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From Profit Margins to Educational Outcomes: Building Competitive Private Schools in the Vision 2030 Era

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A R T I C L E   I N F O

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A B S T R A C T

Purpose Profit margin is one of the important ratios defining private schools' financial performance. The accounting value indicates the percentage of profits during an accounting period. Although some studies have investigated the profitability of private schools in Saudi Arabia, very few have examined the connection between profit margins, reinvestment, and educational outcomes. This study evaluates the effects of profit margins on the performance of private schools in the Kingdom of Saudi Arabia, a sector undergoing rapid transformation under Vision 2030 (Euro Group Consulting, 2025). **Methodology.** A non-experimental qualitative research design was employed to explore the perspectives of head teachers (n = 12) and experts (n = 12) in educational management in Riyadh City on the study topic. Study findings showed that while the Saudi government allows private schools to make fair and reasonable profits, unregulated withdrawals, and delays in receiving fees from parents restrict the ability of schools to reinvest in key areas such as infrastructure, teacher training, and student support. **Results.** The research highlights that profit margins, if effectively regulated and strategically reinvested, can serve as both a financial measure and a policy tool to strengthen competitiveness, drive sustainable growth, and improve educational outcomes. **Implications for research and practice**. This study therefore contributes new insights by positioning profit margins not only as indicators of financial performance but also as mechanisms for ensuring alignment between private sector growth and Saudi Arabia's educational development goals. Future research on the effect of profit margins on private schools' academic performance in Saudi Arabia should extend these findings by quantitatively assessing the impact of profit reinvestment on student achievement and institutional sustainability.

Introduction

Improving education has emerged as one of the Kingdom of Saudi Arabia's most significant priorities, reflecting the national need to develop skilled workers, enhance literacy, and strengthen human capital. Education is central to Vision 2030, which positions human resource development as a key driver of long-term competitiveness and economic diversification. Within this framework, private schools are playing an increasingly prominent role (Euro Group Consulting, 2025). Despite Saudi Arabia having one of the

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most well-funded public education systems in the world, a considerable number of parents continue to prefer private schools, drawn by their curricular variety, perceived quality, and responsiveness to parental expectations (Strategic Gears Management Consultancy, 2018).

The private education sector has expanded rapidly over the past decade. According to Statista (2024), projected revenues of private schools in 2024 will reach US$30.38 million, with a forecasted annual growth rate of 12.07% between 2022 and 2027, resulting in a market volume of US$42.76 million by 2027. Saudi Arabia currently has 7.7 million students, of which approximately 1 million (13%) are enrolled in private schools (Statista, 2024). Between 2013 and 2017, private schools grew by 13%, compared with only 1% growth in public schools (Strategic Gears Management Consultancy, 2018). More recent analyses project an even sharper trajectory, with the private education market expected to grow at 14% CAGR through 2030. This trend is reinforced by significant reforms, including the privatisation of 60 state-run schools, the removal of foreign ownership restrictions, and substantial government investment of USD 37.5 billion in the education sector in 2022, the largest allocation in the Gulf. These figures underscore both the importance of private education and the urgency of ensuring that it contributes effectively and sustainably to national development goals.

Saudi Arabia's private education market is therefore entering a defining era, fuelled by this expected 14% compound annual growth rate through 2030 (Figure 1). The Kingdom's bold education reforms, driven by Vision 2030, are accelerating privatisation, curriculum diversification, and digital learning adoption. Increasing disposable incomes, demographic shifts, and regulatory changes are opening doors for private investors and global education brands eager to tap into this evolving landscape (Euro Group Consulting, 2025). In this context, insights into privatization trends, investment patterns, and the growing demand for global curricula provide a critical backdrop for evaluating the role of profit margins.

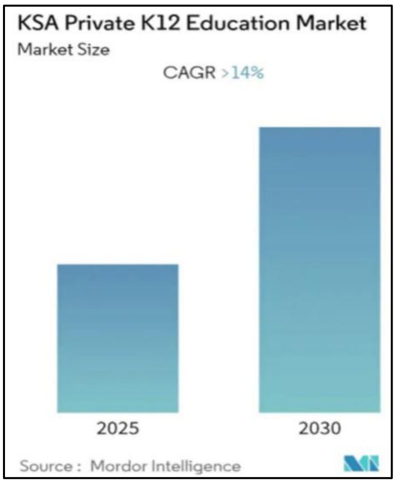

Figure 1: Projection of Private K12 education market in Saudi Arabia

Despite this expansion, a key policy question remains under-explored: how should profit margins in private schools be managed to promote both financial sustainability and educational quality? Profit margins are widely recognised as measures of organisational performance in the corporate sector, and for private schools they are equally significant. Yet in Saudi Arabia, profit withdrawals remain unregulated, raising concerns that excessive extraction of profits may undermine reinvestment in critical areas such as infrastructure, teacher training, and digital learning resources.

