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FACTORS INFLUENCING PARENTS' DECISION MAKING IN CHOOSING PRIVATE SCHOOL IN YANGON

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MDevS – 10 (17th BATCH)

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ABSTRACT

Education, which plays an essential part is a lifelong process and stands a dominant role in personal and society development. The school chosen by parents plays a pivotal role in shaping a child's academic development, social environment, and prospects. This study analyzes factors Influencing parents' decisions in choosing private school in Yangon, case study is Mayangon Township. The main objective of the study is to determine the primary factors that exert the most significant influence on parents' choices of private schools in Yangon. The study used descriptive analysis to investigate the critical factors. The study explores seven pivotal dimensions; school environment or facilities, school performance and result, school location, teachers' quality, Student-teacher relationships, quality of instruction and extracurricular activities. The findings indicate that student-teacher relationship, qualify teachers, teaching quality and school campus are important for parent decision making. In addition, the results of the regression analysis reveal that among the variables; the teachers' quality and quality of instruction exhibited a positive statistically significant effect on parents' decision making when they are considered to enroll their children in private schools. This study proposes that schools should focus on continuous professional development for teachers, using advanced technologies in classrooms to improve educational outcomes and parental satisfaction.

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LIST OF ABBREVIATIONS

ASEAN	The Association of Southeast Asian Nations
EDGE	Education Directory and Guide for Everyone
HE	Higher Education
KG	Kinder Garden
KSA	Kingdom of Saudi Arabia
NCES	National Centre for Education Statistics
MOE	Ministry of Education
OCEC	Organization for Economic Co - operation and Development
UN	United Nations
UNESCO	United Nations Educational, Scientific and Cultural Organization

CHAPTER I
INTRODUCTION

1.1 Rationale of the Study

John Dewey described education as the process of developing an individual's abilities to help them manage their environment and realize their full potential. Education means to gain a deeper knowledge and understanding of a various subject to be applied to daily life activities. The main task of education is to insert a will and facility for learning. The main target of education is to promote the students' overall well-being so as to ensure the best possible situations for learning, growth and development. Education is essential for the achievement of the human personality and it is basic in respect for fundamental human rights and freedom.

One of the key elements shaping the future of the world is the education of younger generations. Schools play a vital role in preparing qualified individuals to meet the demands of the 21st century. Given their critical role in developing human resources, schools should prioritize adopting marketing strategies to offer high-value services and discover innovative methods to enhance the quality of education beyond standardized test scores. In line with the emphasis on quality education and addressing the needs of students, private schools have been rapidly emerging globally alongside traditional public schools. This trend has also been evident in Myanmar since 1988.

At this point in time, parents are faced with a plethora of choices when it comes to picking the appropriate educational institution for their children. This decision-making process is made more difficult by the ongoing adaptations and diversification that take place in both public and private educational institutions. Because parents' opinions of the quality of education provided by various schools have a significant impact on the schools, they choose to send their children to, it is essential to have an understanding of these perspectives.

A child's academic development, social environment, and future possibilities are all significantly influenced by the school that the child's parents and guardians decide

to send them to. For this reason, it is very necessary to have a solid understanding of the numerous aspects that parents take into consideration when making such a big choice. According to Jones et al. (2015), these elements include the learning environment as a whole, the academic reputation of the institution, the quality of the teaching, the facilities, the location, the cost, the values, and the extracurricular activities. Taking a closer look at these characteristics throws insight on the priorities that parents have and how those objectives influence the decisions that they make. In addition to this, it is essential to evaluate the potential effects that these criteria may have on the future (Dini, 2022).

The purpose of this study is to investigate the complex interaction that exists between the many elements that are considered throughout the decision-making process while selecting a school for children in Myanmar. There will be a substantial contribution made to the planning and policy formation for education as a result of the insights acquired from this study. The findings of the study may be used by governmental organizations and educational authorities having the responsibility of formulating policies in order to develop policies and strategies that are in line with the desires and goals of parents. The findings of this study will also give ideas for the growth of different types of schools, including public schools as well as private schools. As a result, the educational system has to improve its efficiency by distributing resources in an effective manner and implementing interventions that are tailored to individual requirements. Furthermore, it is anticipated that this strategy will foster a higher level of parental participation in the education of their children, in addition to strengthening connections between families and schools and promoting the general well-being of kids (Burgess et al., 2015).

In Mayangon township, which is located in the Yangon area of Myanmar, the primary objective of this article is to investigate the circumstances surrounding the placement of children in private schools by their parents. The selection of the Yangon area was based on the fact that it is the city with the highest population in Myanmar. In the area of Yangon. Due to the fact that Mayangon township has a diversified population that includes people from a variety of socioeconomic backgrounds and ethnic groups, as well as the existence of a large number of private schools that cover a wide range of subjects and have varying enrollment numbers, the research study that is being conducted regarding private schools may give multiple benefits. The reason for this is because the market for private schools is far larger than in the other cities.

1.2 Objective of the Study

The main objective of the study is to determine the primary factors that exert the most significant influence on parents' choices of private schools in Yangon and to determine the critical factors which influence parents' decisions when they choose private schools for their kids.

1.3 Method of Study

Descriptive analysis used in this study. Primary and secondary data are applied to obtain the objectives. A structured questionnaire formed to collect quantitative data. The questionnaire contained closed-ended questions to gather information on factors influencing parents' decisions, demographics, and satisfaction levels. Questions may be designed using Likert scales and demographic questions. A stratified random sampling technique with fixed proportion used to ensure representation from various socioeconomic backgrounds at three private schools in Mayangon Township, Yangon. Collected data and information analyzed by using appropriate input into SPSS for thorough statistical analysis, which includes descriptive statistics, and regression analyses. For secondary data, information is collected from Data Collection Survey on Education Sector in Myanmar (Final Report), internet websites, and other relevant articles, Myanmar statistical year book and textbooks.

1.4 Scope and Limitations of the Study

The study focuses on the factors influencing parents' decisions in choosing private School in Yangon. In this study, 300 respondents answered the survey questions who are parents with children enrolled in private schools in Mayangon Township, Yangon. There are seven private schools in Mayangon Township. Among the schools, three different schools, Tawwin Namarat Private school, Baho Private school and MGAC Private school, are randomly selected with fixed proportion and each school provides 100 respondents. The survey covers the period of 6 months from January to June 2024, including data collection, analysis, and report writing.

1.5 Organization of the Study

There are five chapters in this research. Chapter one shows the introduction, the rationale, objectives, method, scope, limitations, and organization of the study. Chapter two form the literature review. Chapter three presents an overview of the private

education industry in Myanmar. Chapter four examines survey analysis and Chapter five carries the conclusion.

CHAPTER II
LITERATURE REVIEW

2.1 Privatisation and Education

The concept of privatization in education is complex, involving various approaches and mechanisms. Savas (2000) outlines 10 key methods, grouped into three categories: delegation, divestment, and displacement. Delegation occurs when the government maintains responsibility but contracts private entities to deliver services through methods like franchising, grants, vouchers, or mandates. Divestment involves a complete transfer of services by the government, either through sale, transfer of rights, or liquidation. Both delegation and divestment are initiated by the government. In contrast, displacement sees private actors taking the lead, reducing the government's role. This happens through default, withdrawal, or deregulation. In the case of default, the public opts for private services due to dissatisfaction with government provision. Withdrawal occurs when private alternatives emerge where public services fail. Deregulation happens when private sectors push for a transfer of authority and services from government to private providers.

In education, Ball and Youdell (2008) describe privatization as a strategic policy tool rather than an outright abandonment of the state's responsibilities. They differentiate between privatization in education, where business practices such as performance-based incentives are introduced, and privatization of education, where private entities are allowed or encouraged to provide educational services. Even with increased private involvement, governments often maintain roles as contractors, funders, and regulators (Ball, 2016).

Additionally, privatization by default has been growing, particularly in developing countries. Tooley and Dixon (2006) studied the rise of low-fee private schools in Ghana, Nigeria, and India, which emerged in response to deficiencies in public education. These unregistered private schools offer lower costs and attract lower-income families. Although the quality of education is not solely determined by exam results or teacher attendance, issues like frequent public school teacher absenteeism can

drive the need for private tutoring. In countries like Canada, where low-fee private schools are scarce, parents have fewer alternatives, underscoring the importance of default privatization in education.

2.2 Strategic Marketing for Educational Institutions

Davies and Ellison (1997) define marketing within education as the process of communicating a school's mission, values, and services to students, parents, staff, and the broader community. They argue that marketing for schools goes beyond selling services- it involves understanding and meeting the needs of clients to enhance satisfaction. Kotler and Fox (1995) echo this, stating that schools must identify the desires of their customers and meet these through the design, delivery, pricing, and communication of appropriate programs and services.

For educational institutions to remain competitive, they must differentiate themselves by understanding customer perceptions and improving service delivery to increase satisfaction. Kotler and Fox (1995) note that the skepticism some people feel toward marketing is due to the belief that it serves self-interested motives. However, Krachenberg (1972) clarifies that true marketing involves identifying and fulfilling the needs of a target audience with the appropriate goods and services, offered at the right time and place. By understanding this, critics of marketing in education may come to appreciate its broader social benefits. Berry and Parasuraman (1992) argue that what distinguishes a service provider in the eyes of consumers is its ability to consistently meet and exceed expectations.

Educational systems must balance academic outcomes, such as test scores, with support services that parents and students interact with daily. Traditional education alone may not be sufficient to foster commitment to sustainable development, and schools should focus on cultivating students' critical thinking skills. Levitt (1997) suggests that competition among schools goes beyond academics, extending to factors like the school environment, support services, and consistent communication, all of which contribute to customer satisfaction.

Hill (1995) highlights that parents evaluate their experiences with various aspects of the school, including interactions with administrators, teachers, and other staff, which ultimately impacts their overall satisfaction. Even if student academic performance is high, negative interactions with school personnel can lead to dissatisfaction. Bunyasadki (2001) emphasizes that parents seek factors that will add

value and reinforce the moral development of their children when choosing a school. As parents become more discerning, schools must allocate resources effectively to enhance individual attention and improve services. Dorweiler and Yakhou (1994) stress that schools should continuously monitor and improve their offerings to attract desirable students and maintain their competitiveness.

