

**YANGON UNIVERSITY OF ECONOMICS
DEPARTMENT OF ECONOMICS
MASTER OF DEVELOPMENT STUDIES PROGRAMME**

**PARENTS' PERCEPTIONS ON PRIVATE EDUCATORS IN
THE BASIC EDUCATION IN DAGON SEIKKAN
TOWNSHIP**

**YAN NAING OO
EMDevS – 8 (18th BATCH)**

OCTOBER, 2024

YANGON UNIVERSITY OF ECONOMICS
DEPARTMENT OF ECONOMICS
MASTER OF DEVELOPMENT STUDIES PROGRAMME

**PARENTS' PERCEPTIONS ON PRIVATE EDUCATORS IN
THE BASIC EDUCATION IN DAGON SEIKKAN
TOWNSHIP**

A thesis submitted in partial fulfillment of the requirements for the
Master of Development Studies (MDevS) Degree

Supervised by

Dr. Yin Myo Oo
Professor
Department of Economics
Yangon University of Economics

Submitted by

Yan Naing Oo
Roll No. 8
EMDevS - 18th Batch.
(2023-2024)

OCTOBER, 2024

YANGON UNIVERSITY OF ECONOMICS
DEPARTMENT OF ECONOMICS
MASTER OF DEVELOPMENT STUDIES PROGRAMME

This is to certify that the thesis entitled “**Parents’ Perceptions on Private Educators in the Basic Education in Dagon Seikkan Township**” submitted as partial fulfillment towards the requirements for the degree of Executive Master of Development Studies has been witnessed by the Board of Examiners.

BOARD OF EXAMINERS

Dr. Cho Cho Thein

(Chairman)

Pro-Rector

Department of Economics

Yangon University of Economics

Dr. Naw Htee Mue Loo Htoo

(Examiner)

Professor and Head

Programme Director

Department of Economics

Yangon University of Economics

Dr. Zin Zin Shwe

(Examiner)

Professor

Department of Economics

Yangon University of Economics

Daw Phyu Win Ei

(Examiner)

Associate Professor

Department of Economics

Yangon University of Economics

Dr. Yin Myo Oo

(Supervisor)

Professor

Department of Economics

Yangon University of Economics

OCTOBER, 2024

ABSTRACT

This study investigates parents' perceptions of private educators within the basic education sector in Myanmar, specifically in Dagon Seikkan Township. The primary objectives are to assess parents' views regarding private educators and identify the key factors influencing their choices to choose private education for their children. To achieve these objectives, a descriptive method was employed, utilizing both primary and secondary data sources. Primary data were collected through a questionnaire survey administered to 308 respondents from selected private schools, while secondary data were gathered from government records and relevant literature dating from 2013-2022 to the present. The findings reveal a generally positive perception of private educators among parents, highlighting confidence in the curriculum and a preference for private education due to perceived quality, individualized attention, and effective teaching methodologies. However, challenges such as financial burdens, accessibility issues, and concerns regarding teacher qualifications were also identified, indicating the complexities families face in navigating the private education landscape.

ACKNOWLEDGEMENTS

I would like to express my gratitude to Professor Dr. Tin Tin Htwe, Rector of the Yangon University of Economics, and Professor Dr. Khin Thida Nyein, Pro. Rector of the Yangon University of Economics, as well as Professor, Pro. Dr. Cho Cho Thein, Pro- Rector of Yangon University of Economics, for their support and for the opportunity to study the Executive Master of Development Studies program.

My sincerest appreciation to Professor Dr. Naw Htee Mue Loe Htoo, Programme Director and Department Head, Department of Economics, Yangon University of Economics, for her overall management and support from day one to date. And Professor Dr. Zin Zin Shwe, Professor, Department of Economics, Yangon University of Economics, for their respective support and in-depth comments that make this study progress.

In addition, my special thanks to all lecturers and my thesis supervisor Dr. Yin Myo Oo, Professor, Department of Economics, the Yangon University of Economics, for her meaningful advice and support that enabled me to completion of my research study.

Finally, I would like to express my appreciation to everyone who has participated to this study in any manner, including all resource persons, including my classmates, the crucial person from research areas, and respondents, for their time and dedication.

TABLE OF CONTENTS

	Page
ABSTRACT	i
ACKNOWLEDGEMENTS	ii
TABLE OF CONTENTS	iii
LIST OF TABLES	v
LIST OF ABBREVIATIONS	vi
CHAPTER I INTRODUCTION	
1.1 Rationale of the Study	1
1.2 Objective of the Study	3
1.3 Method of Study	3
1.4 Scope and Limitations of the Study	4
1.5 Organization of the Study	4
CHAPTER II LITERATURE REVIEW	
2.1 Global Trends in Private Education	5
2.2 The Role of Private Education in the Basic Education System	9
2.3 Factors Influencing Parent’s Perception of Private Education	13
2.4 Opportunities and Challenges Faced by Parental of Private Education	17
2.4 Review on Previous Studies	21
CHAPTER III HISTORICAL CONTEXT OF PRIVATE EDUCATION IN THE BASIC EDUCATION IN MYANMAR	
3.1 Overview of the Basic Education System in Myanmar	24
3.2 Public and Private Education in Myanmar	28
3.3 The Role of Government affect the Private Education	34
CHAPTER IV SURVEY ANALYSIS	
4.1 Dagon Seikkan Township and its Demographic	40
4.2 Survey Profile	41
4.3 Survey Design	42
4.4 Survey Results	43

CHAPTER V CONCLUSION

5.1 Findings	64
5.2 Suggestions	67

REFERENCES

APPENDIXES

LIST OF TABLES

Table No.	Title	Page
4.1	Total Number of Students from Private Schools in Dagon Seikkan Township	42
4.2	Demographic Characteristics of Respondents	45
4.3	Reliability Test for Variables	47
4.4	Respondent's Perception on Private Educators	49
4.5	Parents' Choice of Private Educators	51
4.6	Factors Influencing Decision to Choose Private Education	54
4.7	Opportunities to Choose Private Education	57
4.8	Challenges to Choose Private Education	60
4.9	Overall Mean Values for Variables	62

LIST OF ABBREVIATIONS

AP	Advanced Placement
IB	International Baccalaureate
MOE	Ministry of Education
NESP	National Education Strategic Plan
OECD	Organization for Economic Co-operation and Development
PPPs	public-private partnerships
STEM	Science, Technology, Engineering, and Mathematics) programs
UNICEF	United Nations International Children's Emergency Fund
UNESCO	United Nations Educational, Scientific and Cultural Organization
YCDC	Yangon City Development Committee

CHAPTER I

INTRODUCTION

1.1 Rationale of the Study

In Myanmar, the basic education system has been undergoing significant changes, especially in urban areas like Dagon Seikkan Township, where private education has become increasingly popular. Public schools face challenges such as overcrowded classrooms, insufficient resources, and outdated curricula, prompting many parents to seek alternative educational options for their children. Private educators, offering smaller class sizes, personalized instruction, and modern teaching methods, present an attractive alternative for many families.

The growing reliance on private education is reshaping the educational landscape, yet little is known about parents' perceptions of these private educators. This study aims to fill that gap by exploring the views of parents in Dagon Seikkan Township regarding private education in the basic education sector. It seeks to understand the motivations behind their decisions, their expectations of private educators, and the factors influencing their choice between public and private schools. By examining these perceptions, the study will provide insights into how private education fits into the broader context of Myanmar's education system and how it is affecting the academic outcomes of students.

First, it addresses the need to understand why parents turn to private educators, which can shed light on the limitations of the public education system. Second, it explores the perceived benefits and challenges of private education, offering a balanced view of its role in complementing public schools. Finally, the study's findings could inform policymakers and educators on how best to address the issues within the public system and improve the overall quality of education in Myanmar.

Parents' perceptions of private education are shaped by a variety of factors, including the quality of education, accessibility, financial implications, and the impact on their children's academic and personal development. These perceptions are crucial

in understanding the role of private education in Dagon Seikkan Township's basic education system.

One of the primary reasons parents opt for private education is the perceived higher quality of education compared to public schools. In Myanmar, public schools are often criticized for having overcrowded classrooms, outdated teaching materials, and limited opportunities for individualized learning. In contrast, private educators tend to offer smaller class sizes, which allow for more personalized instruction. This individual attention is highly valued by parents, who believe it leads to better academic outcomes and helps their children understand subjects more thoroughly.

Another key factor shaping parents' perceptions is the emphasis that private education places on both academic and extracurricular development. In addition to focusing on core academic subjects, private educators often provide opportunities for students to engage in extracurricular activities such as sports, arts, and technology. These activities contribute to the overall development of students, helping them develop important life skills like teamwork, leadership, and creativity.

Parents believe that these extracurricular opportunities play a critical role in shaping well-rounded individuals. In contrast, public schools in Myanmar may not offer as many extracurricular options due to limited resources. As a result, private education is seen as a way to provide children with a more comprehensive educational experience that prepares them for both academic success and personal growth.

Another important aspect of parents' perceptions of private education is the pressure it places on students. Many parents who invest in private education have high expectations for their children's academic performance. They expect private educators to deliver better results, which can create additional pressure on students to excel. This pressure can sometimes lead to stress and burnout, especially for students who are balancing both private tutoring and regular schoolwork.

Parents are aware of the potential downsides of this increased pressure, but many feel that the benefits of private education outweigh the drawbacks. They see private education as an investment in their children's future, with the expectation that it will lead to better academic outcomes and more opportunities for further education or career advancement.

Parents' decisions to seek private education are often motivated by their dissatisfaction with the public education system. Public schools in Myanmar face numerous challenges, including inadequate infrastructure, insufficient teacher training,

and outdated curricula. These issues have led many parents to believe that the public system is unable to provide the level of education their children need to succeed.