Private schools are under pressure to compete with well-resourced public institutions that have received help from Vision 2030 reforms. This creates a tension between profitability and educational purpose that demands closer examination. Existing studies on Saudi private education have focused on enrolment patterns, curriculum demand, and sector growth. Very few have systematically investigated the connection between profit margins and educational outcomes, particularly in terms of whether profit margins could serve as levers for regulation and reinvestment. Addressing this gap is timely given the accelerating privatisation of education, the growth of international curricula, and the digital transformation sweeping through the Kingdom's schools. Understanding whether and how profit margins can be harnessed as both financial metrics and policy tools is therefore essential to aligning private schools with Saudi Arabia's national development objectives.

This study is driven by the need to reframe profit margins in private education as more than accounting measures. The central rationale is that, if effectively regulated and strategically reinvested, profit margins can become mechanisms for enhancing competitiveness, supporting sustainable growth, and improving educational quality in Saudi Arabia's private schools. The study therefore seeks to explore the relationship between profit margins and educational outcomes, with particular attention to how unregulated profit withdrawals, delays in tuition fee collection, and limited reinvestment affect long-term school performance.

The research objectives are threefold: first, to examine how profit margins are calculated and managed in Saudi private schools; second, to evaluate the impact of profit withdrawals on reinvestment in infrastructure, teacher development, and learning resources; and third, to assess stakeholder perspectives on whether regulating profit margins could better align private school performance with the goals of Vision 2030. These aims are guided by core questions about the usefulness of profit margins as indicators of performance, their correlation with educational outcomes, and the factors that enable schools with strong profit margins to achieve high academic results, particularly through reinvestment practices. To address these aims, the paper first reviews the relevant theoretical and empirical literature on profit margins, school effectiveness, and educational outcomes. It then outlines the methodology used to capture stakeholder perspectives, presents and analyses the study's findings, and situates them in relation to existing research. The discussion evaluates the implications of these results for Saudi education policy before the paper concludes with recommendations, limitations, and directions for future research.

Literature review

This section reviews the literature that investigates the relationship between profit margins and the performance of private schools in Saudi Arabia. The segment will check articles in peer-reviewed journals, books, government publications, and leading newspapers in Saudi Arabia. The study will utilise sources from the previous decade to date to collect data for analysis. The selection of sources from the last decade to date is for relevance purposes. This literature review draws from both educational research and wider organizational and financial performance studies. While some references come from corporate and industrial contexts, they are included because the same financial principles of profit margins and reinvestment are directly applicable to private schools as organizational entities.

Definitions of profit margin

Profit margin is an accounting term used in other finance-related fields. Accounting value is a popular measure of the degree to which an organisation profits from its operations (Wild & Shaw, 2019). Analysts sometimes use earnings to indicate the profit margin generated during a specific financial period. The profit margin ratio is expressed as a percentage; users of the financial statement will get this value by deducting costs from generated revenues and then expressing it as a percentage of the latter. For instance, if a private school indicates that the financial period reported a 20% profit margin, it netted US$0.2 for every dollar of revenue. In summary, profit margin indicates the profit percentage from every 1 Riyal generated as sales in a financial year.

Profit margin calculations are crucial for businesses eager to understand whether they make money. The formula for profit margin divides revenues by gross profit, operating profit, or net income, depending on the type of profit margin calculated (Nariswari & Nugraha, 2020). However, calculating a profit margin is always a percentage of revenue. Typically, a high percentage value indicates a good profit margin. Nevertheless, the profit margin performance of an organisation depends on the sector. For example, the retail industry has low profit margins because of high overhead costs and competition, which forces players to offer lower prices to attract customers (Shankar et al., 2021). However, the profit margin is a standard calculation used to investigate profits generated from every one-unit sale. Earnings are unimportant in government and non-profit organisations like private businesses since they are meant to deliver public services rather than share profits among shareholders. Organisations use multiple metrics to measure profitability, one example being profit margins (Ledley et al., 2020). The period of reporting the profit margin then depends on the type of business and jurisdictions. For instance, most listed companies worldwide must report their earnings at the end of each financial period.

