. Some students excel in academics, some in extracurricular activities and some students might have potential but not able to make use of it because of lack of proper guidance. Expectations of teachers have two way effects on student. One, teacher's expectation encourages and motivates students to give their best and work harder to get positive outcome. Therefore, it creates positive effect on students. Second, it results in burden on students which ultimately demotivates them. Teachers responses varied from strongly agreed to disagree. But, forty four percent of the teachers agreed and twenty two percent of teachers strongly agreed that they motivate students for a better performance. Whereas, eleven percent of teachers are neutral in their opinion. In contrast, twenty two percent of teachers disagree with the statement. They opined that such expectation leads to stress in students. Although, teachers wanted all the students to work hard and give their best in both academics and non-academics sometimes such expectations are beyond the student capabilities. Therefore, not all teachers expect best from their students all the time. They want students to put constant effort on what they are doing. Teachers emphasized that they continue to motivate and guide the students to make use of their capabilities.

Teachers expectations: motivation and stress

Expectations and outcomes are two different aspects. But they are interconnected too. When teacher's expectations reach students in a positive, they guides students and help them to reach the difficult targets. Data reveals that thirty percent of teachers strongly agreed and forty five percent of teachers agreed with the statement "teachers expectation motivates students rather than causing stress", whereas, twenty three percent of teachers are neutral about their opinion on statement. The data reveals that teachers who maintained neutrality are one who is newly joined in schools. They opined teacher's expectation and motivation depends on how well they understand students and the experience in school. Teachers emphasized that inferiority and stress are the two main challenges that students face in

school. Teachers motivate students by giving examples of famous personalities, stories or through alumni talks. Teachers are aware of the over burden of expectations on students.

Encouraging students to involve in extracurricular activities

One of the characteristics of international schools in Hyderabad is encouraging students to take part in extra and co-curricular activities. The teachers, parents and schools are aware about stress involved in routine classes, exams, and results. Hence they recognize the importance of extracurricular activities in physical and mental health of students. Schools made it compulsory that students should select at least one extracurricular activity of their interest. In the same manner, parents are motivated by the school staff to encourage their children to take part in extracurricular activities and encourage them to choose as career. Teachers opined that they are aware of the positive effect of extracurricular activities on children. Approximately sixty two percent of teachers strongly agreed that they encourage children in extracurricular activities and thirty eight percent of teachers agreed with the statement. NM who is an Counsellor in Delhi Public School stated “children who are actively participating in the other activities such as sports, dance, arts etc are very active in academics”. She emphasized that active participation in extracurricular activities helps students to learn about team work, leadership, morals and proper usage of leisure time.

Teachers participation in school administration

Teachers often feel accomplished when they are engaged in the decision making related to school administration. Such feeling of personal accomplishment can be enhanced when the school climate fosters their basic needs of relatedness and competence (Roth et al., 2007). The roles and responsibilities of various stakeholders are clearly defined in international schools in Hyderabad. However, there is interdependence between academic and non academic staff. School administrators and head of school such as principal and vice principal often encourages teachers in their schools to participate in management activities such as preparing time schedule, introducing new teaching techniques and participation in school meetings related to non academic activities. Teachers in the international schools are interested to accept the responsibilities. They feel motivated and satisfied when management involves them. Otherwise they feel isolated and their job is restricted to the classroom.

Teachers opined that it helped them to create positive school culture and make them satisfied. Following are the teacher's centric practices of school administration in international schools in Hyderabad.

Instructional strategies and curriculum Issues

International curriculums need application oriented pedagogy. Teachers with good knowledge about curriculum and pedagogy, develop quality teaching and learning techniques in international schools. There is no direct role for teachers to make changes in the curriculums because curriculums are designed by international organizations such as International Bacculerate Organization and Cambridge Assessment International Education. However, teachers can influence or make changes in curriculum through regular feedback to the international organizations. Although, teachers are responsible for instruction, school management such as non teaching staff, principal and vice principal also play a significant role in making instruction strategies and handling curriculum issues. Sixty seven percent of teachers strongly agreed and thirty three percent of teachers agreed that teachers and staff in the school discuss about the instructional strategies and curriculum issues. Teachers emphasize that coordinators at each school level (ex: primary school level coordinator), subject coordinators and all teaching staff discuss syllabus planning, day to day class activities and faculty availability. Therefore, school coordinators play a crucial role to make teachers participate in classroom instruction strategies and curriculum issues. Teachers also discuss curriculum and instruction issues with shadow teachers in international schools. Shadow teachers are those who offer services to the students who need special care. Therefore, teachers in international schools in Hyderabad are satisfied with their level of participation in teaching and allied activities.