Furthermore, Clewes (2003) points out that there is no universally accepted definition or measure of excellent service in education. The education sector, as a service industry, involves more than just academic achievement and teacher quality. It requires a deeper understanding of the experiences and satisfaction levels of students and parents. However, Eagle and Brennan (2007) argue that educational quality is a complex and multifaceted concept, with no single definition. To address this, Tuck (1995) identify key factors that influence parent satisfaction, including staff quality, safety, academic programs, social development, extracurricular activities, and parental involvement. The Harris Interactive School Poll (2009) adds that factors such as school environment, facilities, technology, curriculum, and communication also impact parent satisfaction.

2.3 Theory of Parent Decision Making in Education

Parents can be seen as customers who are consuming services which is provided by schools. When they are choosing schools for their children, they will also follow the customer decision-making process. Consumer decision-making, also known as consumer behavior, refers to know of how individuals, groups, or organizations choose products, services, experiences, or ideas to fulfill their needs, and how these processes affect both the consumer and society. In simpler terms, it is the conscious or unconscious process consumers go through when selecting a product or service to buy, considering various factors that influence their decisions.

Typically, the purchase of products and services follows a thorough and deliberate decision-making process. For companies, the ability to influence consumer behavior is largely dependent on how well they understand the consumer's decision-making process. Therefore, businesses need to identify the specific needs consumers are aiming to meet and determine how they can leverage their own unique strengths to provide the solutions consumers seek (Morton & Fasolo, 2009). Organizations must grasp how consumers gather information about different options and what factors impact their final decision when faced with several competing brands.

The traditional model of consumer decision-making, originally introduced by Simon (1960), outlines five stages that consumers typically follow when purchasing a product or service. For businesses, it is crucial to understand these stages and the factors influencing each step-in order to guide potential customers from identifying a need or desire to completing a purchase (Clark & Knutson, 1996).

The Five-stage model of the consumer decision making process can be graphically depicted as follows:

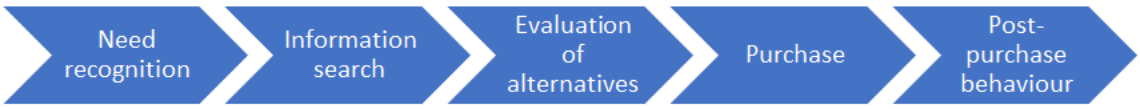


Figure (2.1) Consumer Decision Making Five Stage Model (Clark & Knutson, 1996)

At each stage of the consumer decision-making process, organizations must recognize when their target audience begins to develop a need or desire. Schools can also play a role in identifying or even prompting the parent's awareness of a need or desire, sometimes creating circumstances that encourage the perception of insecurity without a particular product.

Once a parent identifies a need or desire, they enter the information search phase, exploring different options to fulfill that need. In this second phase, parents as a consumers gather information both internally and externally about the product or service (Kanagal, 2016). Internal searches involve recalling past experiences or information stored in memory. External searches include seeking advice from other parents and family about their experiences with the product or service. Customers may also look to public sources such as reviews and blogs. Organizations can influence this external search through marketing tools like banners, television ads, and brochures.

The time spent in this information search phase often depends on the consumer's familiarity with the organization or product, the perceived risk, and their level of interest. This is a pivotal point where organizations must ensure they capture the consumer's attention (Carsky, Dickinson & Smith, 1995).

After gathering information, consumers don't always make an immediate decision. However, once a choice is made, they move into the purchasing phase, or the fourth stage. Even at this point, consumers may hesitate or reconsider, influenced by factors like when and where to buy and how much to spend. These considerations can

cause a delay between the initial purchase intention and the actual transaction (Carsky, Dickinson & Smith, 1995).

In the last stage is the post-purchase or satisfaction phase, consumers evaluate whether the product or service met their expectations. At this stage, they ask themselves whether the decision was right and whether they are satisfied with the purchase (Brunelle, 2009). Consumers assess whether the service lived up to the promises made during the decision process. If satisfied, they may become advocates for the organization, influencing others who are still in the early stages of their own decision-making process. However, negative feedback at this stage can adversely impact potential customers, particularly during their information search stage.

As private education institutions are service providers (Gollust & Jacobson, 2006), they must understand the decision-making process of their prospective clients - typically parents deciding on the best school for their children. These decisions are often shaped by parents' own preferences, experiences, and knowledge about schools and the local area, influencing their final choice of which educational institution to select for their child.

2.4 Factors Influencing on Selection of Private School

Parents today are deeply engaged in choosing schools for their children, recognizing the importance of education in shaping their futures. The majority of parents expect their children to not only succeed in their education but to do so with excellent results. When comparing public and private schools, many parents feel the need for more compelling evidence to guide their decisions (Beavis, 2004). Several factors are considered when parents opt for private schooling for their children.

The definition of quality education varies among scholars. Some emphasize high student achievement and standardized tests, while others focus on mastery of core subjects or problem-solving skills (Levin, et al., 2007). In developing countries, the educational landscape differs significantly compared to more developed nations. Factors like social class, economic development, and family background play pivotal roles in shaping educational outcomes. Research has shown that aspects like socioeconomic status and family size have a substantial influence on children's educational achievements in developing regions. Additionally, studies have examined the combined effect of family and school on educational inequality (Buchmann & Hannum, 2001).

A review of literature on private school selection identified numerous influencing factors. In studies conducted in Selangor, several key factors were highlighted. Van Pelt and Allison (2007) found that parents' education levels often drive their decision to choose private schooling. Beavis (2004) highlighted that family background also plays a role. Private schools, known for their independence, appeal to parents who seek more rigorous academic environments. Studies also indicate that parents' income and educational background, along with a school's reputation and quality, significantly impact the decision-making process. Children from wealthier and more educated families are often expected to perform well in school.

All parents basically want the best for their children and often take an active role in supporting their education at home. Decisions about school choice are heavily influenced by parents' knowledge and social networks. Sometimes, financial sacrifices are made to send children to private schools. Research consistently shows that parental involvement is crucial to children's academic success, regardless of the parents' education level or socioeconomic status (Dauber & Epstein, 1989). Often, dissatisfaction with public schools drives parents toward private options, considering factors like smaller class sizes, teacher-student ratios, and school quality. A study in Beijing by Lai et al. (2009) found that incorrect school choices by parents can negatively impact student performance. On a broader scale, education has a strong positive correlation with economic development, underlining the significance of making informed decisions about schooling.

While a quality education is important, parents should be mindful that academic success alone may not guarantee career opportunities in today's competitive job market. Some believe that children attending international schools' benefit from not only a strong academic foundation but also the development of soft skills through exposure to diverse environments. Employers today value problem-solving, teamwork, and adaptability.

Interviews with parents in Malaysia revealed that many views international schools as providing a more global perspective compared to public institutions. These schools offer a multicultural environment and are staffed by qualified teachers recruited from international job fairs. Additionally, the use of English as the primary language provides students with a competitive edge.

Location is another factor influencing school choice. Golding and Rowley (2006) noted that proximity to home often plays a role in school selection, though some

middle-class families prefer to prioritize school quality over convenience. Overall, numerous factors contribute to parents' decisions regarding private schooling. This study examines five key factors to assess their influence on school selection.

Several studies also revealed that involvement of parents in their children's education can significantly boost achievement in specific subjects. When parents take an active role, it not only enhances the child's performance but can also encourage positive collaboration between parents and teachers. However, some educators may be reluctant to involve parents in certain aspects of their children's education (Brandt, 1989).

Ultimately, parents tend to choose schools that align with their values and priorities. Private schools are often selected for reasons beyond academics, such as discipline, safety, religious instruction, or extracurricular opportunities. While academic success is important, parents consider a range of factors when making decisions about their children's education (Davis, 2011). For many, private schools offer the necessary environment to instill essential life skills and prepare children for the future.

When it comes to choosing private schools for their children, parents are influenced by a number of different elements that play a role in their decision-making process. In order to carry out this work, the following list of variables has been selected from among these elements.

2.5. Factors that Influence on Parent’s Decision Making

2.5.1 Social Background

When evaluating a child's or parents’ socioeconomic background, it is crucial to take into account the parents' level of education, job, salary, family assets, as well as their ethnicity (Jackson & Bisset, 2005).

These elements, including the parents' profession, together form a comprehensive profile of their social background. Understanding the parents' employment status can provide insights into the perceptions of prospective parents. Parents who occupy professions perceived as having higher prestige compared to their peers are more likely to choose institutions with a prestigious reputation, as this aligns with their desire to enhance the family's perceived social status (Rehman, Khan, Triq, & Tasleem, 2010).

2.5.2 School Environment or Facilities

A school is typically characterized by well-located buildings equipped with facilities that enable students to focus on learning. These resources not only support educational outcomes but also play a crucial role in guiding social perspectives, managing the school, organizing classes, and enhancing teachers' quality and effectiveness. Nonetheless, a school goes beyond academic instruction, emphasizing personal and social development for both students and the broader community (Owoeye & Yara, 2011).

Therefore, a school must create elements of convenience, safety, and appeal. Additionally, the quality of education is directly linked to the school's environment, and the facilities provided may have a significant impact on students' academic performance.

2.5.3 School Performances or Results

The academic achievement of private schools is often the primary factor that influences parents' decisions to enroll their children in institutions of this kind. According to a research conducted by the National Center for Education Statistics (NCES), kids who attend private schools often have higher academic performance than those who attend public schools.

A school's overall performance holds significant importance, with research indicating that parents favor schools that demonstrate superior outcomes. These expectations extend beyond academics, as parents seek schools that consistently outperform others in various areas. It is suggested that parents are more inclined to choose private schools that consistently achieve above-average academic results. Ultimately, parents aim to send their children to institutions that provide them with the best opportunities for success and academic achievement (Alyani, Osman, & Bachock, 2014).

2.5.4 School Location

The popularity or unpopularity of schools can be influenced by their strategic location, where a balance between supply and demand is a key factor. As noted by Flatley (2001), school locations is often driven by anticipated demographic changes, although the history of the school buildings and school closure policies also play a

significant role. Additionally, the convenience of the school's location is a major factor parents consider when selecting a school.