Private education, on the other hand, is viewed as a way to fill the gaps left by the public system. Parents see private educators as offering a more focused and effective approach to teaching, with a greater emphasis on preparing students for exams, developing critical thinking skills, and providing individualized support. This perception reinforces the belief that private education is necessary to ensure their children receive the best possible education.

Parents' perceptions reflect a broader trend in Myanmar's urban areas, where private education is increasingly seen as a solution to the limitations of the public education system. However, the financial burden and increased pressure on students highlight the complexities involved in choosing private education. Ultimately, understanding these perceptions can provide valuable insights into how private education is influencing the basic education landscape in Myanmar and how it may continue to evolve in the future.

Therefore, this study aims to provide valuable insights into how private education can complement public schooling, addressing some of the critical challenges both schools and parents face in ensuring that students receive a high-quality education.

1.2 Objective of the Study

The objective is to study parents' perceptions of private educators in the basic education sector in Myanmar.

The specific objectives are

1. To assess parents' perceptions of private educators in Dagon Seikkan Township.
2. To identify key factors that influence parents' decisions to choose private educators.

1.3 Method of Study

Descriptive methods is used in this study. The objectives are met using both primary and secondary data. A questionnaire survey was carried out as a prerequisite for quantitative and qualitative techniques. Primary data was collected from 308 private school educators in Dagon Seikkan Township using a simple random selection procedure. Yangon has 324 private schools and Secondary data collection will include information from 9 private schools located in Dagon Seikkan Township and Ministry

of Education, association records, pertinent textbooks, publications, journals, research papers, and internet domains.

1.4 Scope and Limitations of the Study

The scope of this study is designed to investigate the role of private educators in Dagon Seikkan Township, Myanmar. The study will mainly focus on private educators of 9 private schools in Dagon Seikkan Township, Myanmar. The total student populations for these schools were 933 for Seik Kan Thar, 274 for Ma Har Nwe, 204 for MMEC, and 116 for Yin Thway Ein. The students of parent's perceptions in 4 private schools at Dagon Seikkan Township, were selected through a simple random sampling method to ensure a representative sample of the parent population. The private educators of 9 private schools are Seik KanThar, IDAP, Mahar Nwe, Alin Eain, Yuzana, MMEC, Panyar Dagon, Min Ye Kaung Pong, and Yin Thay Eain. The limitation of the study for secondary data will be focused on 2013 -2024, based on government official reports.

1.5 Organization of the Study

This study includes five chapters. The first chapter describes the study's introduction, rationale, objectives, method, scope, limitations, and organization. The second chapter is a literature review. The third chapter describes the historical context of private education in Myanmar's basic education system. Chapter four looks at survey analysis, and Chapter five is the conclusion.

CHAPTER II

LITERATURE REVIEW

2.1 Global Trends in Private Education

Private education, often viewed as a pathway to enhanced academic outcomes, diverse curricula, and specialized attention, has witnessed substantial growth across the globe. Private schools, operating independently of direct state control, have been expanding due to growing dissatisfaction with public education, rising global wealth, urbanization, and heightened demand for specialized, high-quality education. These developments are reshaping the educational landscape in both developed and developing countries. While private education offers numerous benefits, its expansion raises questions about equity, access, and the implications for public education systems.

This note provides an in-depth exploration of the global trends in private education, examining its growth, the factors driving demand, challenges related to equity and quality, the effect of privatization, and the policy responses by governments. Through the analysis of these trends, the discussion will highlight the complexities and consequences of private education in the broader educational ecosystem.

(1) Growth and Expansion of Private Education

The expansion of private education globally has been remarkable. Over the last three decades, the share of students attending private schools has increased significantly, particularly in primary and secondary education. In 1990, about 9% of primary school students worldwide were enrolled in private institutions; by 2020, this figure had nearly doubled, reaching 17% (UNESCO, 2021). This trend is considerably more prominent in some areas, such as Sub-Saharan Africa, South Asia, and Latin America, where private education has become an integral component of the educational landscape.

In countries like India, Pakistan, and Bangladesh, low-cost private schools have proliferated, serving families who seek alternatives to under-resourced public schools. These schools are typically small, locally run, and charge relatively modest fees, making them accessible to lower-middle-class and even some low-income families.

However, this rapid expansion raises questions about the sustainability and quality of private education in such contexts, where regulatory oversight may be limited (Srivastava, 2016).

In high-income countries, private education is also growing, though it tends to cater to more affluent families. The United States, for instance, has seen a rise in private school enrolment, particularly among wealthier households dissatisfied with the quality or safety of public schools. Similarly, elite international schools have emerged in countries like China, the United Arab Emirates, and Singapore, catering to expatriates and wealthy locals seeking globally recognized curricula, such as the International Baccalaureate (IB) or British A-levels.

(2) Types of Private Schools

Private education is diverse, with schools ranging from elite institutions with rigorous academic standards and modern facilities to low-fee schools that operate in resource-constrained environments. This diversity reflects the different motivations and expectations parents have for private education and the varying contexts in which these schools operate.

(a) Elite Private Schools

Elite private schools, including prestigious boarding schools and international schools, are primarily found in wealthier countries and major urban centers in developing countries. These schools frequently demand expensive tuition and provide specialized programs such as the IB, Advanced Placement (AP), and other internationally recognized credentials. They cater to students seeking admission to top universities and emphasize holistic education, focusing on academic excellence, leadership, and extracurricular activities, (Bunnell, 2010).

(b) Low-Cost Private Schools

In contrast to elite schools, low-cost private schools have emerged in developing countries as alternatives to the frequently underperforming state schools.. These schools charge low fees, typically serving lower-income families who cannot afford elite private schools but are dissatisfied with the quality of public education. In Kenya, Nigeria, and India, low-cost private schools have mushroomed in urban and rural areas, providing education to millions of children who might otherwise have limited options, (Day Ashley et al., 2014).

(c) Religious and Faith-Based Schools

Religious and faith-based schools also constitute a significant segment of the private education sector. In many countries, religious institutions such as Catholic, Islamic, or Protestant schools play an essential role in providing education, especially in regions where public education is inadequate or inaccessible. These schools often combine academic instruction with religious or moral education and are popular among families who seek to reinforce their religious beliefs through education, (Boyle, 2006).

(3) Privatisation and Education Reform

The trend toward privatization in education is closely linked to broader neoliberal economic policies that promote market-based solutions to public service delivery. This has manifested in the increasing reliance on private providers to deliver education, either through the growth of private schools or through public-private partnerships (PPPs). Privatization efforts are often justified because competition will drive improvements in quality, efficiency, and accountability within the education system (Verger, Fontdevila, & Zancajo, 2016).

(4) Charter Schools and Voucher Programs

One of the most notable privatization trends in education is the expansion of charter schools and voucher programs, primarily in the United States and parts of Latin America. Charter schools are publicly funded but privately operated schools that have more flexibility in their operations compared to traditional public schools. Proponents argue that charter schools introduce innovation and competition into the public education system, offering parents more choices and fostering improvements in both sectors (Lubienski & Weitzel, 2010).

(5) Public-Private Partnerships (PPPs)

Public-private partnerships in education have also gained popularity in many countries as governments seek to leverage private sector expertise and investment to improve the quality of education. These partnerships can take various forms, such as private management of public schools, contracting private providers to deliver specific services, or co-financing infrastructure projects, (LaRocque, 2008).

(6) Challenges and Criticisms of Private Education

While private education offers many benefits, it also presents several challenges, particularly concerning equity, quality, and the long-term impact on public education systems.

(a) Equity and Access

One of the most significant criticisms of private education is that it often exacerbates existing inequalities in society. Private schools, especially elite and high-quality ones, are often only accessible to richer families that can pay the hefty tuition rates. Even in the case of low-cost private schools, families from the poorest segments of society may still struggle to afford the fees, uniforms, and other associated costs, (Ball, 2007).

(b) Quality of Education

The quality of education in private schools varies greatly. While premium private schools frequently provide high-quality education, low-cost private schools, especially those in poor nations, may lack appropriate resources, trained teachers, and proper infrastructure. Without strong regulatory oversight, these schools may offer substandard education, which could ultimately harm students' long-term academic and economic prospects (Srivastava, 2016).

(c) Impact on Public Education

The expansion of private education can also have negative consequences for public education systems. As more families opt for private schools, public schools may suffer from declining enrolment, reduced funding, and diminished political support. This can create a vicious cycle in which public schools become increasingly underfunded and neglected, further driving families toward private alternatives.

(d) Policy Responses and Government Regulation

Governments worldwide are grappling with how to manage the growth of private education while confirming that all children have access to quality education. Regulatory frameworks and policy responses vary widely across countries, depending on the local context and the role that private education plays in the overall education system.

(7) Regulating Private Education

In many countries, governments have introduced regulations to oversee the quality and operations of private schools. These regulations may cover areas such as

teacher qualifications, curriculum standards, school infrastructure, and financial management. The goal is to ensure that private schools provide a minimum standard of education while also protecting students and families from exploitative practices.

For example, in India, the Right to Education Act dictates that private schools reserve 25% of their seats for students from disadvantaged backgrounds, with the government covering the cost of their tuition (Kingdon, 2017). This policy aims to promote inclusivity and prevent private schools from becoming exclusive enclaves for the wealthy. However, implementation challenges, such as the reluctance of private schools to admit disadvantaged students and delays in government reimbursements, have limited its effectiveness.

(8) Supporting Public Education

To address the issues brought by the expansion of private education, some governments have undertaken concerted attempts to strengthen their public education systems. Investing in public education, improving teacher training, increasing funding for infrastructure, and implementing accountability measures are seen as key strategies to counter the appeal of private schools, (Sahlberg, 2016).

The global trends in private education reflect broader socio-economic shifts, as well as the increasing demand for high-quality, specialized education. While private schools offer opportunities for innovation, choice, and enhanced academic outcomes, their expansion raises concerns about equity, access, and the sustainability of public education systems. As private education continues to grow, governments face the complex challenge of balancing support for private providers with the need to ensure that public education remains a viable and equitable option for all students.