Support and appreciation of school for new ideas

Every teacher is unique and his/her approach towards school, classroom and students are different. Teachers working on new ideas in relation to school reflect the teacher's commitment. Ideas can be related to teaching, learning and engaging with students. The importance lies whether or not schools are ready to accept ideas of teachers and to include them in school practices. Teachers face barriers to express ideas and barriers include fear of

criticism, stress, and time constraint. Therefore, schools play a significant role in encouraging teachers to share innovative ideas. Acknowledgement is recognizing teacher's contribution in school. Acknowledgement and encouragement of teachers by higher authority in the schools motivate teachers to design better teaching methods. However, sharing ideas and acknowledging them are two different aspects. When teachers are acknowledged and supported by school, it motivates teachers to work collaboratively and support each other in the school. From the data, it is evident that fifty six percent of teachers strongly agree and forty four percent teachers agreed that school supports and appreciates teachers for sharing new ideas. Teachers have different platforms to share their ideas. They include staff meeting, subject teachers meeting, workshops, seminars, peer coaching's and online communication. Teacher's participation in school decision making is significant as it affects teacher's quality of teaching and relationships within school.

Satisfaction with the involvement in decision making

Teacher's participation and decisions are not limited to pedagogy. Teachers are responsible in assessing students based on different parameters such as test results, classroom participation and completion of assigned works. Assessment helps teachers in taking decisions related to students. For example, if school is planning for ISRO (Indian Space Research Organization) trip with limited students, teachers need to select the students who are interested. The satisfaction of teachers with their level of involvement in decision making encourages them to participate in schools development. Twenty two percent of teachers strongly agreed and forty five percent of teachers are agreed that their level of involvement in the decision making satisfactory. Thirty three percent of teachers neither agreed nor disagreed. They are new to school. Hence, their involvement is currently insignificant.

Staff appreciating parents for students achievements

Parents want their children to excel in academics and develop a good character. Schools conducts parent teacher meeting once in a month to communicate with parents about the performance of students. Sometimes teachers encounter parents who give importance to the marks. Teachers claim when they are strict about character development of the students, parents says "teacher's job is to teach, students learn other things later". There are parents

who make teachers accountability for inappropriate behavior of the students. Teachers in international schools are insecure about their jobs as their position in school is not permanent. School often works based on the expectation and feedback of the parents. They try to protect their reputation among the parents. Hence, teachers often face difficulty in dealing with parents who have different expectations. However, teachers claim they try to behave with the students based on the parent's expectations. Nevertheless, teachers convey achievements and inappropriate behavior of the students with parents.

Teachers well-being

Well being of teachers is equally important along with students well being. Well being of teachers affects the school performance and children behavior. In daily activities, teachers face high level of emotional demands and these demands increases when work culture is not supportive. Well being of teachers includes school addressing teachers work dissatisfaction, creating mutual respect, trust and communication between all stakeholders. Schools failure in addressing such needs results in deteriorating the teaching quality and demoralization of teachers.

From the data, it is evident that thirty three percent of teachers strongly agreed and forty five percent of teachers agreed with the statement "school is concerned about well being of teachers". Eleven percent of teachers neither agreed nor disagreed and eleven percent of teachers strongly disagree with the statement. They opined that schools are not concerned about the well being of teachers. Teachers point out long working hours, excessive responsibilities, job instability, school and parents high expectation often creates pressure on teachers. However, majority of teachers are of the opinion that schools are concerned about their well being. Teachers opined that schools are creating positive work environment, addressing needs of teachers by providing adequate resources, appreciating teachers work and rewarding them, prioritizing teachers time and satisfaction.

Colleagues support

Teachers spend good amount of time with colleagues. There is a need to have good relations among colleagues. It is evident from data; there is a positive connection among teachers in international schools in Hyderabad. Twenty two percent of teachers strongly agreed and forty

five percent of teachers agreed that they have good relation with colleagues. Teachers opined that they receive support and encouragement from their colleagues. They share mutual trust, respect and support for each other's works. They also emphasized they can openly communicate with colleagues about disagreements related to students, works and practices and work on disagreement through negotiations. In contrast, twenty two percent of teachers neither agree nor disagree and eleven percent of disagree with the statement. Teachers who are neutral in their opinion are newly employed in school. They feel isolated till they integrate in the system.