Since many schools do not offer transportation services, proximity becomes a crucial consideration. The issue of convenience encompasses the distance between the school and home, as well as transportation options, as highlighted by Goldring and Rowley (2006).

2.5.5 Teachers' Quality

Over the course of the last twenty years, there has been a substantial amount of discussion on the advantages of private schools in not only developed countries but also developing countries. According to the Organization for Economic Co-operation and Development (OECD), 2005, it is widely assumed that private schools in industrialized nations would provide a greater level of education in comparison to public schools. Given the significant part that teachers play in the provision of educational services, it is necessary that they possess the capacity to educate in an efficient manner and generate the results that are sought. The experience, credentials, and general competency of a teacher are directly correlated with one another, and this connection has a substantial impact on the level of accomplishment that students attain. Therefore, schools that have a faculty that is more well educated than their rivals are often considered to be giving a higher quality of education (Decorby, Halas, Dixon, Wintrup, & Janzen, 2005).

2.5.6 Student-Teacher Relationships

Pianta (1999) describes student-teacher relationships as "emotion-based experiences that arise from the continuous interactions between teachers and their students." Effective teaching is infused with positive emotions, as good teachers are not merely efficient professionals but passionate individuals who connect with their students, bringing pleasure, creativity, challenge, and joy into their classrooms. Similarly, Kyriacou (2012) highlights the importance of fostering strong student-teacher relationships to create a positive educational climate in the classroom, which directly impacts the quality of instruction in terms of forming an educational environment in the classroom, i.e. quality of instruction.

2.5.7 Quality of Instruction

When it comes to choosing a school, Angeloni (2012) found that parents place a high priority on the quality of education, especially academic and creative teaching. This conclusion is supported by a quick assessment of the relevant literature. Additionally, Denessen et al. (2005) provided support for the notion that parents often choose schools on the basis of the high educational quality and academic standards that are offered by the institution. Furthermore, it was shown that the accessibility of the school to the house as well as the quality of the instruction the school provided were key factors in the choosing of the school.

2.5.8 Extracurricular Activities

Nearly all high schools in the United Stated (U.S.) give extracurricular activities such as music, sports and academic clubs. These activities provide students with valuable lessons in teamwork, responsibility (both individual and group), physical strength, endurance, competition, diversity, and culture and community sense. They complement classroom learning by giving students opportunities to apply academic skills in real-world situations, contributing to a well-rounded development in education. Recent studies indicate that involvement in extracurricular activities can increase students' engagement and connection with their school, which in turn reduces the likelihood of academic failure or dropping out (Lamborn et al., 1992). If participation in extracurriculars is linked to academic success, ensuring their availability to students from diverse backgrounds becomes a critical issue of equity.

2.6 Review on Previous Studies

Khine Shwe Win (2024) identify and analyze the factors influencing parent satisfaction at IIP International School. Parent satisfaction is crucial because it directly influences the school's reputation, retention rates, and ability to attract new students. For IIP International School, these insights can help differentiate the school from competitors and refine services to better meet parent expectations, ensuring retention and success in a competitive educational market. Based on behavioral insights, parents at IIP International School are primarily motivated to enroll their children because of high academic standards, individual attention, and future university placement opportunities. The research findings indicate that the reliability of services at IIP International School is a critical factor in parent satisfaction. Other essential factors

contributing to parent satisfaction include the school's responsiveness, assurance, pricing, location, and the quality of interactions within the school community. The convenient location of the school, safe neighborhood, satisfactory public transportation options, and nearby amenities also played a vital role. The findings demonstrate that IIP International School performs well in terms of service quality and marketing mix components, which in turn contribute to high levels of parent satisfaction.

Subedi (2021) conducted research to determine the elements that influence the decision of parents in Dhading between attending a public or private school. The research uncovered the primary elements that entice parents to enroll their children in either sort of school. The size of the class was the most important consideration in the selection process for both public and private schools. When parents saw the advantages that smaller class sizes offer for both instructors and students, they prioritized the idea of smaller class sizes. This is because smaller class sizes provide a more engaging and enjoyable learning environment. Teachers are able to have a deeper understanding of their students' capabilities, interests, and obstacles when they teach in smaller classrooms. The atmosphere of the school was the second most significant aspect, especially with regard to the overall well-being and safety of the students. A positive atmosphere was highly appreciated by parents because they believed that it would not only assist their children in reaching their full potential but would also solve some of the typical problems that schools encounter. When it came to selecting a school, the third most important consideration was the variety and quality of the amenities available. Parents were of the opinion that it was of the utmost importance for their children to have access to various technology, creative teaching techniques, and a learning environment that was loaded with resources. It was believed that these characteristics would improve the performance of the students, assist them in the development of abilities for independent learning, and encourage the exchange of information among the students within the class. When it came to fostering these outcomes, it was believed that schools who concentrated on enhancing their infrastructure were more suited.

Alsauidi (2016) investigated the elements that parents in Riyadh, Saudi Arabia consider when making choices on whether or not to enroll their children in public or private schools. For the purpose of this research, the influence of academic aspects was explicitly investigated. These factors were precisely split down into three major elements: class size, the quality of teaching, and the interactions between students and

teachers. According to the data, the majority of parents favored private schools because of these academic qualities, which suggests that they had substantial experience with a variety of educational institutions. It is possible that this desire is connected to their own personal educational experiences, which helped them develop an appreciation of the significance of excellent teaching, learning outcomes, and the use of contemporary technology. As a consequence of this, parents dreamed of providing their children with the same kinds of pleasant experiences that they had. The survey also found that private schools were seen as being superior to public schools in terms of the size of their classes, the quality of their education, and the connections between students and administrators. These insights give suggestions for changes to education in Saudi Arabia in order to fulfill the needs of a worldwide economy in the 21st century. They also provide a greater knowledge of the present condition of education in Saudi Arabia for the general public.

The researchers Yaacob, Osman, and Bachok (2014) investigated the elements that parents in Selangor, Malaysia consider when making choices about their children's enrollment in private schools. The purpose of this study was to determine the most important considerations that parents take into account while choosing private schools for their children. The majority of parents ranked the private school curriculum as the most important consideration, according to the findings of the survey, which analyzed the advantages and disadvantages of private schools as well as the difficulties that parents have when making choices about their children's education. Many parents chose private schools, particularly those that offered a Christian education, even if the schools were normal private institutions. This was especially true for public schools. The second important aspect was the atmosphere and amenities of the school. Parents favored private schools over public schools because private schools offered higher-quality facilities and surroundings that were more favorable to learning than public schools. The personal experiences of parents served as the basis for this viewpoint. Many parents pointed out that private schools offered facilities that were both contemporary and of high quality, which improved not only the reputation of the school but also the educational experience of their children. Academic achievement was seen by parents as a crucial signal of the school's reputation and a measure of confidence in safeguarding their children's future education. As a result, school performance was ranked as the third most important element on the list of factors that parents considered important. Furthermore, the quality of instructors was a crucial factor that was taken

into account. Parents believed that teachers at private schools were more attentive and committed to their students because of the much lower-class sizes. Other variables that affected parents' selections were the strategic position of the school, the distance from home, the income levels of the parents, and the social or status background of the parents. These criteria were placed lower than the other categories. Even though these aspects were deemed to be relatively insignificant, they nonetheless played a part in the overall school decision that parents made.

Research was conducted by Maung Thang Om (2009) to investigate the elements that influence the level of satisfaction that parents have with private schools. The study focused on schools that were associated with the International Language and Business Centre (ILBC) in Yangon, Myanmar. This study intended to discover critical factors that influence the level of satisfaction experienced by parents (customers). The elements that were taken into consideration in the research were as follows: school facilities, safety environment, non-academic staff (contact people), efficacy of teachers, communication between teachers, engagement of parents, effectiveness of principals, and student accomplishment as well as student achievement. In spite of the fact that it was ranked second lowest in terms of performance by parents, the data found that student success had the most significant influence on the level of satisfaction experienced by parents. Parents ranked the efficacy of the principal as the third least important element, despite the fact that it was the second most influential component. When it comes to the relevance of teacher effectiveness for parent satisfaction, it was placed third and received the fourth highest rating. Inferential statistics demonstrated that the level of safety had the least influence on the level of satisfaction, but the level of parental participation receiving the lowest rating in the descriptive analysis.

CHAPTER III
OVERVIEW OF THE PRIVATE EDUCATION INDUSTRY IN MYANMAR

3.1. History of Myanmar Education System

U Kaung studied the impact of European missionaries on education in Myanmar, noting that their influence varied with different dynasties and geographical regions. In some ethnic areas, missionaries left a lasting educational legacy, contrasting with the dominant monastic education in the Bamar regions. The advent of 'modern' education in Myanmar started with the British colonization of Burma in 1824. Following the third Anglo-Burmese war in 1885, when Burma was incorporated into British India, the British administration took charge of education. This shift led to increased access to government education for a greater number of students, both boys and girls, although monastic education, viewed as outdated by the colonizers, declined. Thein Lwin describes the educational landscape of pre-World War II Burma as comprising three types of schools (Thein Lwin, 2000: 4-5):

1. Vernacular schools, managed by local authorities, where instruction was in Burmese or other local languages, serving the majority of students.

2. Anglo-vernacular schools, where used English language and Burmese as the medium of instruction.

3. English schools, with English as the primary language of instruction and Burmese as a secondary language, catering primarily to the elite and those seeking government positions.

Due to the dominance of English as the language of the colonial rulers, vernacular schools were often regarded as inferior. In response, nationalist schools emerged in the 1920s, using Burmese language as the medium of instruction and observing Buddhist holidays instead of British ones. However, these schools did not persist beyond the 1930s. Despite this, anti-colonial sentiments continued to grow, with higher education becoming hubs of social and political activism. By the 1920s, university students began protesting the University Act Bill, which mandated English as the medium of

instruction and imposed fees that excluded many Burmese from higher education (Zobrist and McCormick, 2017).