2.2 The Role of Private Education in the Basic Education System

Private education plays an increasingly vital role in the global basic education system, complementing and, in many cases, competing with public education. Private schools are often seen as offering alternatives to government-funded institutions, providing parents and students with options that may include smaller class sizes, specialized curricula, and in some cases, higher educational outcomes. As the demand for diverse educational experiences grows, private education has become a significant part of both developed and developing countries' education systems.

The function of private education within the basic education system, which typically includes primary and secondary school. It will examine the reasons behind the rise of private education, its impact on educational outcomes, equity, and public education systems, and the regulatory frameworks governing private schools. Additionally, it will explore the challenges and criticisms associated with private schooling and the policy responses aimed at managing its expansion.

(1) Growth and Role of Private Education in Basic Education

The role of private education in the basic education system has expanded significantly in recent decades. Globally, private school enrollment has grown from approximately 9% of all students at the primary level in 1990 to over 17% by 2020 (UNESCO, 2021). This trend is especially notable in low- and middle-income countries, where families often seek alternatives to underperforming or underfunded public schools. Private schools have emerged to fill gaps left by inadequate public education systems, particularly in regions with rapid population growth and limited government resources.

In higher-income countries, private schools tend to cater to specific niches within the education system. These schools often provide specialized curricula such as the International Baccalaureate (IB) or Montessori programs, offering alternatives for families seeking educational experiences that differ from standardized public education. Moreover, in some nations, religious and faith-based institutions play an important role in providing primary education. For example, in the United States, Catholic schools constitute an important part of the private education industry, particularly in urban regions where they offer cheap alternatives to public schools (Boyle, 2006).

(2) Motivations for Choosing Private Education

Parents and families select private education for a variety of reasons. One of the key motivators is the belief that private schools provide a higher quality education than public ones. Private schools frequently have lower class sizes, more individualized attention, and better infrastructure, all of which are thought to contribute to improved academic performance. Furthermore, private schools may provide a wider selection of extracurricular activities, which is vital to many families looking for a well-rounded education for their children.

Another factor driving the demand for private education is dissatisfaction with public education systems. In many low- and middle-income nations, public schools face difficulties such as overcrowded classrooms, insufficient instructional resources, poorly trained teachers, and high absenteeism rates among both students and teachers (Tooley, 2009). In such environments, parents may opt for private schools, even when they have to make significant financial sacrifices because they believe that private education will provide better opportunities for their children.

(3) Impact of Private Education on Educational Outcomes

One of the most pressing debates about the function of private education is whether private schools outperform public schools in terms of academic performance. Research on this topic yields conflicting findings, with outcomes frequently varying depending on the country, type of private school, and socioeconomic status of children.

In contrast, low-cost private schools, which serve poorer populations in developing countries, often struggle with issues of quality. While they may provide more accountability and better management than public schools, they typically operate with fewer resources, untrained teachers, and inadequate infrastructure (Srivastava, 2016). In other circumstances, pupils in low-cost private schools do not do considerably better than their peers in public schools, and any perceived benefits may be due to parental participation and community involvement rather than school excellence.

A key advantage of private education, particularly in low- and middle-income nations, is its ability to fill holes in the public education system. For example, in countries where public schools are overwhelmed by large class sizes or are absent in rural areas, private schools provide critical access to education. In this sense, private schools contribute to the overall expansion of educational access and the achievement of international goals such as universal primary education (UNESCO, 2021).

(4) Equity and Access in Private Education

The growth of private education, concerns about equity and access remain a central issue. Private schools, especially high-fee and elite institutions, are often out of reach for poorer families. As a result, private education can exacerbate existing inequalities, providing better educational opportunities to children from wealthier families while leaving disadvantaged students in underfunded public schools. This

creates a two-tiered education system, where the quality of education depends on a family's ability to pay (Ball, 2007).

Low-cost private schools have been hailed as a potential solution to the problem of equity, as they provide affordable alternatives to public education for poorer families. However, these schools often operate with minimal regulation and oversight, raising questions about the quality of education they provide. Without strong accountability mechanisms, there is a risk that these schools may offer substandard education, ultimately limiting the opportunities for students from disadvantaged backgrounds (Tooley, 2009).

(5) Private Education and Public Education Systems

The growth of private education has significant implications for public education systems. As more families opt for private schools, public schools may experience declining enrollment, reduced funding, and diminished political support. This can create a vicious cycle in which public schools become increasingly underfunded and neglected, further driving families toward private alternatives.

In nations where voucher systems or other types of public funding for private education exist, there is worry that public funds are being diverted away from public schools. Voucher systems, which allow families to utilize public funds to pay for private school tuition, are viewed as a means of encouraging school choice and competition. However, critics argue that such programs exacerbate inequalities by directing public funds to private institutions, often leaving public schools with fewer resources (Ladd, 2002).

(6) Regulatory Frameworks and Policy Responses

The role of private education in the basic education system is influenced by government regulatory frameworks and policies. In many countries, private schools are subject to government oversight to ensure that they meet basic educational standards. Regulations may cover areas such as teacher qualifications, curriculum standards, school infrastructure, and financial management. Strong regulatory frameworks are essential to ensuring that private schools provide quality education and do not exploit parents or students (Verger, Fontdevila, & Zancajo, 2016).

Governments have also introduced policies to promote equity and inclusivity in private education. As mentioned earlier, India's Right to Education Act is one such

example. In addition, some countries offer low-income families financial assistance to help them finance private schools, either through scholarships, vouchers, or other forms of assistance. However, these policies must be carefully designed and implemented to avoid exacerbating existing inequalities.

Private education plays a complex and multifaceted role in the basic education system, offering opportunities for innovation, choice, and, in some cases, better educational outcomes. However, it also presents challenges related to equity, access, and its impact on public education. While private schools provide alternatives to underperforming public schools and help fill gaps in education systems, their growth raises concerns about the creation of a two-tiered education system and the diversion of resources from public schools.

Effective regulation, public-private partnerships, and policies aimed at promoting inclusivity are essential for managing the role of private education in basic education. Ultimately, the goal should be to ensure that all children, whether in public or private schools, have access to a high-quality education.

2.3 Factors Influencing Parent's Perception of Private Education

Parental perception plays a critical role in shaping educational choices, particularly when it comes to private schooling. Parents make the fundamental decisions about their children's education, and their impressions of private education are influenced by a range of factors, ranging from academic excellence and school reputation to social considerations and economical restrictions. This note aims to explore the diverse factors influencing parental perceptions of private education, drawing on global trends and empirical research. It will also examine how socioeconomic status, cultural context, and policy environments contribute to parental decision-making and the overall demand for private education.

(1) The Role of Academic Quality and Performance

One of the most significant factors influencing parental perception of private education is the perceived quality of academic instruction. Private schools are often associated with higher educational standards, smaller class sizes, and superior teaching methods compared to public schools. Parents seeking the best possible education for their children may perceive private schools as providing a more rigorous curriculum and better preparation for future academic success.

According to research, parents frequently link private schools with higher standardized test scores and college acceptance rates (Lubienski and Weitzel, 2010). In many cases, private schools market themselves based on their academic outcomes, using performance metrics such as test scores, college acceptance rates, and alumni success stories to appeal to parents. This perception is particularly strong in countries where public education systems are perceived as underperforming or underfunded, such as in parts of sub-Saharan Africa and South Asia (Srivastava, 2016).

Moreover, private schools frequently offer specialized programs, such as International Baccalaureate (IB) and Advanced Placement (AP) courses, which are attractive to parents seeking an international education for their children. These programs are seen as pathways to prestigious universities and successful careers, further reinforcing the perception that private education offers superior academic outcomes (Bunnell, 2010).

(2) Social Status and Prestige

Social status and prestige also show a significant role in shaping parental perceptions of private education. In many cultures, private schooling is seen as a symbol of social mobility and success. Sending children to a prestigious private school is often viewed as a way of signalling wealth, status, and cultural capital. This is particularly true in countries with deep socio-economic divides, where access to elite private schools is limited to the wealthiest families.

For many parents, enrolling their children in private schools is not just about academic achievement but also about providing them with social networks and cultural exposure that can open doors to future opportunities. These schools often serve as gateways to elite universities and influential social circles, and parents perceive private education as an investment in their children's future social standing (Ball, 2007).

In addition to status considerations, some parents may choose private schools for their children to be surrounded by peers from similar socio-economic backgrounds. In countries where public schools are overcrowded or lack resources, private schools may provide a safer and more caring environment devoid of the difficulties that may exist in underfunded public schools (Verger, Fontdevila, & Zancajo, 2016).

(3) School Environment and Safety

The school environment is another important factor influencing parental perception of private education. Parents are often concerned about the safety and well-being of their children while at school, and private schools are frequently perceived as offering a safer and more disciplined environment compared to public schools. This perception is particularly prevalent in urban areas, where public schools may be overcrowded and struggle with issues such as violence, drug use, and bullying.

Private schools often have stricter discipline policies, more secure campuses, and better infrastructure, all of which contribute to the perception that they provide a safer learning environment. For example, parents in the United States often cite school safety as a key reason for choosing private education, particularly in cities where public schools face challenges related to violence and gang activity (Lubienski & Weitzel, 2010).

In addition to physical safety, parents also value the emotional and psychological well-being of their children. Private schools often emphasize holistic education, focusing not only on academics but also on character development, emotional intelligence, and social skills. Parents who prioritize these aspects of education may perceive private schools as better equipped to nurture their children's personal growth and development (Srivastava, 2016).

(4) Religious and Cultural Values

Religious and cultural values are significant drivers of parental perception when it comes to choosing private education. For many families, private schools offer an opportunity to integrate religious or cultural education into their children's academic experience. Faith-based schools, in particular, are popular among parents who want their children to receive instruction that aligns with their religious beliefs.