Treatment of male and female teachers

Teacher's alienation or biased treatment of school affects the teacher performance. Sixty seven percent of teachers strongly agreed and thirty three of teachers agreed that their school treats male and female teachers equally. There is no gender bias in the school in terms of salaries or assigning duties. Teachers opined that schools provide salary based on experience not on gender. Teachers emphasized that schools celebrate important events such as International Women's Day and Teachers day by acknowledging their contributions.

Superiority or inferiority of treatment based on experience

Hierarchy exists in every organizational structure. In international schools, all teachers have similar roles and responsibilities. However, the school management assigns varied responsibilities depending on its priorities. Experience is one important indicator school consider while assigning tasks. When teachers work with school from many years, they get familiar with the school culture and school management. Sometimes it leads to priority of such teachers. Experience of teacher should be valued, but it should not lead to biased treatment of teachers. Data shows that thirty four percent of teachers strongly agreed and thirty three percent agreed with the statement that there is no superiority or inferiority of treatment of teachers based on their experience. Twenty three percent of teachers are neutral and eleven percent teachers are disagreed. A few teachers opined school management assign important tasks to experienced teachers and do not consider the suggestions of newly joined teachers.

Therefore, teachers and school management in international schools put lot of efforts to adopt these practices for the holistic development of students, creating enabling environment and work culture for personal and professional development of all stakeholders.

5- Summary and Conclusion

This chapter provides the summary of the study. The purpose of this study is to understand the perceptions of students, teachers and parents and the practices in international schools in Hyderabad. In this study, four research queries were formulated to inquire about the students and teachers perceptions on the practices in international schools, and factors influencing parents to choose international schools.

The following are the research inquiries that guided the present study on international schools in Hyderabad:

1. Origin and proliferation of international schools in Hyderabad.
2. Why and how parents choose international schools?
3. What are the practices of international schools related to students, teaching-learning and school management?
4. What are the perceptions of teachers about the students and administrative practices in international school?

Summary and Conclusion

The analysis of international schools websites reveals that the origin of international schools and education in Hyderabad is a recent phenomenon. The proliferation started since 2000. International Baccalaureate and Cambridge are the popular curriculums offered in international schools in Hyderabad. . It is observed that the definition of international schools is broadening. During the formative stage of international schools in 1950's, the definition included two important aspects, international curricula and hosting the child/children of expatriate parents. In the present context, all the schools with the label "international" are not international schools and are not offering international curricula. The primary reason is that such schools plan to offer international curriculum in the near future. Many such international schools in Hyderabad without international curriculum are under "consideration phase" for the affiliation of international Baccalaureate Organization or Cambridge Assessment International Education. The process of IBO and Cambridge affiliation reflects

how schools prepare themselves to meet the objectives and criteria of international curricula organization. The other features such as latest technology equipped infrastructural facilities and programs viz., preparing students for other countries' entrance exams, international sponsorship, labs, air conditioned classrooms and buses, school buildings etc helps schools to get international affiliation.

It is noted that dilemma of choosing international curricula and schools is evident among parents in Hyderabad. They consider multiple factors to choose best possible option. However, they are aware of the fact that it is very expensive to educate children in international schools with international curriculum. Affordability is the first and foremost factor making decisions pertaining to the choice of the school. There is a general notion that parents who afford international schools are very rich. But this research finding reveals that they are not necessarily rich. They aspire for a successful career of their children. As a result, they compromise on other family expense and choose international school and curricula for their children.

Affording international schools results in providing unique "international" identity to students, and enhances parent's prestige in their residential community and work place. Parent's impression on school is mainly dependent on feedback from colleagues, neighbors or friends in their gated residential communities. Parents are motivated to choose international school when their colleagues and friends' children are also part of these schools. Students' opinions are taken into consideration in choosing the schools mainly when they are in their secondary standard or students who has previous experience of studying in international schools. In particular, the parents consider the secondary school students opinion to their wards in primary grades in international schools. The average annual fee in international school ranges between 3 lakh to more than 6 lakh per annum depending on the school infrastructure, co-curricular and extracurricular activities. The research reveals that parents preferring international schools are software employees and other higher income professional and business class. They occupied higher position in the occupational hierarchy with adequate salary. However, not in all the cases parents are from a desirable income group. They put a lot of effort to pool resources for financial support, creating learning environment at home, appointing tutors and to encourage their ward for a successful future.