The brief Japanese occupation from 1942 to 1945 did not lead to a revival of monastic education. After the end of colonial rule, Burma established a unified education system with Burmese as the language of instruction, making education more accessible. Despite some government documents highlighting the importance of religion in education and a few policies suggesting a role for the Sangha, religious instruction was notably absent in the curriculum (Salem-Gervais and Metro, 2012: 61). In 1947, the Education Reconstruction Committee, led by Sir Htoon Aung Gyaw, proposed a state-controlled, homogeneous school system (Thein Lwin, 2000). On June 1, 1950, a new policy introduced free education for all students in state schools from primary through university level, while private schools were permitted under the 1951 Private Schools Act.

3.2 Current Myanmar Education System

Myanmar Primary education is five years, lower secondary education is four years, and upper secondary education is two years. This is the basic education system. A 6-4-2 framework takes the place of this 5-4-2 system. Preschool is accessible, but it is not properly integrated into the larger educational system. Only 20% of eligible children attend preschool, with children living in rural areas being the least likely to do so. In Myanmar, the Ministry of Education is mostly in charge of managing basic education. The following table provides an overview of Myanmar's educational system, according to the Ministry of Education.

Table (3.1) Myanmar Education System

Education	**School/Level**	**Grades**	**Age**
Primary	Elementary	1-5	6-11
Middle	Intermediate School	6-9	12-16
Secondary	Secondary	10-11	17-19

Source: Ministry of Education, Myanmar

3.2.1 Basic Education System of Myanmar

The KG+12 education system in Myanmar was introduced as part of major reforms aimed at improving the country's educational infrastructure and quality. The system was implemented in the 2016-2017 academic year and replaced the previous 11-year schooling system. Under this structure, students now follow a 13-year formal education system, which includes one year of kindergarten and twelve years of primary and secondary education. The structure of previous and the new education are described in the following table.

Table (3.2) The Previous Structure of Basic Education System (Before 2016-2017)

Age	Grade	School Level
17	Grade 12	Upper Secondary Level
16	Grade 11	
15	Grade 10	
14	Grade 9	Lower Secondary Level
13	Grade 8	
12	Grade 7	
11	Grade 6	
10	Grade 5	Primary
9	Grade 4	
8	Grade 3	
7	Grade 2	
6	Grade 1	
5	Kg	

Source: Ministry of Education, Myanmar

Table (3.3) The New Structure of Basic Education System (Since 2016-2017)

Age	Grade	School Level
15	Grade 11	Upper Secondary Level
14	Grade 10	
13	Grade 9	Lower Secondary Level
12	Grade 8	
11	Grade 7	
10	Grade 6	
9	Grade 5	Primary
8	Grade 4	
7	Grade 3	
6	Grade 2	
5	Kg or Grade 1	

Source: Ministry of Education, Myanmar

The previous education system in Myanmar required children to begin Kindergarten at age 5, which is one year earlier than the starting age in most ASEAN countries. Additionally, the total duration of basic education was 11 years, one year shorter than that of ASEAN countries. To align with the ASEAN basic education framework, the starting age for Grade 1 has been adjusted to 6 years old, and the former education structure (5-4-2) was revised to the KG+ (5-4-3) system.

(i) Primary Education

After completing an optional pre-school phase, children begin five years of compulsory primary education. To advance beyond this level, students must pass a comprehensive examination in basic academic subjects. However, many students from disadvantaged backgrounds in poorer regions often struggle to succeed in this examination.

(ii) Middle Education

Grades 6 through 8 are taught at middle schools, which serve as the first setting for secondary education. To continue, students must pass certain exams at the conclusion of grade 8. The educational system is often condemned for being corrupt,

with spots at better institutions being reserved for those whose families have links to the government.

(iii) Secondary Education

Students may choose between an arts or science track in high school, beginning in grade 9. All students take English, math, and Myanmar courses. While scientific students concentrate on chemistry, physics, and biology, arts students also study geography, history, and economics. Students at government schools may take university admission exams at the conclusion of this phase, while students at private English schools usually aren't given this chance.

(iv) Vocational Education

With the private sector handling much of the management, vocational training has become more and more popular among young people who want to work in industries like hospitality, tourism, beauty, fashion, nursing, or engineering. It gives those with little to no previous work experience a route to greater employment chances.

(v) Tertiary Education

The Ministry of Education is in charge of managing Myanmar's postsecondary education system. Two distinct organizations, the Departments of Higher Learning 1 and 2, which are based in Mandalay and Yangon, respectively, are in charge of overseeing universities and professional institutions in upper and lower Myanmar. Because of Myanmar's almost 100-year history of British administration, the system is based on the educational system of the United Kingdom. Yangon University was founded in 1878 and is the oldest university in Myanmar.

3.3 Private Schools in Myanmar in The Post Independent

Public education was increasingly viewed as insufficient, particularly by the middle class. However, no legal alternatives were available at the time. While private education was allowed from 1948 to 1962, it was prohibited during the socialist regime from 1962 to 1988. According to a Myanmar government website from 2007, although private institutions had not been officially permitted to establish universities or award degrees, the private sector was becoming more prominent in the education market as the economy embraced market-driven mechanisms. The 1964 Private Tuition Law

allowed private schools to provide single-subject instruction but did not allow them to offer a full curriculum. In 2000, the Education Directory and Guide for Everyone (EDGE) listed only 10 international schools and 75 preschools. By 2006-2007, the private education sector was expanding, with private schools offering various programs to meet the demand for English language instruction, business training, computing, and accounting.

There were private schools that offered classes that covered a wide range of topics, while others focused on teaching just certain disciplines. A few of them functioned as additional schools outside the normal school hours of the government, while others operated as full-time institutions without official authorization. Even though private schools were not officially recognized as alternatives to the state system in the 2006-2007 academic year, there were a handful that were granted special status. These institutions included the Diplomatic academic in Yangon and the Yangon International School. Although the government made an effort to control these schools by restricting the courses that they may teach, many of them were still able to provide subjects such as mathematics and physics under the pretext of "Information Technology" and arts and languages under the name "English." In addition, there were private organizations that prepared students for examinations administered by universities and professional institutions located in other countries. These companies also often referred to themselves as schools or education centers. In spite of the difficulties posed by regulations, bigger private organizations developed substantial educational centers all across the country. One such center was the International Language and Business Centre (ILBC), which provided instruction in English as well as a variety of other disciplines to a broad spectrum of students.

3.4 Current Situation of Private School in Myanmar

The private school landscape in Myanmar is currently undergoing significant changes due to the enactment of the 2023 Private School Law. This new legislation is designed to raise educational standards by imposing stricter regulations on areas such as school registration, curriculum design, and teacher qualifications. Private and international schools are now required to obtain licenses from the Ministry of Education, ensuring they meet specific benchmarks related to infrastructure, financial stability, and the quality of education provided. The goal of these regulations is to create a more standardized and higher-quality educational system across the country.

Consequently, private schools are in a phase of adjustment as they adapt to these new requirements.

The changing regulatory environment presents both short- and long-term challenges for private schools in Myanmar. In the short term, schools are focusing on meeting compliance deadlines and adapting their internal processes to meet the new standards. Over time, the law is expected to enhance the overall quality of private education, contributing to a more equitable and effective educational system. However, the successful implementation of these reforms will depend on continued support from the Ministry of Education, particularly in terms of guidance and resources to help schools navigate these changes. As these schools adjust to the new norms, they continue to play an essential role in providing diverse and accessible educational opportunities, especially in areas where public education infrastructure is lacking (Ministry of Education, Myanmar, 2023).

In summary, the current situation of private schools in Myanmar is characterized by significant regulatory changes aimed at improving educational quality and accountability. While these changes present challenges, particularly for smaller schools, they also offer the potential for a more equitable and robust private education system in the future. The success of the 2023 Private School Law will depend on ongoing collaboration between the government and private education stakeholders, ensuring that the reforms benefit students, educators, and the broader education sector in Myanmar.

3.5 The Rise of Private Schools in Myanmar

The number of private schools and students in Myanmar has grown significantly over the last decade, reflecting shifts in the country's educational environment. This expansion is driven by factors such as increasing incomes, heightened awareness of the importance of quality education, and the rising demand for alternatives to the public school system. Currently, there are around 2,500 private schools in the country, serving a diverse group of students who are seeking more personalized and innovative learning experiences compared to public schools, which often face resource challenges (UNESCO, 2023).

The increase in private school enrollment is also a response to the perceived shortcomings of public education. Many parents and guardians in Myanmar believe that private schools provide better facilities, more qualified teachers, and a more favorable

learning atmosphere. This view is supported by evidence showing that private schools generally have smaller class sizes, offer more extracurricular opportunities, and have curricula that align more closely with international standards (The Irrawaddy, 2023). As a result, the number of students attending private schools has risen sharply, with reports indicating that private institutions now serve over 20% of the student population in urban areas (Frontier Myanmar, 2023).

Government actions have also influenced this trend. The 2023 Private School Law, which aims to enhance the quality and consistency of private education, has bolstered parents' trust in these schools. This law imposes strict requirements for school registration, curriculum approval, and teacher credentials, ensuring that private schools adhere to high standards (Ministry of Education, Myanmar, 2023). Consequently, many new private schools have been founded, and existing ones have expanded to meet the increasing demand. The increasing of private schools in Myanmar since academic year 2016-2017 to academic year 2022-2023 are shown as per below table (3.2).

Table (3.4) Number of Private Schools in Myanmar (Academic Year 2016-2017 to 2022-2023)

Academic Year	Primary School	Middle School	High School	Total	Increase (%)
2016 - 2017	62	49	474	585	33.5%
2017 - 2018	79	67	584	730	24.8 %
2018 - 2019	89	76	733	898	23.1 %
2019 - 2020	132	81	881	1,085	20.8%
2020 - 2021	132	81	881	1,085	0%
2021 - 2022	171	98	997	1,266	16.7%
2022 - 2023	156	85	906	1,147	-9.4%

Source: Myanmar Statistical Yearbook 2023

According to the above table (3.4), the number of private schools in Myanmar has experienced a notable upward trend over recent years. Starting with 585 schools in 2016- 2027 academic year, the count rose to 730 by 2017- 2018, marking a significant increase of 24.8%. This growth continued, reaching 898 schools in 2018, which

represents a 23.1% increase from the previous year. The upward trajectory persisted with 1.085 private schools recorded in 2019-2020, reflecting a 20.8% rise. By 2020-2021, the same number of schools are existed with 2010 – 2020. In 2021 – 2022, the schools grow back to 1,266, which is 16.7%. However, the following year (2022 – 2023), the number of schools declined to 1147, representing a decrease of 9.4%. This drop suggests potential challenges faced by private schools in the country, such as economic or political instability, especially post-2021. The table (3.3) below focus on the increasing of the private schools in Yangon region.