The core types of profit margin are gross profit margin, operating margin, and net profit margin. It is important to note that analysts could also examine ratios such as return on assets (ROA) and return on equity (ROE) as other profitability ratios (Saputra, 2022). These metrics indicate a company's financial health. This study focuses on operating and net profit margins. Operating margin is the percentage of profit after deducting variable expenses. On the other hand, net profit margin is the percentage of earnings generated from revenues after deducting fixed and variable costs. However, any profit margin value indicates earnings generated from revenues in a specific financial period.

Private schools in Saudi Arabia and other organisations use profit margins for multiple purposes. According to van den Berg et al. (2018), the profit margin is crucial for measuring a firm's productivity. They employed the Melitz and Egger–Kreickemeier models to determine the connection between productivity and profit margins, and their findings showed that profit margins rise as productivity rises (van den Berg et al., 2018). Organisations use profit margin performance to gauge their productivity during operations. Manogna and Mishra (2021) found that profitability ratios are critical in indicating an organisation's profit-generating potential. They focused on the Indian manufacturing sector to determine the most significant financial ratios. The revenue strategies of an organisation assess their ability to generate profits, especially after cost management (Eggert et al., 2013). The historical movement of the profit margin ratio helps indicate the profit generation trend of the organisation.

One of the core metrics organisations use to evaluate their financial performances is the profit margin ratio. Proper control of operating expenses and revenue generation results in profitability and desirable outcomes (Feng et al., 2014). Any major strategic profit generation changes an organisation introduces occur after careful financial performance analysis. Both favourable and adverse profitability margins can result in strategic alterations.

Profit margin is useful for users of financial statements, as they can analyse it to determine the ability of an organisation to pay its investors and cover expenses. According to Mohanram et al. (2017), profit margins help investors determine the chances of recouping their investments. Profits indicate the amount from which investors can obtain dividends among listed firms. Investors' decision to buy, hold or sell a stock depends on the company's dividend payment trends and a ratio like profit margin (Enekwe et al., 2015). While much of the financial literature on profit margins comes from the corporate sector, these measures are equally applicable to private schools as organisations that must balance sustainability with reinvestment.

School effectiveness and academic performance

School effectiveness can be understood as the extent to which schools can "promote student academic success and social development" (Center for Education Policy Analysis). Although theories of school effectiveness are varied, their definitions should include 'qualitative variables' (such as high expectations and school climates) and quantitative variables (such as achievement scores). Edmonds identified five key characteristics of school effectiveness: strong leadership, an orderly and safe environment fit for learning, an emphasis on basic skills, high expectations of all students, and finally, the monitoring of student progress (Mondal, 2018).

These characteristics help to define school effectiveness. But, for our purposes, it is vital that the indicators of these characteristics are identified. This is because these indicators can act as a benchmark in helping schools to assess their progress towards become effective. For example, some indicators of high expectations for success are reflected in the school's academic goals and in the existence of rigorous courses that all students participate in (Mondal, 2020). Looking at such indicators is useful as it helps schools to identify which specific practise they need to implement to improve their educational effectiveness.

Possible impacts of profit margin on Organisational Performances and Resources

Profit margins have several impacts on organisations. Baah et al. (2021) found that profit margins correlate with companies' environmental and financial performance. According to Baah et al. (2021), stakeholder pressures emerge if the profit margin does not reflect a firm's perceived performance. Profit margin performance can push an organisation to adopt efficient operations to guarantee returns for investors. Organisations that register profits would look forward to maintaining and improving to continue getting good results. However, financial metrics, such as profit margins, convince a firm to improve its operations, especially if it registers a decreasing trend or a net loss. Accordingly, firms will strive to attain operational efficiency to post good financial performance.

Profit margins push organisations to introduce strategic approaches like expense management, pricing, and market share expansion to generate high profitability. According to De Toni et al. (2017), because pricing policies influence profitability, managers are keen to look for more opportunities to attain this good performance. The profit margin metric has pushed managers to introduce strategies like cost management and pricing, as they affect the overall profits in specific financial periods (Mintz & Currim, 2013).