Both the parents work to meet the financial needs despite several constraints. This research also reveals that parents' desire to provide best education and schooling helps them to work hard in their professions and both parents are working to meet the financial needs of the family. Both parents being working professionals are not able to accompany the children while travelling and are not able to spend good quality time. Therefore, parents look for schools which are near to their residence. In this process, parents often gets into dilemma of choosing school near to their residence or school which satisfies their criteria. In such circumstances, school transportation is an very important factor for the parents to choose a school.

The study finds international curriculum is one among the most important factor for parents to choose international schools. The proportion of parents familiar with international curriculum is very less, however, parents are aware of the opportunities and outcomes of children studying international curriculum. Schools and other fellow parents in their residential communities and work place make parents aware of the curriculum and process of international schooling. Parents are choosing international curriculum based on their aspirations about children. The aspirations of parents are of short-term and long-term. In the short term, parents aspire to send children to foreign universities for higher education, equipping with good communication and soft skills and career choices. In the long run, parents are expecting children to settle in high-income jobs, gaining financial stability and enhancing family socio-economic status. Parents believe international schools provide more career opportunities not only through the international education system (opportunity of choosing subjects of their interests at secondary and Diploma level) but also by equally emphasizing on extracurricular activities. Parents choose international schools which provide wide range of extracurricular activities. With the increasing significance of sports and arts in the country, parents are encouraging children to take active part in it. International school teachers and school management are also extending their support towards student's interest in extracurricular activities. Parents are interested in encouraging students in extracurricular activities not only considering the benefits attached to the activities in the present, but it help students in choosing extracurricular activity as a alternative career opportunity. This enables the students to pursue their career in sports or arts. International schools offer training in sports and arts. Analysis of international schools in Hyderabad websites reveals that it is

mandatory for students to choose one or more extracurricular activity in the school. Parents believe that international schools are striving for overall development of students by encouraging students to take active participation in extracurricular and co-curricular activities. However, they have to pay additional fee based on activities. Many parents emphasized that they cannot afford additional fee. Therefore, they choose a few activities.

International schools are providing good infrastructural facilities and these facilities are considered as an important criteria for parents to choose international school. Parents wanted their children to have schooling in spacious and air conditioned classrooms with significant use of information and communication technologies. International school buildings in Hyderabad are similar to software companies with closed building, making students familiar with corporate culture. The present research reveals that schools and parents are more interested towards spacious schools. Parents expect international schools to provide peaceful learning environment with latest education technology. Parents believe that the future is driven by technology, hence, the children must aware of the latest technology from a very early age. Majorly, a shift has been observed among parents from rank centric to knowledge centric learning; however, researcher also encountered parents who are emphasizing on students grades. Parents are concerned with their ward performance and not interested in comparing with other students performances. For example, students success in getting admission in popular universities or winning sports and arts competition.

Along with international curriculum, extra-curricular and infrastructural activities, parents are looking for schools that equip students with English language and soft skills. Parents believe that the soft skills help in building a better career. Parent's points out teachers and school encourage parents to improve students English language skills at home. The international schools are encouraging students to choose foreign languages such as Spanish, German and French as second language with a view to help students in higher education and to broaden the scope for career opportunities. The present study also reveals schools are attempting to recruit teachers from different states, which reflect the diversity in the schools.

The international schools claims that the curriculum and teaching methods help students in developing critical thinking, problem solving, and decision making and informative learning through it different courses and pedagogy. For example: Global Perspective is important

course for IB students. Learning resources are not confined to text books but students are involved in conducting research on different issues at school level. Schools extensively use audio-visual aids, latest technological equipment and software to increase the efficiency of teaching and learning. In the modern times, students compete at a global level. For example, a student who is educated in a private school in Hyderabad has to compete with a student in America for a job or an admission in a university. Student has to stand out from others to secure jobs or admissions in foreign universities. In order to succeed in global competition, students need to equip themselves with the needed skills and knowledge to place themselves at par with others. For instance, a student who is interested in pursuing a course in Business Management must have basic knowledge in the field. International schools train students in such subjects depending on the choices of the students and are preparing students to face global competition.