Table (3.5) Number of Private Schools in Yangon Region (Academic Year 2016-2017 to 2022-2023)

Academic Year	Primary School	Middle School	High School	Total	Increase (%)
2016 - 2017	28	9	123	160	25.9%
2017 - 2018	32	15	141	188	17.5%
2018 - 2019	37	12	159	208	10.6%
2019 - 2020	48	13	175	236	13.5%
2020 - 2021	48	13	175	236	0%
2021 - 2022	61	22	188	271	14.8%
2022 - 2023	36	21	173	230	-15.1%

Source: Myanmar Statistical Yearbook 2023

Referring to the table (3.5), The number of private schools in the Yangon region of Myanmar has experienced steady growth from academic year 2016-2017 to 2022-2023. In 2016 - 2017, there were 160 private schools, which increased to 188 by 2017-2018, representing a 17.5% rise. The upward trend continued with the number of schools reaching 208 in 2018- 2019, an increase of 10.6% from the previous year. The growth persisted into 2019, with 236 private schools recorded, reflecting a further 13.46% increase. By 2020-2021, the same number of schools are existed with 2010 – 2020. In 2021 – 2022, the schools grow back to 271 which is 14.8% before declining by 15.1% in 2022-2023. This drop suggests potential challenges faced by private schools in the country and Yangon region is number of students dropped significantly

in 2021 – 2022 which describe as following tables. The Yangon region's private schools represent a significant portion of Myanmar's overall private educational landscape, contributing substantially to the country's educational development. Below table (3.4) showing the number of students increasing in private school in Myanmar.

Table (3.6) Number of Students in Private Schools in Myanmar (Academic Year 2016-2017 to 2022-2023)

Academic Year	Primary School	Middle School	High School	Total	Increase (%)
2016 - 2017	32,582	30,726	77,339	140,650	30.1%
2017 - 2018	44,472	36,970	97,741	179,183	27.4%
2018 - 2019	57,961	43,842	126,934	228,737	27.7%
2019 - 2020	72,330	47,909	150,153	270,392	18.2%
2020 - 2021	-	-	-	-	-
2021 - 2022	42,102	22,959	37,677	102,738	-62.0%
2022 - 2023	121,083	50,986	45,224	216,293	110.5%

Source: Myanmar Statistical Yearbook 2023

Table (3.6) show that the number of students enrolled in private schools in Myanmar has seen substantial growth from 2016 to 2023. In 2016-2017, the private school student population was 140,650. The growth trend continued in 2017-2018, with the student population reaching 179,183, representing a 27.39% increase from the previous year. In 2018, the number of students further climbed to 228,737, indicating a 27.63% growth. By 2019-2020, the private school student population had surged to 270,392, showing an 18.20% increase. There is no data for 2020 – 2021, students did not attend the schools in this year due to lockdown of Covid – 19 pandemics. This affect still exist, there was a significant drop in enrollment in 2021 – 2022, with a 62% decrease. By 2022-2023, the number of students rebounded sharply to 216,293, indicating a recovery in demand for private education. The rising enrollment figures reflect the expanding role of private schools in the country's educational landscape, meeting the growing demand for diverse and improved educational opportunities. Then,

the table (3.5) describes the student number increasing in private schools in Yangon region.

Table (3.7) Number of Students in Private Schools in Yangon (Academic Year 2016-2017 to 2022-2023)

Academic Year	Primary School	Middle School	High School	Total	Increase (%)
2016 - 2017	12,216	10,589	16,339	39,144	17.3%
2017 - 2018	16,854	12,066	19,350	48,270	23.3%
2018 - 2019	21,577	13,799	22,696	58,072	20.3%
2019 - 2020	27,968	15,797	24,392	68,157	17.3%
2020 - 2021	-	-	-	-	-
2021 - 2022	17,429	8,874	7,709	34,012	-50.1%
2022 - 2023	46,893	19,865	11,171	77,929	129.1%

Source: Myanmar Statistical Yearbook 2023

The table (3.7) describes that the number of students enrolled in private schools in the Yangon region has shown impressive growth from academic year 2016 to 2023. In 2016 - 2017, there were 39,144 students enrolled in private schools. The following year, in 2017-2018, saw the student population grow to 48,270, which is a 23.3% increase. This upward trend continued into 2018- 2019, with 58,072 students enrolled, marking a 20.32% rise. By 2019 - 2020, the number of students had reached 68,157, showing a 17.35% increase. There is no data for 2020 – 2021, students did not attend the schools in this year due to lockdown of Covid – 19 pandemics. After a sharp decline in 2020-2021 (likely due to the pandemic), enrollment numbers rebounded strongly in 2022-2023, increasing by 129.1%, suggesting a renewed interest or need for private education in Yangon. This consistent and significant rise in student enrollment highlights the growing preference for private education in Yangon, driven by the demand for higher-quality educational options and better facilities compared to public schools. The data reflects an expanding role for private schools in providing educational opportunities in one of Myanmar's most populous and economically vibrant regions.

Overall, the increasing number of private schools and students in Myanmar is a testament to the shifting preferences of families towards private education as a viable and often preferred alternative to public schooling. This trend underscores the need for continued investment and policy support to ensure that the growth in the private education sector translates into tangible improvements in educational outcomes for all students.

3.6 Private Schools in Mayangon Township

Private schools in Mayangon Township vary in size and quality. There are several private institutions offering a range of curricula, including local and international programs. Enrollment numbers in these schools can range from a few hundred to over a thousand students per school, depending on the school's capacity and reputation. The demand for private education in the area reflects a growing interest in specialized and high-quality learning environments.

According the Mayangon Township Education office, there are seven private schools which are registered under the private education law, 2023. Among the schools in Mayangon township, the following three schools are selected for data collection by random sampling method with fit proportion. The following three schools are selected. The following table describe the private schools in Mayangon Township.

Table (3.8) The Private Schools in Mayangon Township

No.	School Name	Number of Students
1	Great Light	1703
2	Royal	1158
3	Unique	1357
4	MGAC	224
5	Baho	291
6	MOE-2	472
7	Pyinnyar Pyae Shan	178
	Total	5383

Source: Township Education Office, Mayangon

Total population of the students who attend in private schools in Mayangon township is 5,383 students according to the Mayangon Township education office.

Among the seven private schools, the three schools are selected for survey. The selected three schools are;

Table (3.9) The Selected Private Schools in Mayangon Township

No.	School Name	Number of Students	Number of Respondents
1	Royal	1158	100
2	Baho	291	100
3	MGAC	224	100
	Total	1673	300

Source: Township Education Office, Mayangon

The total students of the three schools, which were selected, is 1,673. Each school will provide 100 respondents for survey questions.

3.6.1 Royal Private School

Royal Private School is located in Mayangon Township, which is part of Yangon, Myanmar. Established in 2015, the school has since developed a reputation for providing quality education. Royal offers a high school education, catering to students from Grade 1 through Grade 12. The school follows the national curriculum and aims to foster both academic excellence and personal growth in its students. Royal Private School aims to cultivate a learning environment that teachs students to become responsible, global citizens who can adapt to a rapidly changing global. The school envisions a future where students are equipped with critical thinking skills, creativity, and a sense of moral responsibility, allowing them to make meaningful contributions to society. It offers a range of extracurricular activities and focuses on creating a well-rounded educational environment. According to the township education office, the student number of the school is 1158.

3.6.2 Baho Private School

Baho Private School is situated in Mayangon Township, Yangon, Myanmar. Established in 2007, Baho Private School provides education primarily at the middle and high school levels, serving students from Grade 1 to Grade 12. The school is well-

regarded in the community for its commitment to academic excellence and character development. The school aims to foster a lifelong love of learning, critical thinking, and a sense of community. By offering a broad and balanced curriculum, Baho Private School prepares students to meet the challenges of the modern world with confidence, integrity, and compassion. As of the township education office, Baho Private School accommodates around 291 students. The school offers a comprehensive curriculum aligned with the national education standards, and it is known for its strong emphasis on both academic subjects and extracurricular activities.

3.6.3 MGAC Private School

MGAC Private School, located in Mayangon Township, Yangon, Myanmar, was established in 2008. The school serves students at both the middle and high school levels, offering education from Grade 1 to Grade 12. MGAC Private School is known for its dedication to providing a well-rounded education that balances academic achievement with character development. The school aims to inspire students to explore their full potential by providing a supportive learning environment that nurtures critical thinking, resilience, and empathy. Through a balanced curriculum, MGAC equips students with the skills and values necessary for success in an increasingly interconnected world. The school currently has around 224 students enrolled. MAC Private School follows the national curriculum and emphasizes the importance of extracurricular activities to complement academic learning.

CHAPTER IV
ANALYSIS ON SURVEY RESULT

4.1 Survey Profile

Mayangon Township, located in Yangon, Myanmar, is a vibrant area characterized by its blend of residential neighborhoods, commercial hubs, and green spaces. It is bordered by Hlaing Township to the north, Kamayut Township to the east, and the Yangon River to the west. The township is known for its relatively well-planned layout, with wide roads and various public amenities. It has a diverse population, with a mix of ethnic groups and socioeconomic backgrounds. As of the latest estimates, the population is around 200,000 to 250,000 people.

Mayangon is also home to several parks and recreational areas, providing residents with green spaces for leisure and community activities. Its infrastructure includes well-established schools, healthcare facilities, shopping centers, and transportation links, making it a desirable location for families and businesses alike.

Choosing Mayangon Township for the research survey about private schools offers several advantages. The area provides a diverse demographic and socioeconomic landscape, which can yield varied insights into educational needs and preferences. Additionally, the presence of numerous private schools with differing curricula and enrollment sizes allows for a comprehensive analysis of educational trends and challenges. The township's mix of residential and commercial zones also provides a dynamic environment to study how private education integrates with community life.