Cultural values also influence parental perception of private education. In some contexts, private schools may offer bilingual education or curricula that reflect the cultural heritage of particular communities. For example, in countries with significant ethnic or linguistic diversity, private schools may cater to specific cultural groups by providing instruction in their native language or offering programs that reflect their cultural traditions (LaRocque, 2008).

(5) Teacher Quality and Student-Teacher Ratio

Another factor that heavily influences parental perceptions of private education is the perceived quality of teachers and the student-teacher ratio. Private schools often market themselves as having highly qualified teachers who provide individualized attention to students. Parents who are concerned about overcrowded public schools may perceive private schools as offering a more personalized and focused educational experience, with teachers able to dedicate more time and resources to each student.

The student-teacher ratio is a critical consideration for many parents. Private schools often have smaller class sizes, which parents associate with better learning outcomes. Smaller class sizes allow teachers to identify and address individual learning needs, provide more personalized feedback, and create a more interactive learning environment (Ladd, 2002). This is particularly appealing to parents of students who may require additional support, such as those with learning disabilities or students who excel and need more challenging material.

(6) Financial Considerations and Perceived Value

Financial considerations are another significant factor that shapes parental perceptions of private education. Private schooling often involves substantial financial costs, including tuition fees, transportation, and additional expenses such as uniforms and extracurricular activities. Parents must weigh these costs against the perceived value of private education, considering whether the benefits justify the financial burden.

For middle-income and lower-income families, however, the decision to choose private education can be more challenging. While many families in this demographic may desire the perceived advantages of private education, they may struggle to afford the costs. In some situations, families may make major financial sacrifices to send their children to private schools, believing that private education provides better possibilities for social mobility and future success (LaRocque 2008).

Low-cost private schools have evolved in several developing nations to serve lower-income households. These schools offer an affordable alternative to public education, but perceptions of their quality vary widely. While some parents view low-cost private schools as providing better education than underfunded public schools, others may question the value of paying for education that may not meet the highest standards (Tooley, 2009).

(7) Influence of Policy and Government Regulations

Government policies and regulatory frameworks also play a role in shaping parental perceptions of private education. In some countries, voucher programs, scholarships, or tax incentives are available to help families afford private education. These policies can make private schooling more accessible to a broader range of families, influencing their perceptions of its affordability and value.

In contrast, in countries where private education is less regulated, parents may have concerns about the quality and accountability of private schools. Without strong oversight, there is a risk that some private schools may prioritize profit over educational outcomes, leading to substandard education. In such cases, parents may view private schools with scepticism, particularly if they have had negative experiences or heard reports of poor practices (Verger, Fontdevila, & Zancajo, 2016).

Parental perceptions of private education are shaped by a complex interplay of factors, including academic quality, social status, school environment, teacher quality, financial considerations, and government policies. While private schools are often perceived as offering better academic outcomes and a safer, more nurturing environment, these perceptions are not always grounded in objective evidence. Moreover, the role of private education in perpetuating social inequalities and creating a two-tiered education system remains a significant concern.

2.4 Opportunities and Challenges Faced by Parental of Private Education

Private education has become an increasingly prominent feature of educational systems worldwide. Its growth is driven by various factors, including dissatisfaction with public education, demand for alternative curricula, and the belief that private institutions offer superior educational outcomes. However, while private education presents numerous opportunities, it also faces several challenges that impact its effectiveness and sustainability. This note explores the key opportunities and challenges faced by private education, highlighting the benefits it offers and the obstacles it must navigate. The discussion covers issues related to access and equity, educational quality, financial sustainability, regulatory environments, and social implications.

(1) Opportunities for Parental of Private Education

(a) Enhanced Educational Quality

One of the primary opportunities presented by private education is the potential for enhanced educational quality. Private schools often have the flexibility to design and implement innovative curricula, adopt new teaching methodologies, and offer specialized programs that cater to diverse student needs. For example, private institutions may provide advanced placement courses, International Baccalaureate (IB) programs, or vocational training that can better prepare students for higher education or the workforce (Lubienski & Weitzel, 2010).

Private schools frequently have the advantage of smaller class sizes, which allows for more personalized instruction and better student-teacher interactions. Research has shown that smaller class sizes can lead to improved academic outcomes by providing students with more individualized attention and support (Jepsen & Rivkin, 2009). Additionally, private schools often have the autonomy to innovate and experiment with new teaching methods and technologies, contributing to a more dynamic and responsive educational environment (Lubienski & Weitzel, 2010).

(b) Flexibility and Innovation

Private education systems often benefit from greater flexibility and autonomy compared to public schools. This flexibility allows private schools to adapt quickly to changing educational needs, integrate new technologies, and implement innovative teaching practices. For instance, private schools can tailor their programs to meet the needs of specific student populations, such as those with special educational needs, gifted students, or those seeking international curricula (Belfield & Levin, 2002).

Moreover, private schools can experiment with alternative pedagogical approaches, such as project-based learning, Montessori methods, or inquiry-based education. This innovative capacity enables private schools to provide a more diverse range of educational experiences and cater to various learning styles, potentially leading to better educational outcomes for students (Lubienski, 2003).

(c) Choice and Competition

Private education offers families increased choice in selecting educational institutions that align with their values, priorities, and expectations. This choice can be particularly valuable in areas where public schools are perceived as underperforming or where families seek specific educational philosophies or religious instruction (Chubb & Moe, 1990).

Increased competition between private and public schools can drive improvements in the overall quality of education. When private schools compete with public schools and with each other, they may be motivated to enhance their educational offerings, improve facilities, and adopt best practices to attract and retain students. This competitive environment can lead to higher standards of education and better outcomes for students across both private and public institutions (Belfield & Levin, 2002).

(d) Specialized Programs and Curricula

Private schools often can offer specialized programs and curricula that may not be available in public schools. For example, private institutions may provide arts-focused education, advanced STEM (Science, Technology, Engineering, and Mathematics) programs, or international curricula such as the IB. These specialized offerings can cater to students' specific interests and talents, potentially leading to higher engagement and achievement (Cox & Dyson, 2010).

Specialized programs can also address gaps in public education systems by providing unique opportunities for students to explore their passions and develop skills in areas that are not typically emphasized in traditional public-school settings. This specialization can contribute to a more well-rounded education and better prepare students for future academic and career paths (Lubienski, 2003).

(2) Challenges Facing by Parental of Private Education

(a) Access and Equity

One of the significant challenges faced by private education is ensuring access and equity. Private schools often require tuition fees, which can limit access for families from lower socio-economic backgrounds. This can lead to disparities in educational opportunities, with wealthier families having access to better educational resources and experiences, while disadvantaged families may be excluded from these opportunities (Tooley, 2009).

In addition, the existence of private schools can exacerbate social and economic inequalities by creating a two-tiered education system where the quality of education is correlated with a family's ability to pay. This can perpetuate existing disparities and hinder efforts to promote social mobility and equity (Verger, Fontdevila, & Zancajo, 2016).

(b) Financial Sustainability

Private schools often face challenges related to financial sustainability. While some private institutions are well-funded and have substantial financial resources, others may struggle with issues such as inadequate funding, high operational costs, and reliance on tuition fees. Financial instability can impact the quality of education provided, as schools may have limited resources for hiring qualified staff, maintaining facilities, and investing in educational materials (Greeley & Newfeld, 2012).

Moreover, private schools may face competition from other educational institutions, including other private schools and public charter schools, which can affect their ability to attract and retain students. This competition can create financial pressures and impact the long-term viability of private schools, particularly those that are small or rely heavily on tuition revenue (Belfield & Levin, 2002).

(c) Regulatory and Oversight Issues

Private education systems are subject to varying degrees of regulation and oversight, which can pose challenges for maintaining educational quality and accountability. In some countries, private schools are subject to rigorous regulatory frameworks that ensure adherence to educational standards and practices. However, in other contexts, there may be limited oversight, leading to concerns about the quality of education provided and the effectiveness of private schools (Verger, Fontdevila, & Zancajo, 2016).

Inadequate regulation can result in issues such as poor educational practices, lack of transparency, and exploitation of vulnerable students and families. On the other hand, overly restrictive regulations can limit the flexibility and autonomy of private schools, hindering their ability to innovate and adapt to changing educational needs (Greeley & Newfeld, 2012).

(d) Impact on Public Education

The growth of private education can have implications for public education systems. As more families choose private schools, public schools may experience reduced funding and resources, particularly if funding mechanisms are linked to student enrollment numbers. This can exacerbate existing challenges in public education systems, such as overcrowded classrooms, inadequate facilities, and limited resources (Lubienski & Weitzel, 2010).

Additionally, the proliferation of private schools can contribute to the fragmentation of the education system, making it more challenging to implement

comprehensive education reforms and policies that address the needs of all students. This can create a situation where public and private education systems operate in parallel, with limited coordination and collaboration (Verger, Fontdevila, & Zancajo, 2016).

(e) Quality Assurance and Accountability

Ensuring consistent quality and accountability in private education can be challenging. While private schools often have the flexibility to innovate and provide high-quality education, there is variability in the standards and practices across different institutions. This variability can lead to inconsistencies in educational outcomes and raise concerns about the effectiveness of private schools (Lubienski, 2003).

To address these concerns, private schools need to implement robust quality assurance mechanisms and demonstrate accountability to students, parents, and regulatory bodies. This includes setting clear educational standards, conducting regular assessments, and providing transparent information about school performance. Ensuring accountability can help maintain high standards of education and build trust among stakeholders (Greeley & Newfeld, 2012).