While theoretical models suggest that profit margins encourage organisations to adopt strategic approaches such as cost management and pricing policies (De Toni et al., 2017; Mintz & Currim, 2013), empirical evidence indicates that profit orientation in education can have mixed outcomes, linking directly with the first and second research questions of this study, which ask whether profit margins are useful indicators of performance, and to what extent they correlate with student outcomes in Saudi private schools. For example, a Swedish study found that higher private-school profit margins were significantly correlated with lower student achievement and resource constraints. The top third of profit-maximising schools had significantly lower average grades, higher student/teacher ratios, and more complaints than less profitable schools. This suggests that when schools prioritise profit, reinvestment in teaching quality can suffer. Similarly, a nationwide study in Brazil revealed that for-profit institutions underperform compared to both non-profit and public schools. In Brazil's medical education sector, public universities markedly outscored both non-profit and for-profit private schools on national exams, while non-profit colleges also outperformed for-profit institutions, reinforcing a stratified performance gap (Andrade et al., 2025). Taken together, these studies underline the risks of unregulated profit-seeking in education, where prioritising shareholder returns can reduce reinvestment and harm student outcomes. Yet, profit margins themselves are not inherently detrimental; rather, their impact depends on how they are managed. When directed back into the institution, profit margins can serve as a valuable lever for strengthening resources and sustaining competitive advantage.

Profit margin helps determine an organisation's competitive advantage. A good profit margin is responsible for providing resources that enable an organisation to compete effectively. Urging reinvestment of profit margins into resources aligns with the principles of school effectiveness as this can target key indicators for academic success. Additionally, companies have been investing in marketing, research, and development to generate good revenues and, eventually, a good profit margin (when they manage costs) (Mithas et al., 2012). The quest for a good profit margin pushes organisations to engage in promotional activities, which creates brand awareness. The need for a good profit margin will also push organisations to invest in R&D to help generate profits. Moreover, a good profit margin is responsible for rapidly expanding a company's operations. A business will invest in its operations to capture additional markets and make profits.

A longstanding debate between private and public schools is which provides better educational outcomes. According to the University College London (2019), private school students perform better than their public-school counterparts, especially academically. The study observed 5,800 pupils annually and concluded that the superior resources such as financial capability, human resources and infrastructure of private schools are responsible for their students' better performance.

The government's micromanagement of the education system in Saudi Arabia means quality is paramount. Despite private schools in the country having the best resources and systems, public schools match them. Alzkari (2018) found that the quality of education offered to students depends on the facilities provided by the school. A school with a high profit margin could engage in capital projects such as constructing libraries and student advice centres, given that it has surpluses after deducting expenses (D'Alessio & Avolio, 2011). To support private schools, the government has encouraged students to attend schools that offer international curricula and promote the employment of qualified teachers (Strategic Gears Management Consultancy, 2018).

Theoretical framework

Multiple theoretical frameworks can be used to examine the connection between profit margins and the performance of education systems in Saudi Arabia. This study is grounded in the resource-based theory (RBT), which emphasizes the role of internal resources in creating and sustaining competitive advantage (Holdford, 2018). Private schools with strong profit margins possess financial resources that allow them to reinvest in infrastructure, teaching capacity, and student support, thereby improving academic performance. Prior studies have also shown that school resources directly contribute to educational quality and student motivation (Alzkari, 2018). Profit margins thus enable private schools to engage in development activities such as expanding information technology facilities, libraries, and infrastructure. By contrast, schools with low or negative profit margins may rely on debt or forego investment, thereby weakening performance outcomes.

The VRIO framework (Hesterly & Barney, 2014) further complements this perspective, suggesting that profit margins enable schools to build resources that are valuable, rare, inimitable, and organized, which contribute to long-term educational competitiveness. While prior literature has addressed the role of resources in organizational performance, there remains limited empirical investigation of how profit margins specifically influence the academic outcomes of private schools in Saudi Arabia. This theoretical foundation underpins the study's design and analytical lens.

Methodology

Research Design

The study employed a non-experimental qualitative research design, which was appropriate given the aim to explore perceptions and experiences rather than manipulate variables. The design enabled the researcher to capture participants' views on how profit margins influence reinvestment decisions and educational outcomes in Saudi private schools. Qualitative inquiry also allowed for a deeper understanding of contextual issues, such as regulation, fee collection, and reinvestment priorities that would not be easily measured in a quantitative study.

Sampling Strategy

Both purposive and random sampling were used to select participants. Initially, 43 individuals comprising head teachers and educational management experts in Riyadh were invited to participate. Of these, 24 responded positively, and a final sample of 12 head teachers and 12 experts was retained for analysis. Purposive sampling ensured that participants possessed relevant expertise in private school management, while random selection within this pool provided diversity and reduced the likelihood of sampling bias. This balance enhanced both the depth and breadth of perspectives collected.