4.2 Survey Design

The survey design of the research paper contained both primary and secondary data are applied to achieve the objectives. A questionnaire was taken as a requirement for quantitative research. Primary data collection contained information from parents who enrolled their children in private schools using a simple random sampling method with fit proportion.

For the primary data, the total of participants is 300 who answered the questionnaire. Three private schools, namely Royal Private school, Baho Private school and MGAC Private school were selected, with each providing around 100 respondents by random sample method with fixed proportion. To get sample size from the parents, Daniel (1999), formula is used into consideration. According to the calculation, sample size of respondents(parents) is 305 for this study. This calculator uses the following formula for the sample size n:

$n = N*X / (X + N - 1)$,

where,

$X = Z_{\alpha/2}^2 * p*(1-p) / E^2$,

$Z_{\alpha/2}$ = critical value of the Normal distribution at α/2

E = margin of error

p = sample proportion (30%, p = 0.03)

N = population size

where, E = 5%

p = 30% (p = 0.03)

N = 5383

$Z_{\alpha/2}$ = 95% (Critical value = 1.96)

n = N*X / (X + N – 1)

n =305

In this paper, 300 respondents, who are parents, answered the survey questions. There are three sections in survey questionnaire: section I is social background that relates to general information of respondents, section II relates to factors which influencing the parents to choose private school for their children. Section III contain question to analyze the satisfaction level of parent on their decision.

The secondary data was collected from relevant records and textbooks, articles, Myanmar statistical year book, journals, research papers, and internet websites.

4.3 Demographics Characteristics of Respondents

This section presents the demographic characteristics of the respondents who took part in the survey. The data collected from the surveys is analyzed and summarized through frequency and percentage distributions as outlined below.

Table (4.1) Social Background

No	Items	Demographic Characteristics	No. of Respondents	Percentage (%)
1	Gender	Male	88	29%
		Female	212	71%
2	Age	20-25	8	2.7%
		26-30	17	5.7%
		31-35	53	17.7%
		36-40	98	32.7%
		41-45	77	15.7%
		46 or older	47	1%
3	Education Level	Secondary school	7	2.3%
		High School	43	14.3%
		Bachelor	212	70.7%
		Master	38	12.7%
		Doctorate	0	0%
4	Father's Job	Public Sector	46	15.3%
		Private Sector	23	7.7%
		NGO/INGO	9	3%
		Owen Business	222	74%
5	Mother's Job	Public Sector	24	8%
		Private Sector	12	4%
		NGO/INGO	3	1%
		Owen Business	111	37%
		Dependent	150	50%

Table (4.1) Continued

No	Items	Demographic Characteristics	No. of Respondents	Percentage (%)
6	Income	1,000,000MMK- 1,500,000MMK	75	25.0%
		1,500,001MMK- 2,000,000MMK	35	11.7%
		2,000,001MMK- 2,500,000MMK	50	16.7%
		2,500,001MMK- 3,000,000MMK	28	9.3%
		3,000,001MMK- 3,500,000MMK	27	9.0%
		3,500,001MMK- above	85	28.3%
7	Number of Children	1	90	30.0%
		2	131	43.7%
		3	64	21.3%
		4	14	4.7%
		above	1	0.3%
8	Number of Children in School	1	131	43.7%
		2	121	40.3%
		3	42	14.0%
		4	6	2.0%
		above	0	0

Source: Survey data (2024)

In understanding the social background of respondents from table 4.1, several key demographic factors emerge. The majority of respondents (71%) were female, with 29% male, indicating a most of women participated in the decision-making process regarding education. Most respondents fall within the age range of 36-40 years (32.7%), followed by 31-35 years (17.7%) and 41-45 years (15.7%), suggesting that decision-makers are generally in a mature age group, likely parents at the peak of their professional and personal lives.

A significant portion (70.7%) of respondents hold a Bachelor's degree, indicating a good level of education among the decision-makers. Regarding family backgrounds, 74% of respondents reported that their fathers owned businesses, while 15.3% were employed in the public sector, suggesting that many come from entrepreneurial families. Additionally, 50% of mothers were reported to be dependents, and 37% ran

their own businesses, further emphasizing the business-oriented nature of the families in this survey. Totally almost 50% of the respondents get over 2500,000MMK as a household income.

Overall, most of the parents, who enrolled their children in private school, are educated, business owners and receive high income.

4.4 Reliability Analysis

The reliability of responses related to the key factors influencing parental decisions. Cronbach's Alpha is used as a reliability indicator, with values ranging from 0.74 to 0.92, indicating varying degrees of reliability. The reliability for all constructs is quite high, with Cronbach's Alpha scores above 0.7, indicating strong internal consistency (It can be seen in Appendix 4.A). The highest reliability scores are for student-teacher relationships and school environment or facilities (both 0.92), while teacher quality has the lowest reliability score (0.74), which still indicates acceptable reliability. The data collected in the survey is generally reliable.

4.5 Influencing Factors on Parent Decision Making

The study comprehensively analyzed various influential factors, encompassing school environment or facilities, school performance and result, school location, teachers' quality, Student-teacher relationships, quality of instruction and extracurricular activities. For each of these elements, a set of ten statements was presented, evaluated by respondents using a five-point Likert scale ranging from 1 (strongly disagree) to 5 (strongly agree). The mean score for each statement was then calculated and scrutinized. If the mean scores exceeded 3, they were construed as indicative of positive sentiments among respondents. Conversely, scores falling below 3 suggested unfavorable perceptions. Additionally, the standard deviation, serving as a statistical measure, was employed to quantify the dispersion or variability within the dataset. A smaller standard deviation implied a tighter clustering of values around the dataset's mean, signifying heightened reliability. Conversely, a larger standard deviation indicated a broader distribution of values across a wider range, implying diminished reliability.

Table (4.2) School Environment or Facilities

School environment or facilities		Mean	Standard Deviation
1	The school should have a good campus.	4.27	0.85
2	The quality of classroom facilities is crucial in the decision to choose a school. (enough lights, fans, comfortable tables and nice carpet)	4.27	0.90
3	The school has good laboratories for computers and science.	4.31	0.87
4	The school should have overall cleanliness and maintenance.	4.42	0.86
5	The school has good indoor and outdoor playground facilities.	4.14	0.90
6	The school should have enough clean toilet.	4.40	0.91
	Overall mean	4.30	

Source: Survey data (2024)

According to the table 4.2, presents respondents' views on the importance of school environment and facilities. The highest mean score (4.42) is for overall cleanliness and maintenance, indicating that parents prioritize a clean and well-maintained environment. The availability of good laboratories also scores highly (4.31), suggesting that parents value up-to-date and well-equipped facilities for subjects like computers and science. The relatively high standard deviations around 0.85–0.90 suggest some variability in respondents' views on these factors. The availability of clean toilets (mean 4.40) and playground facilities (mean 4.14) also significantly influence decision-making, highlighting the focus on both educational and extracurricular aspects.

Table (4.3) School Performance and Result

School performance and result		Mean	Standard Deviation
1	High academic results of the school influence the decision to enroll a child.	4.18	0.95
2	The school's reputation and ranking are crucial in the selection process.	4.15	0.91
3	Awards and accolades received by the school impact the decision-making process.	3.66	0.99
4	The performance of alumni in professional fields is an important factor.	3.76	1.01
	Overall mean	3.94	

Source: Survey data (2024)

The table 4.3 show that School performance and reputation are also crucial considerations. High academic results garnered a mean score of 4.18, followed closely by the school's reputation and ranking (mean 4.15). Although awards and alumni performance were rated somewhat lower (means of 3.66 and 3.76, respectively), they are still seen as important.

Table (4.4) School Location

School location		Mean	Standard Deviation
1	Proximity of the school to home is a major consideration.	3.75	1.08
2	Availability of safe and reliable transportation to the school is important.	4.15	0.92
3	The school's location in a safe neighborhood is a critical factor.	4.42	0.88
4	Parents prefer schools located in less congested areas.	4.13	1.03
	Overall mean	4.11	

Source: Survey data (2024)

The table 4.4 states that the location of the school is another vital factor. Proximity to home (mean of 3.75) and the availability of safe transportation (4.15) are critical factors. Schools located in safe neighborhoods are a top priority (4.42). The wide range in standard deviations (from 0.88 to 1.08) shows that while location is

important, perceptions vary more on certain aspects like congestion and safety. Parents also preferred schools in less congested areas, as reflected by a mean score of 4.13.

Table (4.5) Teachers' Quality

Teachers' quality		Mean	Standard Deviation
1	The qualifications of teachers are critical in choosing a school.	4.40	0.97
2	The experience of teachers is a significant factor in school selection.	4.43	0.93
3	All teachers need to have teacher training certificates.	4.16	0.04
4	Feedback from other parents about teachers' quality is considered important.	3.96	1.15
	Overall mean	4.24	

Source: Survey data (2024)

According to the table 4.5, The quality of teachers is a top priority for parents, with teacher qualifications and experience receiving mean scores of 4.40 and 4.43, respectively. Certified teachers were also deemed important (mean 4.16). Feedback from other parents was somewhat less influential (mean 3.96), but still considered.

Table (4.6) Student-Teacher Relationships

Student-teacher relationships		Mean	Standard Deviation
1	The relationship between the teachers and students are important.	4.47	0.89
2	Teachers at the school treat students fairly.	4.58	0.85
3	Teachers are friendly and sincere with students.	4.48	0.89
4	The mentorship provided by teachers is a key factor in decision-making.	4.38	0.90
	Overall mean	4.48	

Source: Survey data (2024)

The table 4.6 describes that strong student-teacher relationships were the highest-rated factor in the study. Fair treatment (mean 4.58) and positive student-teacher interactions (mean 4.47) were particularly valued, alongside teacher sincerity and mentorship (means of 4.48 and 4.38). The standard deviations are relatively low, suggesting a strong consensus among parents.