Private education offers significant opportunities for enhancing educational quality, promoting innovation, and providing families with greater choice. However, it also faces several challenges, including issues related to access and equity, financial sustainability, regulatory oversight, and the impact on public education systems. Addressing these challenges requires a balanced approach that ensures private schools can thrive while also promoting inclusivity, accountability, and collaboration with public education systems. By navigating these opportunities and challenges effectively, private education can contribute to a more diverse and dynamic educational landscape that benefits students and society as a whole.

2.5 Review on Previous Studies

Friesen, A. (1998), started “Parent Perceptions of The Bases. Costs, &Yd Benefits Of 3ioving Their Children from Public to Private Education in Manitoba” that All Parents initially preferred to enroll their children in the public sch001 system. The apparent lack of safety, moonlit values. Classroom management, as well as the lack of God in the public school system, were major factors in parents rejecting the public school system. Parents of the Palate Christian School have acted to create a positive, safe, fair, Fendley, and caning educational environment. Tuition and extracurricular

activities were among the major expenses that these parents had to bear. and the loss of some of the children's leadership positions. Their parents identified the following significant positives from the move: increased safety, idiom violence, and peer pressure. More instructional time for teachers. and the flexibility to model, teach, and incorporate Christian values into all aspects of school life. Parents who have sent their children to the private school mentioned in this study are extremely satisfied with the majority of its qualities. Many of these are quirky regulations enacted by proponents of public and private schools. Recommendations from IO Acropolis are put forward for consideration by provincial and local officials. by The Manitoba Teachers' Society, local school personnel, and other parents.

Donkor, A. (2010) began his research on 'Parental Involvement in Education in Ghana: The Case of a Private Elementary School' by investigating the level of appreciation for education among mostly low-income, illiterate parents of children attending a Ghanaian community school. This exploratory study's findings are important in increasing our understanding of parental support, specifically perspectives and the value of education in a Sub-Saharan African nation undergoing economic development. The exploratory character of this study, however, showed additional elements connected with parental values and parental involvement in education, which influence the nature and extent of educational support provided to their children. These elements, which include culture, economic conditions, priorities, self-interest, parental level of education, family structure, and family size, have far-reaching consequences for parental attitudes toward education in Ghana's Weija Community and, by extension, in other African countries.

Htet Wai Min (2018) noted in "Perceptions of Students and Teachers On The Role Of Extracurricular Activities At A Private University In Myanmar" that the outcomes of this research indicated critical hurdles to overcome in order to participate in ECAs. Significant problems include budgetary constraints, time management issues, negative consequences on the study, and the crucial need for parental involvement and consent. This study also investigated how to overcome the challenges of participating in ECAs. Students and teachers employed techniques such as seeking financial assistance from the institution, organizing activities around the majority of students' availability, offering parents information about ECAs, and receiving academic credit for ECA participation. This study advanced our understanding of the role and effects of ECAs as perceived by students and teachers in a Liberal Arts Program by providing the

effects on students' lives, the obstacles students confront when engaging in ECAs, and suggestions for resolving the challenges.

Gokturk, S., and Dinckal, S. (2018) began "Effective parental involvement in education: experiences and perceptions of Turkish teachers from private schools" by stating that this might be due in part to the fact that both parties have different viewpoints on the concept of parental participation. This study investigated teachers' experiences and perceptions of effective parental involvement in Turkey's private middle schools. Participants comprise 38 instructors from five different schools selected using the greatest variation sample technique. This study gives light on how instructors understand moderate to high socioeconomic class (SES) parents' educational involvement, assuming they share similar cultural capital. The findings of this collective case study demonstrate that there are major misconceptions and challenges among parents and teachers regarding the functions of Teachers believe that parents' educational obligations are mostly performed at home. On the contrary, parents are shown to have a greater desire to participate in educational decisions. This conflict between parents and instructors appears to be impeding constructive collaboration between the two groups. Additional study is required to identify collaborative techniques that benefit all parties involved.

Namukwaya, V. A., and Kibirige, I. (2019) started with "Parents' Perceptions of Universal Primary Education in Kotido District, Uganda." While the majority of parents supported UPE, just 13 (36.1%) had all of their school-aged children enrolled in primary school. Parental decisions were influenced by economic, environmental, and cultural factors. The poll also revealed that 32 (88.9%) of the parents lacked formal education, which may have influenced their perspective of education's value and decision to enroll their children in UPE. Furthermore, parents were doubtful about the long-term viability of Karimojong pastoralist culture following the successful adoption of UPE. This study contributes to the understanding of factors that determine access to elementary education and calls for increased parental involvement in developing further education strategies that suit marginalized areas.

CHAPTER III

HISTORICAL CONTEXT OF PRIVATE EDUCATION IN THE BASIC EDUCATION IN MYANMAR

3.1 Overview of the Basic Education System in Myanmar

Myanmar's basic education system is a crucial component of its social and economic development. Despite its rich cultural heritage and significant strides in recent years, the country faces substantial challenges in providing equitable and high-quality education to all children. This comprehensive overview examines the structure, historical context, current policies, and ongoing issues within Myanmar's basic education system. The discussion highlights efforts to improve access, quality, and inclusivity, as well as the various obstacles that continue to impact educational outcomes.

(1) Colonial Era and Early Independence

Myanmar's education system has evolved significantly over time. During the British colonial period (1824–1948), educational opportunities were limited and predominantly reserved for the elite. The colonial administration emphasized Western education, including English language instruction, which was accessible only to a small segment of the population (Bain, 1999). This period saw the establishment of some modern schools and institutions but also deepened educational inequalities.

Following independence in 1948, Myanmar's government sought to expand access to education and promote the Burmese language and cultural identity. Initial efforts focused on increasing school enrollment and developing a national curriculum. However, political instability and economic challenges, including periods of military rule and economic isolation, hindered progress in educational development (Htay, 2006).

(2) Military Rule and Educational Policies

The military coup of 1962 marked a significant shift in Myanmar's education system. The military government implemented policies that centralized control and prioritized military-oriented education. This period saw the nationalization of schools and universities, with a focus on ideological indoctrination rather than academic excellence (Aung, 2009). The quality of education declined, and educational resources became scarce. The emphasis on political loyalty over academic merit contributed to a deterioration in educational standards.

In recent years, Myanmar has undergone a series of educational reforms aimed at improving the system's effectiveness and aligning it with international standards. The transition to a semi-democratic government in 2011 opened the door for significant changes, including increased investment in education, curriculum updates, and efforts to address issues of access and quality (Lwin, 2016). International organizations and donors have played a vital role in supporting these reforms, providing technical assistance, and funding various initiatives.

(3) Structure of the Basic Education System

(a) Pre-Primary Education

Pre-primary education in Myanmar serves children aged 3 to 5 years. However, access to preschool education is limited and varies significantly between urban and rural areas. Many preschools are run by private organizations or community-based initiatives, and there is a lack of a standardized national curriculum or quality assurance (UNICEF, 2018). Efforts to improve pre-primary education focus on increasing access and establishing more standardized programs to ensure early childhood development and readiness for primary school.

(b) Primary Education

Primary education in Myanmar encompasses grades 1 through 5, serving children aged 6 to 10 years. This level of education is compulsory and free of charge in public schools. The curriculum includes core subjects such as Burmese language, mathematics, science, and social studies. Despite the policy of free education, challenges persist in ensuring that all children, especially those in remote and underserved areas, can access and complete primary education (Ministry of Education, 2017).

(c) Lower Secondary Education

Lower secondary education, which includes grades 6 through 9, caters to students aged 11 to 14 years. Like primary education, it is provided free of charge in public schools. The curriculum expands to include additional subjects such as English, computer studies, and more advanced topics in mathematics and science. However, there are disparities in the quality of education across different schools, with some struggling due to inadequate facilities and resources (Ministry of Education, 2017).

(d) Upper Secondary Education

Upper secondary education covers grades 10 and 11, serving students aged 15 to 16 years. At this stage, students can choose between academic tracks or vocational education. Academic tracks prepare students for higher education, while vocational tracks offer practical skills for the workforce. Despite the availability of these tracks, there are ongoing issues related to the relevance and quality of vocational training programs, which may not always align with labor market demands (UNESCO, 2019).

(e) Higher Education

Higher education in Myanmar includes universities, colleges, and vocational institutes that offer a range of undergraduate and postgraduate programs. Higher education institutions face challenges such as limited funding, outdated infrastructure, and variations in academic quality. Efforts are underway to modernize higher education and improve its alignment with global standards, but significant obstacles remain (Aung, 2009).

(4) Current Policies and Initiatives

(a) National Education Strategic Plan (NESP) 2016-2021

The National Education Strategic Plan (NESP) 2016-2021 is a comprehensive framework designed to guide Myanmar's educational reforms. The plan focuses on improving access to education, enhancing quality, and promoting equity. Key objectives include increasing school enrollment rates, reducing dropout rates, improving teacher training, and updating the curriculum (Ministry of Education, 2016). The NESP aims to address existing disparities and ensure that all children receive a quality education.

(b) Education Sector Review

In 2018, Myanmar conducted an Education Sector Review to assess the current state of the education system and identify areas for improvement. The review

highlighted the need for reforms in curriculum, teacher training, and school management to address existing challenges and align with international standards. Recommendations from the review include enhancing teacher professional development, updating educational materials, and improving school infrastructure (World Bank, 2018).

(c) Teacher Training and Development

Teacher quality is a critical focus of Myanmar's education reforms. The government has introduced various programs to improve teacher training, including in-service training, workshops, and partnerships with international organizations. These initiatives aim to enhance teaching practices, update curricula, and integrate new pedagogical approaches. Effective teacher development is essential for improving educational outcomes and addressing disparities in education quality (Lwin, 2016).

School Infrastructure and Resources

Investment in school infrastructure and resources is crucial for improving the learning environment. The government, with support from international donors, has undertaken projects to build and renovate schools, provide educational materials, and enhance facilities such as libraries and laboratories. These efforts aim to address issues related to inadequate school facilities and guarantee that students have access to the resources needed for effective learning (UNICEF, 2018).