The other aim of international schools in Hyderabad is to prepare students for entrance exams for foreign universities. This is a unique feature differentiating international schools from other schooling system. Parents aspire to send children to foreign universities for higher education; therefore parents are interested towards international schools which prepare children for exams. Many of them wish to see their children settling in America or Europe. Parents believe that international schooling system and international curriculum acts as strong foundation to fulfill their dreams.

Parents look for the schools offer quality education and schools claim they offer quality education. However, quality education depends on the practices adopted by the school. Earlier, schools are considered as instruments to educate students. Less emphasis on infrastructure, co curricular activities, school field trips and student- teacher's ratio. But, quality of schooling is gaining equal importance. The first impression or assessment of the abilities of students is based on the type of schools they study. There are several myths that are associated with this. For example, students studying in government schools may not have good communication skills. On the other hand, students studying in international schools have good English fluency and communication skills. Parents' experience is a significant criterion to choose international schools. Parents look for school which equips students with professional communication skills, English fluency, leadership qualities, working in teams;

quality education and dealing with academic or societal expectation stress. The parent's experiences at work place and their understanding on demands of work are determining factors in thinking about the requirements for their children. Such experience acts as a foundation to select international schools. They believe that international schools equip students with the necessary skills and knowledge.

The role of parents in child schooling is irreplaceable. In this process, parents are completely engaged in providing financial support to children education and other needs. Parents are not able to spend quality time with the children, if both of them are employed. Therefore, parents are interested in international schools as they believe that their responsibilities are shared by the teachers and school. It includes individual attention to the students, regulating student's behavior, catering emotional and psychological needs and guidance for higher studies. Student centric teaching and learning approach is core feature of international schools. Schools provide global exposure to students in terms of celebrating diverse cultural events, creating awareness on contemporary society and updating students with latest technologies. The identity as a stakeholder of international school is not limited to students, but it translates as status and prestige for the parents. The long term goal of the parents is to make child/children financially independent and settle in higher income occupations which enhance the parent's prestige.

The students perceive the benefits of parent's educational background in different ways. One group of students strongly emphasize on the advantages when parents are educated and other group of students emphasize the teachers and tutors substitute the parents. Researcher observed that despite the substitution of parent's role by others, parent's education and occupation affects the education of the children. The pedagogy and international curriculum requires parents to take active role in student's academics. The role of parents not limited to selecting the school but it is essential to cater emotional, psychological and financial needs of the children. Schools expect parents to be well educated and aware about the student's school and academic life. The parents either by themselves or through tuitions should engage with the home work of students. Not all parents whose children are studying in international schools are well educated. Such parents face difficulties to participate in their ward's

academic activities when they are not familiar with international curriculum. Thus, parental education and awareness about the curriculum and pedagogy act as enablers.

It is evident that among parents, mothers play a significant role in child's schooling regardless of working professionals or home makers. Nevertheless, father plays a key role to identify a school, decision on school trips, and parent's teachers meeting. Therefore, parent education, awareness and occupation are significant.

The student's perceptions on international schools and the practices are based on the student experiences. Despite the difference, perceptions among students depend on practices of school. The majority of students are having good experience in school. The schools ensure that teachers and management are available to students and parents even after school hours. The international schools are extensively using social media channels such as whatsapp, gmail, google meet and school app to make students engage in academics even after schools hours. It ensures effective communication between students and teachers, encouraging students to participate in the classroom and school activities. The teachers avoid any form of discrimination and maintain anonymity on students concerns, if needed. The communication gap is noticed between students and teachers in cases where the teachers are rigid and judgmental. Despite a communication gap, students feel teachers motivate them and help to overcome stress. Teacher's in international schools emphasizes on "student centric approach". Firstly, they are building trust among the students by not judging them and maintaining student's privacy. Teacher's expectations on students are based on student's capabilities. It helps students to overcome stress and anxiety. Teachers in international schools are satisfied with the practices in school. Schools are appreciating teachers works through different modes which encourages teachers to excel in their profession.

As discussed the international schools in Hyderabad are creating positive perceptions among all the stakeholders with their unique practices, international curricula and promise for better future, elaborate institutional framework and marketing strategy. Despite higher investments and related constraints, parents prefer to offer "world-class" education to their children. Hence, the international schools are gaining popularity and proliferating in Hyderabad.