Table (4.7) Quality of Instruction

Quality of instruction		Mean	Standard Deviation
1	Teachers use various teaching strategies and learning activities to enhance students learning.	4.26	.90
2	The school give high quality education to students	3.97	.98
3	The school teachs all subjects properly.	3.89	.92
4	The school uses innovative teaching strategies.	3.87	.92
5	The teachers use advanced technology to teach students, such as computers, smart boards, projectors.	4.12	.87
	Overall mean	4.02	

Source: Survey data (2024)

By the table 4.7, instruction quality was also highly valued, with a mean of 4.26 for the variety of teaching methods and 3.97 for overall quality of education. The use of technology and innovative teaching methods were rated positively (means of 4.12 and 3.87). However, they rate the overall quality of education and the coverage of all subjects slightly lower (around 3.89–3.97), indicating room for improvement in these areas.

Table (4.8) Extracurricular Activities

Extracurricular activities		Mean	Standard Deviation
1	The school provides extracurricular activities.	3.93	0.89
2	A wide range of extracurricular activities is important in choosing a school.	3.86	0.94
3	The school has good playground and facilities for different sports.	4.11	0.89
4	The availability of arts and music programs influences school selection.	3.76	0.99
5	Teaching other language is one of the influencing facts to choose school (Example, Chinese, German, Japanese)	3.90	1.05
	Overall mean	3.91	

Source: Survey data (2024)

Extracurricular activities from table 4.8, while not the highest priority, are still important. A mean score of 3.93 was given for the provision of extracurricular activities, with sports facilities (mean 4.11) and arts programs (mean 3.76) also considered. Foreign language programs were moderately influential in decision-making (mean 3.90). The standard deviations for most factors hover around 0.89–0.99, showing moderate variability in how parents perceive the value of extracurricular options.

Table (4.9) Parent Decision Making

Parent Decision Making		Mean	Standard Deviation
1	1. Satisfaction with the decision to enroll my child in the current private school for the next academic year.	3.84	0.82
2	2. Influence of recommendations from other parents or friends on my decision to choose this private school.	3.66	0.78
3	3. Level of interest in serving in a volunteer capacity at the current private school.	3.72	0.91
4	4. Satisfaction with the overall work environment and culture at the current private school.	3.82	0.93

Table (4.9) Continued

Parent Decision Making		Mean	Standard Deviation
5	5. Satisfaction with my current duties and responsibilities at the private school.	3.76	0.90
	Overall mean	3.76	

Source: Survey data (2024)

According to the table 4.9, overall mean of parent decision making is 3.76, which is high mean score. Parents are relatively satisfied with their decisions to enroll their children in private schools (mean of 3.84). However, recommendations from other parents or friends (mean of 3.66) and satisfaction with duties and responsibilities (mean of 3.76) rank slightly lower, suggesting that while parents are generally happy, these areas could be improved.

Table (4.10) Overall Mean Values

Variables		Overall Mean
1	School environment or facilities	4.30
2	School performance and result	3.94
3	School location	4.11
4	Teachers' quality	4.24
5	Student-teacher relationships	4.48
6	Quality of instruction	4.02
7	Extracurricular activities	3.91
	Overall mean	4.14

Source: Survey data (2024)

This table provides a consolidated view of the overall mean scores for various factors influencing parental decisions. These factors include the school environment or facilities, school performance and results, location, teacher quality, student-teacher relationships, quality of instruction, and extracurricular activities. The highest-rated

factor is student-teacher relationships (mean = 4.48), indicating that parents place the most importance on how teachers engage with students. The lowest overall mean score is for extracurricular activities (mean = 3.91), suggesting that while extracurriculars are important, they are less critical compared to other factors like teacher quality and the school environment. Teachers' quality, School environment or facilities and Quality of instruction are also in the high rated factors.

4.6 Analysis the Factors Influencing Parent Decision Making

Parent decision making is a crucial indicator of an educational institution's effectiveness and quality. Understanding the factors that influence parent decision making not only provides insights into the institution's strengths and areas for improvement but also informs strategic decisions aimed at enhancing overall educational experiences. This study employs a multiple regression model to analyze the factors influencing parent decision making, a methodological approach that allows for a comprehensive examination of how variables such as school environment or facilities, school performance and result, school location, teachers' quality, Student-teacher relationships, quality of instruction and extracurricular activities. The multiple regression equation for factors influencing Parent Decision Making (the dependent variable) based on the independent variables is described as follow,

$$Y= \beta_0+ \beta_1 x_1+ \beta_2 x_2+ \beta_3 x_3+ \beta_4 x_4+ \beta_5 x_5+ \beta_6 x_6+ \beta_7 x_7+ \epsilon$$

Where:

Y = Parent Decision Making (dependent variable)

β_0 = The intercept (constant term)

$\beta_1,\beta_2,\ldots, \ldots,\beta_7$ = Coefficients representing the impact of each independent variable on the dependent variable

x_1 = School environment or facilities

x_2 = School performance and results

x_3 = School location

x_4 = Teachers' quality

x_5 = Student-teacher relationships

x_6 = Quality of instruction

x_7 = Extracurricular activities

ϵ = Error term (residuals)

This equation represents the linear relationship between the Parent Decision Making (dependent variable) and the seven independent factors. The results of this analysis are presented in Table 4.11.

Table (4.11) Analysis the Factors Influencing Parent Decision Making

Variable	Coefficient (B)	Standard Error	Standardized Coefficients ßeta	t-statistic	p-value	VIF
(constant)	1.040	.197		5.279	.000	
School environment or facilities	.011	.016	.026	.705	.481	1.060
School performance and result	.122**	.059	.128	2.053	.041	3.118
School Location	.002	.039	.002	.049	.961	1.447
Teachers' Quality	.400***	.068	.412	5.873	.000	3.983
Student-teacher relationships	.134**	.061	.146	2.203	.028	3.555
Quality of instruction	.382***	.060	.420	6.353	.000	3.524
Extracurricular activities	.078**	.039	.085	2.024	.044	1.432
R	.799[a]					
R square	.638					
Adjected R square	.630					
F Value	73.634***					
Statistically significant indicate *** at 1% and ** at 5% level						

Source: Survey data (2024)

All independent variables are positive, as shown by table (4.11), this table provides the results of a multiple regression analysis to determine the influence of various factors on parent decision-making. The multiple regression analysis reveals several key findings. The most statistically significant factors which strongest influence on parent decision-making comes from teachers' quality (Beta = 0.412, $p < 0.01$) and quality of instruction (Beta = 0.420, $p < 0.01$). All of the teachers of the selected private

schools are graduated or master degree holders such as a Bachelor of Education or specialized subject degrees, ensuring expertise in the subjects they teach, who obtain the registration certificate of a private school teacher (Green Card). Many teachers in private schools are expected to be proficient in both English and Myanmar, ensuring students receive bilingual instruction.

The Private schools follow a well-structured national or international curriculum that is designed to meet the academic needs of students. The quality of instruction is tied to how effectively this curriculum is delivered, with clear learning goals and progressive assessments. Teachers are often encouraged to use student-centered approaches, focusing on individualized attention and fostering interactive learning environments. To maintain high standards of instruction, teachers often undergo continuous professional development. This could include workshops on the latest teaching methods, technology integration in the classroom, or updates to the curriculum.

Other significant variables include student-teacher relationships (Beta = 0.146, $p < 0.05$), because parents satisfied with the relationship between the teachers and students and they believed teachers are friendly and sincere with students and treat students fairly. School performance (Beta = 0.128, $p < 0.05$), which influence on parents' decision. The selected schools likely work to prepare students for national exams and future higher education pursuits, focusing on high academic standards. High academic results of the school influence the decision to enroll a child.

In addition, extracurricular activities (Beta = 0.085, $p < 0.05$), implying a moderate but observable impact on parent decision making. The selected schools offer various extracurricular activities such as football, basketball, or badminton. Schools like this often emphasize a well-rounded education, combining academics with physical and creative development.

Conversely, the variables of School environment or facilities and location do not exhibit statistically significant relationships with parent decision making, as evidenced by p-values of 0.481 and 0.961, respectively. But the parents prefer the school to have overall cleanliness and maintenance as well as enough clean toilet. For school location, parents describe that availability of safe and reliable transportation to the school is important and the school's location in a safe neighborhood.

The regression model as a whole is highly significant, with an F-value of 73.636 ($p < 0.000$), indicating that the collective set of predictors significantly predicts parent

decision making. The R-squared value of 0.638 describes that approximately 63.8% of the variance in parent's decision is explained by the included predictors, demonstrating a strong association between influencing factors and parent decision making.

Moreover, the adjusted R-squared value of 0.632 affirms the model's effectiveness in predicting parent decision while considering the number of predictors involved. Multi-collinearity statistics, particularly variance inflation factors (VIF) exceeding 1, underscore potential correlations among predictors. In summary, there exists a discernible relationship between the examined influencing factors and parent decision making at the institution, suggesting specific areas where targeted improvements could effectively enhance overall satisfaction levels.

CHAPTER V
CONCLUSION

Based on the findings derived from the data analysis, the concluding chapter of this study focuses on summarizing the results. This chapter outlines the findings regarding the factors influencing parents' decision in choosing private school in Yangon. It begins with a discussion of the findings and their implications. Following this, the chapter presents proposals and recommendations for future research initiatives.

5.1 Findings

Myanmar's education system has evolved significantly, especially with the introduction of the KG+12 structure in 2016, replacing the former 11-year system. The new system extends formal education to 13 years, including kindergarten and twelve years of primary and secondary schooling. Education is overseen by the Ministry of Education, which is responsible for developing curricula, training teachers, and setting national education standards. The number of private schools in Myanmar has been steadily increasing over the past decade Private schools offer smaller class sizes, better facilities, and curriculums attracting families who want their children to have a competitive edge in higher education and global job markets.

This research study seeks to investigate the critical factors that influence parents' decisions when selecting private schools for their children in Yangon, Myanmar. As the private education sector in Yangon continues to grow and diversify, understanding the considerations that guide parental choices is of paramount importance to both educational institutions and policymakers. The study aims to provide valuable insights into the factors that shape these decisions and their implications for the educational landscape in Yangon.

The demographic profile of parents at three private schools in Mayangon township reveals key insight: most respondents are female, which is almost three quarters among respondents, and round about 65% of parents are aged over 31. 70.7% of the parents are graduated and 12.7% finished master degree, which indicate that most

of the parents who enrolled their children in private schools have good education background. Noticeably, 74% of the fathers run their own business as well as 37% of the mothers. As a household income, 63% of the parents received over 2000,000MMK in a month. This is proved that most of the parents who get higher income choose private schools for their children' education.