(5) Challenges Facing Parental of the Basic Education System

(a) Access and Enrollment

Access to education remains a significant challenge in Myanmar, particularly in rural and remote areas. Long distances to school, a lack of transportation, and substandard school facilities all contribute to lower enrollment and greater dropout rates in these places. Addressing these barriers requires targeted interventions to improve infrastructure, provide transportation options, and ensure that schools are accessible to all children (World Bank, 2018).

(b) Quality of Education

The quality of education in Myanmar varies widely, with some schools facing challenges related to outdated curricula, insufficient teaching materials, and inadequate teacher training. Large class sizes and limited pedagogical support further exacerbate these issues. Improving educational quality requires comprehensive reforms to enhance

teaching practices, update curricula, and ensure that schools are equipped with the necessary resources (UNESCO, 2019).

(c) Inequality and Inclusivity

Socio-economic disparities, ethnic diversity, and gender inequality pose significant challenges to achieving educational equity in Myanmar. Children from underprivileged families, including ethnic minorities and genders, frequently encounter difficulties in receiving a quality education. Addressing these disparities necessitates targeted policies and interventions to ensure that all students have equal opportunities for success and that the educational system is inclusive and sensitive to various needs (Lwin, 2016).

(d) Political and Economic Instability

Myanmar's political and economic instability has historically impacted the education sector. Periods of conflict, political unrest, and economic downturns can disrupt educational services and hinder progress in implementing reforms. Ensuring stability and sustained support for the education sector is essential for achieving long-term improvements and addressing existing challenges (Htay, 2006).

(e) Language and Curriculum Issues

Myanmar's linguistic and cultural diversity presents challenges for curriculum development and language instruction. The predominance of the Burmese language in education can create difficulties for students from ethnic minority communities who speak different languages. Developing a more inclusive and culturally relevant curriculum is necessary to address these challenges and ensure that all students can engage with and benefit from their education (Aung, 2009).

Myanmar's basic education system is characterized by a mix of opportunities and challenges. While significant progress has been made in expanding access to education and implementing reforms, issues such as access disparities, quality of education, and socio-economic inequalities continue to impact the system. Addressing these challenges requires a comprehensive approach that includes targeted policies, investments in resources, and a focus on inclusivity and equity. By tackling these issues, Myanmar can work towards a more effective and equitable education system that benefits all students and supports the country's long-term development.

3.2 Public and Private Education in Myanmar

Myanmar's education system is a complex landscape encompassing both public and private sectors. Both sectors play crucial roles in providing educational opportunities across the country, but they also face distinct challenges and offer different advantages. This note provides a comprehensive overview of the public and private education systems in Myanmar, exploring their structures, policies, and the challenges each sector faces. The discussion includes an analysis of how these sectors interact and contribute to the overall educational environment in Myanmar.

(1) Overview of Public Education in Myanmar

Structure and Governance

Public education in Myanmar is primarily managed by the Ministry of Education (MOE), which is responsible for overseeing the curriculum, teacher training, and school management. The public education system is organized into several levels:

(a) Pre-Primary Education

Pre-primary education is aimed at children aged 3 to 5 years and is not universally available. Public preschools are limited, and many early childhood education services are provided by private and community-based organizations (UNICEF, 2018).

(b) Primary Education

Primary education (grades 1-5) is compulsory and free of charge in public schools. The curriculum covers core subjects such as Burmese language, mathematics, science, and social studies. Despite the policy of free education, access remains uneven, with disparities between urban and rural areas (Ministry of Education, 2017).

(c) Lower Secondary Education

Lower secondary education (grades 6-9) is also free in public schools and includes subjects such as English, computer studies, and more advanced topics in mathematics and science. However, the quality of education can vary significantly between different regions (Ministry of Education, 2017).

(d) Upper Secondary Education

Upper secondary education (grades 10-11) offers students the choice between academic and vocational tracks. The academic track prepares students for higher education, while the vocational track provides practical skills for the workforce. Despite

its importance, the vocational education system faces challenges related to relevance and quality (UNESCO, 2019).

(e) Higher Education

Higher education includes universities, colleges, and vocational institutes. While there is a diverse range of programs available, higher education institutions often face issues related to funding, infrastructure, and academic quality (Aung, 2009).

(2) Policies and Reforms

In recent years, Myanmar has implemented several reforms to improve the quality and accessibility of public education:

(a) National Education Strategic Plan (NESP) 2016-2021

The NESP outlines goals for increasing enrollment rates, improving educational quality, and promoting equity. Key initiatives include updating curricula, enhancing teacher training, and investing in school infrastructure (Ministry of Education, 2016).

(b) Education Sector Review

The 2018 Education Sector Review identified areas for improvement, including the need for better curriculum development, teacher training, and school management. Recommendations focus on enhancing educational quality and addressing disparities (World Bank, 2018).

(c) Teacher Training Programs

The government has introduced various programs to improve teacher quality, including in-service training and workshops. These initiatives aim to enhance teaching practices and address the challenges faced by educators (Lwin, 2016).

(3) Overview of Private Education in Myanmar

(a) Structure and Governance

Private education in Myanmar complements the public system by providing additional educational opportunities. Private schools are operated by various entities, including individuals, organizations, and religious institutions. The private education sector includes:

(b) Private Preschools and Kindergartens

Private preschools and kindergartens offer early childhood education services, often with varying curricula and teaching methods. These institutions are more

prevalent in urban areas and are typically not regulated by the government (UNICEF, 2018).

(c) Private Primary and Secondary Schools

Private primary and secondary schools provide education from grades 1 through 11. These schools often offer alternative curricula and extracurricular activities not available in public schools. Private institutions are known for their smaller class sizes and higher levels of parental involvement (Ministry of Education, 2017).

(d) Private Higher Education Institutions

Private universities and colleges offer undergraduate and postgraduate programs across various fields. These institutions often have more flexible admission criteria and diverse program offerings compared to public institutions (Aung, 2009).

The private education sector in Myanmar is subject to regulations by the Ministry of Education, which sets standards for curriculum, teacher qualifications, and school facilities. However, private institutions often have greater autonomy in their operations compared to public schools (Ministry of Education, 2017).

3.2.1 Opportunities and Challenges Private Educators in Myanmar

Dagon Seikkan Township, a significant urban area within Yangon, Myanmar, presents a dynamic landscape for private education. As the township continues to grow and develop, private educators play a crucial role in shaping the educational environment. This note explores the opportunities and challenges faced by private educators in Dagon Seikkan Township, examining factors such as market demand, regulatory issues, and socio-economic conditions. The analysis provides insights into how private educators can navigate these dynamics to enhance educational outcomes.

1. Flexibility and Innovation

(a) Curriculum and Pedagogy

Private schools in Dagon Seikkan Township have the flexibility to design and implement innovative curricula and teaching methodologies. This flexibility enables private educators to offer programs that may not be available in public schools, such as international curricula, STEM-focused education, or bilingual programs (Cheng, 2017). Innovation in teaching methods and educational technology can enhance the learning experience and attract families seeking modern educational approaches.

(b) Extracurricular Activities

Private institutions often provide a range of extracurricular activities, including sports, arts, and clubs. These activities not only enrich students' educational experiences but also attract parents looking for a holistic education for their children (World Bank, 2018). By offering diverse extracurricular programs, private schools can enhance their appeal and build a strong reputation within the community.

2. Public-Private Partnerships

(a) Collaborative Projects

Public-private partnerships (PPPs) offer opportunities for private educators to collaborate with government agencies and other organizations. These partnerships can involve shared resources, infrastructure development, or joint educational programs. Collaborations with public entities can enhance the quality of education and expand access to private schooling (OECD, 2016). Engaging in PPPs can also provide private institutions with additional funding and support.

(b) Community Engagement

Private schools can engage with the local community through outreach programs and partnerships with local businesses and organizations. Community involvement can strengthen relationships, build support for the school, and contribute to local development. Initiatives such as community service projects, educational workshops, and partnerships with local businesses can enhance the school's presence and impact within the township, (Yangon City Development Committee [YCDC], 2020).

1. Challenges for Private Educators

(a) Government Regulations

Private educators in Dagon Seikkan Township must navigate a complex regulatory environment. Government regulations cover various aspects of private schooling, including curriculum standards, teacher qualifications, and facility requirements. Compliance with these regulations can be challenging and time-consuming (Ministry of Education, 2021). Ensuring adherence to regulatory standards is crucial for maintaining accreditation and avoiding legal issues.

(b) Accreditation and Quality Assurance

Maintaining accreditation and meeting quality assurance standards are significant challenges for private schools. Accreditation processes often involve rigorous evaluations and inspections, which can be resource-intensive (World Bank, 2018). Private educators must ensure that their institutions meet the required standards for curriculum, facilities, and staff qualifications to retain accreditation and uphold educational quality.

2. Financial Constraints

(a) Funding and Affordability

Private schools in Dagon Seikkan Township often rely on tuition fees and private investments for funding. Financial constraints can impact the ability to invest in infrastructure, educational resources, and staff development (Cheng, 2017). Affordability is also a concern, as high tuition fees can limit access for families from lower socio-economic backgrounds. Balancing financial sustainability with affordability is a key challenge for private educators.

(b) Infrastructure and Resources

Investing in infrastructure and resources is essential for providing a high-quality education. However, private schools may face limitations in securing adequate funding for facilities, technology, and educational materials (Yangon City Development Committee [YCDC], 2020). Developing and maintaining modern infrastructure while managing financial constraints is a significant challenge for private institutions.

3. Competition and Market Saturation

(a) Increased Competition

The growth of the education sector in Dagon Seikkan Township has led to increased competition among private schools. New entrants and existing institutions compete for students, making it essential for private educators to differentiate their offerings and maintain high standards (OECD, 2016). Developing a unique value proposition and building a strong reputation are crucial for attracting and retaining students.