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APPENDICES

Parent's Questionnaire

Hello, I'm Pavani Bandaru pursuing M.Phil (Anthropology) in University of Hyderabad. I'm conducting study on the "Perceptions and Practices of parents, students and teachers in International schools in Hyderabad" and my supervisor is Dr. Apparao Thamminaina, Assistant Professor, Department of Anthropology, and University of Hyderabad. As part of my research, this questionnaire is prepared. The below questions are related to factors influencing parent's decision while choosing international schools. Your identity or the school identity will not be revealed anywhere.

1. Who is responding to this questionnaire? Mother/Father/any other.
2. Who is bread earner in the family_____?
3. Your child/children studying curriculum_____
4. Occupation/s : _____

Below statements are related to the factors that influence your decision while choosing international school. Please mark in the suitable box considering the level of importance attached to each statement.

Statement	Very important	Important	Slightly important	Not important	Cannot answer
Reputation of school in your community					
Parents and colleagues recommendation					
Infrastructural facilities					
Achievements of alumni students					
Teacher's accountability					

Quality of teaching					
---------------------	--	--	--	--	--

Statement	Very important	Important	Slightly important	Not important	Cannot answer
Affordability					
Transportation					
Good impression on the school					
Good experience of previous international school					
Safe environment in the school					
Curriculum available in the school					

Thank you for your valuable time and support

Students Questionnaire

Hello, I'm Pavani Bandaru pursuing M.Phil (Anthropology) in University of Hyderabad. I'm conducting study on the "Perceptions and Practices of parents, students and teachers in International schools in Hyderabad" and my supervisor is Dr. Apparao Thamminaina, Assistant Professor, Department of Anthropology, and University of Hyderabad. As part of my research, this questionnaire is prepared. The below questions are related to factors influencing parent's decision while choosing international schools. Your identity or the school identity will not be revealed anywhere.

School Name (optional): _____

Gender: _____

Class: _____

Who plays a major role in the decision of school choosing? Please, mention: _____

Below are the statements related to the perceptions of students in international schools. Please mark a tick, based on your level of relatedness with the statement.

Statement	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Parents need to be well educated					
Students believe their culture is superior than other					

cultures					
Students should be able to defend their own value system with those who do not share it.					
Students should be prepared to change his/her opinions					
Students should be able to accept the diverse viewpoints					

According to you, three important characteristics of international school students

If any other, please mention _____

Below are the practices in school, please tick in the appropriate box

Statement	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Schools connecting students class learning's with society					
Teachers paying equal attention to students					
Effective communication between students and teachers					
Teacher's encouragement and motivation of students					
Schools respecting multiple cultures					

Schools addressing the mental health needs of students					
Schools encourage students to participate in extracurricular activities					

If any other, please mention_____

Thank you

Teachers Questionnaire

Hello, I'm Pavani Bandaru pursuing M.Phil (Anthropology) in University of Hyderabad. I'm conducting study on the "Perceptions and Practices of parents, students and teachers in International schools in Hyderabad" and my supervisor is Dr. Apparao Thamminaina, Assistant Professor, Department of Anthropology, University of Hyderabad. As part of my research, this questionnaire is prepared. The below questions are related to practices in international schools. Your identity or the school identity will not be revealed anywhere.

Name: _____

Name of the School: _____

Gender: _____ -

Since how many years have you been working at this school? _____

Below statements are related to the practices in international schools. Please select one option, to which extent you agree/disagree/neutral to the statement.

Statement	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Teachers and staff discuss instructional strategies and curriculum issues					
My level of involvement in decision making at this school is fine with me.					
Our school supports and appreciates the sharing of new ideas by teachers					
If a student has done					

something well or makes improvement, staff contact his/her parents					
I feel satisfied with the recognition I get for doing a good job.					
My school is concerned about my well being					
I can count on the support of my colleagues at this school					
In this school male and female teachers are treated equally					
There is no superiority or inferiority among teachers based on their experience					
Teachers praise's students when they work hard in the school					
Teachers give individual attention to students when they need it					
Teachers in my school often connect what students are learning in the class with life outside the classroom					
Teachers expects students to do their best all the time					
Teachers expectation motivates students rather than feeling stressed					

Students share their concerns with teachers					
Teachers treat everyone equally in the class					
Teachers encourages students to get involved in extra circular activities					
Teachers in this school places a priority on addressing students mental health needs					

According to you, three characteristics of international school students:

Any other, please mention_____

Thank you

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