The research findings indicate that student-teacher relationship is one of the critical factors in parent decisions. Most of respondents agreed that the relationship between the teachers and students are important. Parents also strongly agreed on teachers at the school should treat students fairly and teachers need to be friendly with students. Most respondents agreed that the experience of teachers is a significant and the qualifications of teachers are critical in choosing a school, which refer teachers' quality.

Other essential factors contributing to parental decision include school environment or facilities and school location. By most of the parents' responds, schools need to have enough clean toilet, overall cleanliness and maintenance. A good campus, the quality of classroom facilities and good laboratories for computers and science are considerable. As the school location, the parents desire the school's location in a safe neighborhood and less congested areas.

In contract, parents revealed that generally school performance and result and extracurricular activities not played a vital role, but some points are considered. Even they do not care about awards and accolades received by the school and the performance of alumni in professional fields, but high academic results of the school and the school's reputation and ranking are crucial in the selection process. provides extracurricular activities, teaching other language and the availability of arts and music programs not very important for school selection. Overall satisfaction with the decision to enroll their child in the school was moderately high (mean of 3.84), indicating general contentment among parents, though there is room for improvement in certain areas, such as volunteer involvement and satisfaction with responsibilities.

Multiple regression analysis identifies key predictors of parent's decision making. Teachers' quality and quality of instruction have a positive and statistically significant in particular, had the highest impact, indicating these are primary considerations for parents when selecting a school. All of the teachers of the selected private schools are graduated or master degree holders such as a Bachelor of Education or specialized subject degrees, ensuring expertise in the subjects they teach and

proficient in both English and Myanmar, ensuring students receive bilingual instruction. The quality of instruction is tied to how effectively this curriculum is delivered, with clear learning goals and progressive assessments. Teachers are often encouraged to use student-centered approaches, focusing on individualized attention and fostering interactive learning environments.

Student-teacher relationships, school performance, and extracurricular activities also have a positive and significant influence on parents' decision. Parents satisfied with the relationship between the teachers and students and they believed teachers in selected schools are friendly and sincere with students and treat students fairly. The schools also offer various extracurricular activities such as football, basketball, or badminton.

School environment or facilities and location also have a positive, but these variables do not exhibit statistically significant relationships with parent decision making. But the parents prefer the school to have overall cleanliness and maintenance, availability of safe and reliable transportation and a safe neighborhood.

5.2 Suggestions

Based on the research findings, several suggestions and recommendations can be made to enhance parental choice at private schools.

Firstly, given the strong influence of teacher quality on parental decision-making, schools should ensure they hire experienced and qualified teachers. Continuous professional development programs should be implemented to maintain high teaching standards.

Secondly, schools should invest in innovative and diverse instructional strategies to ensure high-quality education. Using advanced technologies in classrooms and providing training for teachers to use these technologies will further improve educational outcomes and parental satisfaction.

Additionally, while extracurricular activities are not the most significant factor in decision-making, they still play a role. Schools should offer a wide range of extracurricular options, particularly in sports and languages, to appeal to the interests of both students and parents.

Moreover, policymakers need to set up strong and reliable criteria on the policy to issue private teacher license, which should be based on not only qualifications,

experiences of the teachers but also personal and professional growth to enhance the continuous development.

5.3 Needs for Further Studies

This study examines the factors influencing parents' decisions in selecting private schools in Yangon, with a focus on private schools in the Mayangon township. It does not include parents from other states or regions, highlighting the need for additional research in those areas. Future studies should explore factors influencing parents' satisfaction with a larger sample size and include other influencing factors and user groups, which may yield more comprehensive results. Comparative studies between international and private schools, based on parental perceptions, are also recommended. Additionally, this research utilized a self-assessment Likert scale; future studies should consider using open-ended questions. Conducting qualitative research with stakeholders could offer deeper insights into the emotional aspects of interactions, supporting the development of personalized strategies to improve satisfaction and educational quality.

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APPENDIXES

4. A Reliability Analysis

According to Fen and Randall (2018), reliability coefficients range from 0 to 1, where 1 indicates maximum reliability and 0 reflects the lowest level of trustworthiness. Table 4.12 provides an example of a Cronbach's alpha reliability value (Hari et al., 2010).

Table (4A.1) Reliability Statistics

No.	Cronbach's Alpha Score	Reliability Level
1	0.0-0.20	Less Reliable
2	>0.20-0.40	Rather Reliable
3	>0.40-0.60	Quite Reliable
4	>0.60-0.80	Reliable
5	>0.80-1.00	Very Reliable

Source: (Hari et al, 2010)

Table (4A.2) Reliability Test for Construct Variables

Reliability Statistics		
	Cronbach's Alpha	**No. of Items**
School environment or facilities	0.92	6
School performance and result	0.86	4
School Location	0.78	4
Teachers' Quality	0.74	4
Student-teacher relationships	0.92	4
Quality of instruction	0.91	5
Extracurricular activities	0.85	5
Parent decision making	0.92	5

Source: Survey Results (2024)

Questionnaire

Factors Influencing Parents' Decisions in Choosing Private School in Yangon

Questionnaire

Part – 1

1. Social Background

1. What is your gender?

   (1) Male ☐ (2) Female ☐

2. What is your age group?

   (1)20 – 25 years ☐ (4)36 – 40 years ☐

   (2)26 – 30 years ☐ (5) 41 – 45 years ☐

   (3)31 – 35 years ☐ (6) 46 – above years ☐

3. What is your education level?

   (1) Secondary ☐ (4) Master ☐

   (2) High School ☐ (5) Doctorate ☐

   (3) Bachelor ☐

4. What is father's occupation?

   (1) Private sector ☐ (3) NGO/INGO ☐

   (2) Public sector ☐ (4) Own Business ☐

5. What is Mother's occupation?

(1) Private sector ☐ (3) NGO/INGO ☐

(2) Public sector ☐ (4) Own Business ☐

(5) Dependent ☐

6. What is the household income per month?

(1) 1,000,000MMK- 1,500,000MMK ☐

(2) 1,500,001MMK- 2,000,000MMK ☐

(3) 2,000,001MMK- 2,500,000MMK ☐

(4) 2,500,001MMK- 3,000,000MMK ☐

(5) 3,000,001MMK- 3,500,000MMK ☐

(6) 3,500,001MMK- above ☐

7. Number of children

1 ☐ 4 ☐

2 ☐ 5 ☐

3 ☐ above ☐

8. Number of children in Private school.

1 ☐ 4 ☐

2 ☐ 5 ☐

3 ☐ above ☐

PART B

To what extent do you agree or disagree with the following statements? Tell us your opinion on scale of

(1) Strongly disagree

(2) Disagree

(3) Neither disagree nor agree

(4) Agree

(5) Strongly Agree. Please √ the column to enter your answer.

Table (1): School environment or facilities

No.	Questions	1	2	3	4	5
F1	The school should have a good campus.					
F2	The quality of classroom facilities is crucial in the decision to choose a school. (enough lights, fans, comfortable tables and nice carpet)					
F3	The school has good laboratories for computers and science.					
F4	The school should has overall cleanliness and maintenance.					
F5	The school has good indoor and outdoor playground facilities.					
F6	The school should have enough clean toilet.					

Table (2): School performance and result

No.	Questions	1	2	3	4	5
P1	High academic results of the school influence the decision to enroll a child.					
P2	The school's reputation and ranking are crucial in the selection process.					
P3	Awards and accolades received by the school impact the decision-making process.					
P4	The performance of alumni in professional fields is an important factor.					

Table (3): School Location

No.	Questions	1	2	3	4	5
L1	Proximity of the school to home is a major consideration.					
L2	Availability of safe and reliable transportation to the school is important.					
L3	The school's location in a safe neighborhood is a critical factor.					
L4	Parents prefer schools located in less congested areas.					

Table (4): Teachers' Quality

No.	Questions	1	2	3	4	5
Q1	The qualifications of teachers are critical in choosing a school.					
Q2	The experience of teachers is a significant factor in school selection.					
Q3	All teachers need to have teacher training certificates.					
Q4	Feedback from other parents about teachers' quality is considered important.					

Table (6): Quality of instruction

No.	Questions	1	2	3	4	5
I1	Teachers use various teaching strategies and learning activities to enhance students learning.					
I2	The school give high quality education to students					
I3	The school teachs all subjects properly.					
I4	The school uses innovative teaching strategies.					
I5	The teachers use advanced technology to teach students, such as computers, smart boards, projectors.					

Table (5): Student-teacher relationships

No.	Questions	1	2	3	4	5
R1	The relationship between the teachers and students are important.					
R2	Teachers at the school treat students fairly.					
R3	Teachers are friendly and sincere with students.					
R4	The mentorship provided by teachers is a key factor in decision-making.					

Table (7): Extracurricular activities

No.	Questions	1	2	3	4	5
E1	The school provides extracurricular activities.					
E2	A wide range of extracurricular activities is important in choosing a school.					
E3	The school has good playground and facilities for different sports.					
E4	The availability of arts and music programs influences school selection.					
E5	Teaching other language is one of the influencing facts to choose school (Example, Chinese, German, Japanese)					

Part - C

Parent Decision Making

1. Satisfaction with the decision to enroll my child in the current private school for the next academic year.

1. Very dissatisfied
2. Dissatisfied
3. Neither
4. Satisfied
5. Very Satisfied

2. Influence of recommendations from other parents or friends on my decision to choose this private school.

1. Very dissatisfied
2. Dissatisfied
3. Neither
4. Satisfied
5. Very Satisfied

3. Level of interest in serving in a volunteer capacity at the current private school.

1. Very dissatisfied
2. Dissatisfied
3. Neither
4. Satisfied
5. Very Satisfied

4. Satisfaction with the overall work environment and culture at the current private school.

1. Very dissatisfied
2. Dissatisfied
3. Neither
4. Satisfied
5. Very Satisfied

5. Satisfaction with my current duties and responsibilities at the private school.

1. Very dissatisfied
2. Dissatisfied
3. Neither
4. Satisfied
5. Very Satisfied

****

THANK YOU