(b) Market Saturation

In some areas, market saturation may occur as the number of private schools exceeds the demand for educational services. This can lead to challenges in maintaining

student enrollment and achieving financial stability (Cheng, 2017). Private educators must continuously assess market trends and adapt their strategies to remain competitive and relevant.

4. Socio-Economic Disparities

(a) Access and Inclusivity

Socio-economic disparities in Dagon Seikkan Township can impact access to private education. Families from lower socio-economic backgrounds may struggle to afford private schooling, leading to challenges in promoting inclusivity and equity (World Bank, 2018). Private educators must address these disparities by exploring options such as scholarships, financial aid, and community partnerships to enhance access for disadvantaged students.

(b) Cultural and Linguistic Diversity

Dagon Seikkan Township's cultural and linguistic diversity presents both opportunities and challenges for private educators. While the diversity allows for specialized programs, it also requires private schools to address varying needs and preferences (Yangon City Development Committee [YCDC], 2020). Developing culturally responsive curricula and providing language support are essential for meeting the needs of a diverse student population.

Private educators in Dagon Seikkan Township face a range of opportunities and challenges that influence their ability to provide quality education. The growing demand for education, flexibility in curriculum design, and potential for public-private partnerships offer significant opportunities for private institutions. However, challenges such as regulatory compliance, financial constraints, competition, and socio-economic disparities must be carefully managed. By leveraging opportunities and addressing challenges, private educators can enhance their impact and contribute to the educational development of Dagon Seikkan Township.

3.3 The Role of Government Affects the Private Education

The role of government in the education sector is multifaceted and significantly impacts the functioning, growth, and quality of private education. Governments influence private education through policies, regulations, funding, and oversight. This comprehensive note explores how government actions affect private education, examining the regulatory framework, financial implications, and the broader socio-

economic impacts. It highlights both positive and negative effects and provides an analysis of how government policies can shape the landscape of private education.

(1) Regulation and Standards

Government regulation is a critical aspect of the private education sector. Regulations establish standards for curriculum, teacher qualifications, facilities, and student welfare. Governments use regulations to ensure that private educational institutions meet minimum quality standards and operate transparently.

(a) Curriculum and Accreditation

Governments often set curriculum standards and accreditation requirements that private schools must adhere to. These standards ensure that private institutions offer a quality education and align with national educational goals (Cheng, 2017). Accreditation processes typically involve regular inspections and evaluations to maintain high educational standards.

(b) Teacher Qualifications

Regulations regarding teacher qualifications are crucial for maintaining educational quality. Governments may mandate specific qualifications, certifications, or professional development for teachers in private institutions (World Bank, 2018). These requirements help ensure that educators are adequately trained and capable of delivering effective instruction.

(c) School Facilities and Safety

Governments enforce standards for school facilities and safety, including requirements for infrastructure, health, and safety measures. Compliance with these regulations ensures that private schools provide a safe and conducive learning environment (UNESCO, 2019). Regular inspections and adherence to safety protocols are part of the regulatory framework.

(2) Funding and Financial Support

Government policies regarding funding and financial support have a significant impact on private education. While private schools generally rely on tuition fees and private investments, government funding and subsidies can influence their operations and accessibility.

(a) Subsidies and Grants

Some governments provide subsidies or grants to private schools, particularly those that offer services in underserved areas or cater to disadvantaged populations.

These financial supports can help reduce tuition costs and improve the quality of education (OECD, 2016). However, the availability and amount of such support can vary widely.

(b) Tax Policies

Tax policies also affect private education. Governments may offer tax incentives or deductions to private educational institutions or parents who pay for private schooling. These policies can make private education more affordable and encourage investment in the sector (Cheng, 2017). Conversely, changes in tax policies can also impact the financial stability of private institutions.

(c) Public-Private Partnerships

Governments often engage in public-private partnerships (PPPs) to enhance educational provision. These partnerships can involve funding, infrastructure development, or collaborative programs between public and private schools. PPPs can improve educational access and quality but require careful management to ensure equitable outcomes (World Bank, 2018).

(3) Impact on Educational Quality

Government policies play a crucial role in ensuring the quality and accountability of private education. Effective quality assurance mechanisms help maintain high educational standards and address issues of underperformance.

(a) Inspection and Evaluation

Regular inspections and evaluations by government agencies are essential for monitoring the quality of private education. These assessments evaluate compliance with regulatory standards, teaching quality, and student outcomes (UNESCO, 2019). Institutions that do not meet the required standards may face sanctions or be required to implement corrective measures.

(b) Standardization of Curriculum

Governments may mandate standardized curricula or educational frameworks to ensure that private schools provide a consistent level of education. Standardization helps align private education with national educational goals and ensures that students across different institutions receive a comparable education (OECD, 2016).

(c) Performance Monitoring

Performance monitoring systems, including standardized testing and assessments, help evaluate the effectiveness of private schools. Government policies

often require private institutions to participate in these assessments, providing data on student achievement and educational outcomes (World Bank, 2018).

(4) Equity and Access

Government policies can significantly influence the equity and accessibility of private education. Efforts to promote inclusivity and address disparities are critical for ensuring that private education serves diverse populations.

(a) Affordability and Accessibility

Policies aimed at improving affordability, such as subsidies or vouchers, can enhance access to private education for low-income families. Government initiatives that support access to private schooling can help reduce educational inequalities (Cheng, 2017). However, without adequate support, private education may remain inaccessible to many.

(b) Inclusion of Disadvantaged Groups

Governments can implement policies to ensure that private schools cater to disadvantaged or marginalized groups, including ethnic minorities and students with disabilities. Inclusivity measures, such as special funding or targeted programs, help address barriers to access and promote educational equity (OECD, 2016).

(c) Regulation of Admissions Policies

Regulation of admissions policies in private schools can prevent discriminatory practices and ensure fair access. Government oversight of admissions processes helps ensure that private institutions adhere to principles of fairness and non-discrimination (UNESCO, 2019).

(5) Socio-Economic Implications

The private education sector has significant economic implications, influenced by government policies and regulations.

(a) Economic Contribution

Private education contributes to the economy by creating jobs, generating revenue, and stimulating investment. The sector often attracts private investment and can contribute to local economic development through infrastructure projects and educational services (World Bank, 2018).

(b) Impact on Public Resources

The growth of private education can affect public resources and funding. As more families choose private schools, there may be reduced demand for public education services. This can impact public funding allocations and resource distribution (OECD, 2016).

(c) Market Dynamics

Government policies can influence market dynamics within the private education sector. Regulations affecting competition, pricing, and quality can impact the viability and sustainability of private schools. A competitive market can drive innovation and improve educational offerings (Cheng, 2017).

(6) Social Impact

The role of government in private education also has broader social implications, influencing social cohesion and educational outcomes.

(a) Social Mobility

Private education can impact social mobility by providing opportunities for students from diverse backgrounds. Government policies that support access to private education can enhance social mobility and help bridge educational gaps (UNESCO, 2019).

(b) Community Engagement

Private schools often engage with local communities through outreach programs and partnerships. Government policies that promote community involvement can strengthen the relationship between private institutions and local populations (World Bank, 2018).

(c) Educational Innovation

The presence of private schools can drive educational innovation and reform. Government policies that encourage experimentation and collaboration between public and private sectors can lead to new educational approaches and improvements in teaching and learning (Cheng, 2017).

The role of government in affecting private education is multifaceted, encompassing regulation, funding, and quality assurance. Government policies significantly impact the functioning and development of private education, shaping its accessibility, quality, and socio-economic contributions. Effective government intervention can enhance the positive aspects of private education while addressing

potential challenges. By carefully designing and implementing policies, governments can support a robust and equitable private education sector that complements public education and serves the diverse needs of students.

CHAPTER IV

SURVEY ANALYSIS

4.1 Dagon Seikkan Township and its Demographic

Dagon Myothit (Seikkan) Township, located in Yangon's eastern region, is a booming area with a current population of around 186,982, according to Tin Ni Lar (2019). Satellite communities and industries emerged within the township during the 1990s, resulting in its current configuration. The township was formed in the 1990s to industrialize the land and create an industrial park. It was part of Hlegu Township, which included many tiny communities. In 1996, it was authorized as a new city extension with 39 yards and five village tracts. Dagon Myothit (Seikkan) Township now contains 30 yards and four settlements to match its current population and organization.

The Township's population is predominantly urban (89.6%). Dagon Myothit (Seikkan) Township is an urban area in Yangon, Myanmar. The municipality is located in an industrial area of the city. In 2007, the Dagon Bridge, Yangon's second bridge across the Bago River, opened, connecting Dagon Myothit (Seikkan) to Thanlyin Township. Dagon Myothit (Seikkan) Township shares boundaries with Hlegu Township to the north, South Dagon Township to the northwest, Thaketa Township to the southwest, and Thanlyin Township to the east and southeast. It shares an eastern and southeast border with the Bago River.

(1) Location and Size of Dagon Myothit (Seikkan) Township

Dagon Myothit (Seikkan) Township is located in the east-central section of Yangon. The township is located between north latitude 16° and east longitude 96°. Dagon Myothit (Seikkan) Township is located 14.4 feet above sea level and borders the Bago River to the east and southeast. The township is connected to Thanlyin Township via the Bago River's Dagon Bridge.

The township covers 32.973 square miles (21,102.7 acres) and is bordered on the east by Thanlyin Township, on the west by South Dagon, on the south by Thanlyin and Thaketa townships, and on the north by Hleku and South Dagon townships.