Data Collection Procedures

Data were collected through semi-structured interviews and open questionnaires. To preserve anonymity, participants were provided with a list of guiding questions in advance. Some chose to complete open questionnaires independently, while others allowed the researcher to be present for the interviews. The questions were primarily open-ended, with a few designed as leading prompts to encourage discussion.

Participants were instructed to label their audio recordings with randomly generated identifiers and upload them via a secure file transfer service. This procedure ensured that the researcher could not trace recordings back to specific schools, thereby maintaining confidentiality and reducing potential bias. This approach aligns with the Economic Social Research Council (2015) framework for ethical research, which emphasises protecting participant rights and minimising confidentiality risks. All interviews were transcribed verbatim, and significant quotations were retained as the primary basis for thematic analysis (Saunders et al., 2009).

Data Analysis

The data was analysed using thematic analysis, guided by the six stages outlined by Braun and Clarke (2006). These stages included:

1. Transcribing the data and ensuring accuracy.
2. Reading and re-reading the data to identify initial ideas.
3. Generating codes and grouping them into preliminary themes.
4. Reviewing and refining the themes against the dataset.
5. Defining and naming the themes to capture their essence.
6. Producing the report, integrating illustrative quotes to substantiate findings.

This systematic approach enabled the researcher to identify recurring themes such as the impact of unregulated profit withdrawals, reinvestment in teacher development, and the role of financial sustainability in ensuring educational quality.

Results

The study findings indicated that profit margins are difficult to determine in Saudi private schools, even though profits are viewed as crucial for creating a competitive advantage. Several head teachers highlighted the challenges of calculating profits because of delayed fee payments and regulatory restrictions. As head Teachers 2, 7, 11 and 12 explained: "*Schools also face delays in receiving fees from parents; some take several years, which makes determining the profit margin extremely difficult.*" Head Teachers 1, 3, 7, 8 and 11 also noted that while the government protects schools' right to retain their profits, certain regulations have slowed down projects, especially those related to infrastructure: "*Saudi government gives private schools opportunities to invest in education itself, and they also gave them a set of rules to follow directly, and there is a specific rule that restrains the government from directly taking funds from the profit gained so that it will be left to the schools themselves.*"

At the same time, experts and managers emphasised the risk of greed in situations where schools could charge high fees without reinvesting back into education. However, they pointed out that the government's position has been to allow "reasonable" profits. As experts 1, 2, 3 and 10 explained: "*The Saudi government is committed to providing education, but it has given citizens the right to contribute to education for a reasonable profit that does not lead to greed without developing the educational procedure in the process.*"

Another major theme that appeared was the importance of reinvesting profits. Several experts explained that schools that use profits to increase salaries, improve classrooms, and develop teaching resources are more competitive in the long run: "*Profit margin evaluation is useful, as these institutions can be developed by spending these profits on things such as increasing teachers' and employees' salaries, improving the classroom environment, and other activities, which can achieve a competitive advantage." (Experts 1, 2, 7, 6, 9 and 11)*

Finally, both experts and head teachers agreed that a state-imposed system was needed to make profit margins more transparent and to encourage reinvestment. They proposed that such a system should be applied gradually, beginning with private schools that already record annual profits in their financial reports. Schools with weaker financial positions should be given additional time to adapt, either by implementing the system at a later stage or by merging with other schools to form stronger alliances. This approach, they argued, would ensure that the system reflects the interests of all stakeholders (students, parents, and investors) while aligning private education with the broader aspirations of Saudi society and the state.

Discussion

The findings of this study indicate that profit margins do influence the performance of private schools, but their effect depends heavily on how they are managed. Schools that face delays in fee collection or operate with weak financial management struggle to calculate profit margins accurately, which restricts their ability to plan strategically and undermines their competitiveness. These observations align with wider evidence from private education systems, where weak profit margins and financial pressures have been shown to directly reduce educational quality. Studies note that when schools operate with reduced budgets, they are often forced to cut programs and courses, reduce staff numbers, limit resources and materials, and postpone maintenance and upgrades. Such measures weaken the ability of schools to sustain performance, and profit margins, rather than being reinvested, become eroded by operational shortfalls. (Team Varthana, 2024).

Participants also acknowledged that while the Saudi government allows private schools to retain profits, certain regulatory measures have created barriers to expansion. This reflects a wider policy dilemma under Vision 2030, where the government is simultaneously encouraging privatisation and diversification of education while maintaining oversight over key aspects of the sector (Strategic Gears Management Consultancy, 2018). Another key theme that emerged was the tension between reasonable profit and greed. While excessive withdrawals were seen to undermine the development of educational resources, participants stressed that allowing schools to generate and retain a fair level of profit is essential to encourage investment and sustain operations.

Perhaps the most consistent finding was the emphasis on reinvestment. Participants strongly argued that profits directed towards teacher salaries, classroom improvements, and student resources had a direct and positive impact on competitiveness and academic outcomes. This supports the resource-based theory (RBT), which holds that schools with stronger internal resources, such as financial stability, are better positioned to create a sustainable competitive advantage.

Finally, the unanimous call for a state-imposed system of profit regulation highlights a significant gap in Saudi education policy. Respondents suggested that such regulation should be introduced gradually, beginning with financially stronger private schools, and giving others time to adapt. This phased approach would allow schools to align their financial practices with national educational goals while avoiding unnecessary disruption. Their concerns closely mirror findings from international research, which has shown that unregulated profit motives in education can undermine quality. For instance, empirical studies in Sweden and Brazil demonstrate that schools with higher profit margins often experience lower student achievement and weaker resourcing, while non-profit and public institutions tend to outperform profit-maximising ones (Andrade et al., 2025; Stenback & Åström, 2018). In this light, the consensus among Saudi stakeholders reflects both local realities and global evidence; profit margins are not inherently harmful, but without oversight, they risk being diverted away from reinvestment in teaching and learning. A clear regulatory framework, introduced gradually, could therefore help ensure that profitability is balanced with reinvestment, ultimately supporting both quality and equity in education.

Overall, this study shows that profit margins, while important, are not in themselves a guarantee of educational success. The critical factor lies in how profits are managed. When combined with reinvestment, strong leadership, and effective human resource practices, profit margins can serve as a meaningful indicator of performance. Without these conditions, however, profit margins risk becoming a purely financial measure detached from educational development.

Conclusion

This study set out to explore the role of profit margins in shaping the educational outcomes of private schools in Saudi Arabia. Drawing on perspectives from head teachers and education experts, the findings highlight that while profit margins are a vital financial indicator, their impact depends largely on how profits are managed. Fee collection delays, limited financial transparency, and the absence of regulation were identified as key barriers to sustainable profitability. At the same time, participants agreed that reinvesting profits into salaries, classrooms, and learning resources was essential for achieving a competitive advantage and improving academic outcomes. Crucially, there was strong consensus on the need for a state-imposed system to regulate profit withdrawals, applied gradually and with consultation, to balance the interests of students, families, investors, and the wider educational system.

By situating profit margins within the context of Saudi Arabia's Vision 2030 reforms, this study demonstrates that financial metrics, when effectively managed and regulated, can play a significant role in enhancing the competitiveness and sustainability of private education. The research therefore contributes to ongoing debates about the intersection of finance, governance, and education, while also providing practical insights for policymakers and private school leaders in Saudi Arabia and beyond.

Limitations and directions for future research

This study has multiple limitations. First, time constraints were a major issue, as it was difficult to determine the profits posted by the schools in question. The research needed to scrutinise multiple literature review sources and feature a large sample size to establish the connection between profit margins and educational processes. However, time limitations prevented the study from conducting extensive literature review synthesis and featuring a large sample size. There is a need for government intervention here, specifically to demand that all private schools within the Kingdom publish a detailed financial review of their profit margins and budgets to allow for greater depth in this research. The absence of these crucial requirements in this study hindered the reach of this research, as large respondents or sources are necessary for a topic of this magnitude.

Finally, there are risks of ethical issues associated with the study. Firstly, time and resource constraints limited the scrutiny of the moral status of each article used as a data source. Research standards demand articles used as data sources must be peer-reviewed and adhere to ethical practices when collecting data from respondents. Moreover, the risk of the researcher failing to seek consent from interview participants before the publication of findings would make the whole study unethical. The address of time, resources and consent problems is through understanding and mitigating their occurrences during a study.

Future studies on the same topic must allocate more time and resources to boost credible findings on the study topic. Additionally, the study must employ research assistants to help collect, document, and analyse findings. Lastly, the study must adhere to ethical guidelines that define any research, such as informed consent, scientific validity, and fair subject selection to boost the credibility of results.

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