(2) Population and Religious

Dagon Myothit (Seikkan) Township, with its population of 186,982, is a vibrant tapestry of diversity. The township's estimated population density of 1,960.7 per square kilometer, a reflection of its inclusive nature, is a key indicator of its vibrancy. The population breakdown by age group further underscores this diversity. The township is predominantly Burmese, but it is also home to a variety of other ethnic groups, including Kachin, Kayah, Kayin, Mon, Rakhine, Chin, and Shan. In addition, the Township is enriched by its Muslim, Chinese, and Indian residents. The majority of the population (91.1%) are Buddhists, with the remaining 8.9% belonging to other ethnic groups.

4.2 Survey Profile

The survey for this study was conducted among students of parents' perceptions from four selected schools in Dagon Seikkan Township: Seik Kan Thar, Ma Har Nwe, MMEC, and Yin Thway Ein. These schools represent different education levels, including high school, middle school, and primary school. A sample population of 308 respondents from a total of 1527 students of parent's perception in 4 private schools at Dagon Seikkan Township, was selected through a simple random sampling method to ensure a representative sample of the parent population. The total student populations for these schools were 933 for Seik Kan Thar, 274 for Ma Har Nwe, 204 for MMEC, and 116 for Yin Thway Ein. A simple random sampling method was used to select respondents, ensuring a representative sample of parents from each school. In total, 308 parents participated in the survey, with sample sizes proportionate to the student populations of each school. The survey gathered data on parents' perceptions, satisfaction, and decision-making factors regarding private education. The diverse respondent demographics provided a comprehensive view of the opinions held by parents in Dagon Seikkan Township.

Below is the table showing the total population for private schools in Dagon Seikkan Township:

Table (4.1) Total Number of Students from Private Schools in Dagon Seikkan Township

No .	School Name	School Level	No. of Students			Choice Number of Student
			Male	Female	Total	
1	Seik Kan Thar	High School	465	468	933	148
2	IDAP	High School	545	461	1006	
3	Ma Har Nwe	Middle School	156	118	274	64
4	A Lin Eain	Middle School	204	182	386	
5	Seik Kan Thar (Yu Za Na)	Middle School	296	263	559	
6	MMEC	Primary School	107	97	204	54
7	Pyinnya Dagon	Primary School	145	167	312	
8	Min Yekkaung Pon	Primary School	55	45	100	
9	Yin Thway Ein	Primary School	62	54	116	42
	Total		2035	1855	3890	308

4.3 Survey Design

The survey design for this study was carefully crafted to effectively capture parents' perceptions of private educators in Dagon Seikkan Township. It consisted of a structured questionnaire that integrated both quantitative and qualitative elements, allowing for a comprehensive analysis of the collected data. The questionnaire was organized into several sections, including demographic information, overall satisfaction with private education, specific perceptions of private educators, and factors influencing the choice of private schools. To ensure clarity and relevance, questions were formulated using a mix of closed-ended formats, such as Likert scale items, alongside open-ended questions to encourage detailed responses. The 5-point Likert scale, which ranged from "strongly disagree" to "strongly agree," provided measurable insights into levels of satisfaction and perception. Additionally, the questionnaire underwent pre-testing with a small group of parents, ensuring the questions were refined for clarity and relevance before the full survey was administered.

4.4 Survey Results

This section presents the findings results from the survey conducted among parents in Dagon Seikkan Township regarding their perceptions of private educators in the basic education sector. The survey utilized a comprehensive socio-demographic questionnaire, along with various Likert scale items to assess parents' attitudes and beliefs about private education. The aim was to capture insights into the perceived quality, opportunities, and challenges associated with private educators. By examining the responses across different dimensions such as educational quality, the influence of socioeconomic factors, and personal experiences this analysis provides a nuanced understanding of parental perceptions.

The sample size for this study was calculated using Cochran's (1977) sampling formula for an unknown population. The population proportion (p) was set at 0.5, with an allowable margin of error (e) of 0.05. A z-value of 1.96 was used, corresponding to a 95% confidence level (or a significance level of 0.05). The formula is expressed as follows:

$$n_0 = \frac{z^2 pq}{e^2} = \frac{z^2 p(1-p)}{e^2}$$

By substituting the values into the formula, the calculation is as follows:

$$n_0 = \frac{(1.96)^2 0.5(1-0.5)}{0.05^2}$$

$$n_0 = 384.16 \sim 385$$

The sample size determinization of Cochran's modified formula for the finite populations ($N = 1527$), was

$$n = \frac{n_0}{1 + \frac{n_0 - 1}{N}}$$

where, n_0 = Cochran's sample size computed using the formula of ideal sample size

$$n = \text{population size } (N = 1527)$$

By substituting the values,

$$n = \frac{385}{1 + \frac{385 - 1}{1527}}$$

$$n = 307.63 \sim 308$$

This results in $n = 307.63$, which is rounded to 308. Therefore, the sample size for the study was set at 308 respondents.

4.4.1 Demographic Profile of Respondents

This section describes the demographic profile of the respondents to the survey about parents' perceptions of private educators in Dagon Seikkan Township. Understanding the demographic characteristics of the respondents is essential for contextualizing the survey results and drawing meaningful conclusions. The demographic profile includes key variables such as gender, age, marital status, educational background, and employment status, as well as the number and age of children currently enrolled in basic education. This demographic overview serves as a foundation for understanding the diverse perspectives represented in the study and expressed in the following table.

Table (4.2) Demographic Characteristics of Respondents

No.	Characteristics	Items	Frequency	Percent
1	Gender	Female	180	58.4
		Male	128	41.6
		Total	308	100.0
2	Age	20–30	43	14.0
		31–40	90	29.2
		41–50	98	31.8
		51–60	61	19.8
		61 and above	16	5.2
		Total	308	100.0
3	Marital Status	Divorced	15	4.9
		Married	251	81.5
		Single	31	10.1
		Widowed	11	3.6
		Total	308	100.0
4	Number of Children Enrolled	1	160	51.9
		2	101	32.8
		3	47	15.3
		Total	308	100.0
5	Age of Children	11–13	84	27.3
		14–16	48	15.6
		5–7	80	26.0
		8–10	96	31.2
		Total	308	100.0

Table (4.2) Demographic Characteristics of Respondents (Continued)

No.	Characteristics	Items	Frequency	Percent
6	Level of education	Bachelor's degree	137	44.5
		High school diploma	101	32.8
		Master's degree or higher	31	10.1
		No formal education	16	5.2
		Primary education	7	2.3
		Secondary education	16	5.2
		Total	308	100.0
7	Employment Status	Government-employed	52	16.9
		Private sector-employed	66	21.4
		Retired	19	6.2
		Self-employed	115	37.3
		Unemployed	56	18.2
		Total	308	100.0
8	Monthly Household Income (MMK)	300,001 – 500,000	55	17.9
		500,001 – 700,000	131	42.5
		700,001 – 1,000,000	87	28.2
		Above 1,000,000	35	11.4
		Total	308	100.0

Source: Survey data, 2024.

Table 4.1 provides an overview of the demographic characteristics of the 308 respondents surveyed. In terms of gender, the majority of respondents were female, representing 58.4% of the sample, while males made up 41.6%. This gender distribution suggests that more mothers or female guardians participated in the survey, reflecting potential involvement in decision-making regarding education.

Regarding age, the largest group of respondents was aged between 41 and 50 years (31.8%), followed by those aged 31 to 40 (29.2%). The respondents aged 51 to 60 comprised 19.8% of the sample, while the youngest group, aged 20 to 30, accounted for 14%. Only a small portion of the respondents, 5.2%, were aged 61 and above. This age distribution indicates that the majority of parents or guardians are within their prime working or middle-age years.

In terms of marital status, the vast majority of respondents were married (81.5%), with smaller proportions of single (10.1%), divorced (4.9%), and widowed individuals (3.6%). This indicates that most participants are from traditional family

structures, with stable households being a significant context for decisions about education.

Looking at the number of children enrolled, the majority of respondents (51.9%) had one child enrolled, while 32.8% had two children enrolled, and 15.3% had three children. This reflects that a substantial number of parents have multiple children attending school, potentially influencing their perspectives on education quality and affordability.

The age of children enrolled in schools shows that the largest group of children was aged 8 to 10 years (31.2%), followed by those aged 11 to 13 (27.3%). The remaining children were aged 5 to 7 (26%) and 14 to 16 (15.6%). This distribution reveals that most respondents have children in primary and middle school age groups.

In terms of educational background, 44.5% of respondents held a bachelor's degree, while 32.8% had completed high school. A smaller proportion of respondents had a master's degree or higher (10.1%), with 5.2% having secondary education and no formal education, and 2.3% completing only primary education. This provides that a large portion of the respondents are well-educated, which may influence their expectations of the excellence of education for their kids.

For employment status, the largest group of respondents was self-employed (37.3%), followed by those employed in the private sector (21.4%) and government employees (16.9%). A smaller proportion were unemployed (18.2%) and retired (6.2%). This shows a diverse range of economic backgrounds, with a notable percentage of self-employed individuals likely contributing to household income independently.

Finally, regarding monthly household income, 42.5% of the respondents reported earning between MMK 500,001 and 700,000, while 28.2% earned between MMK 700,001 and 1,000,000. Around 17.9% of households earned between MMK 300,001 and 500,000, and 11.4% reported earning over MMK 1,000,000 per month. This indicates that the majority of respondents fall within a middle-income bracket, which could affect their views on the affordability and value of private education.

The demographic profile shows that the respondents are predominantly married, middle-aged, educated, and moderately to well-off financially, with most having one or two children enrolled in school. These characteristics provide a broad and diverse perspective on the perceptions and attitudes towards private education within the community.

4.4.2 Reliability Test

In this section, the reliability of the survey instrument was assessed to ensure that the measures used in the study consistently capture the intended constructs related to parents' perceptions of private educators in Dagon Seikkan Township. The reliability test is a critical statistical measure used to assess the consistency and stability of a survey instrument or scale. It evaluates how well the items in a questionnaire measure the intended constructs over time. The most common method for assessing reliability is Cronbach's alpha, which provides a coefficient that ranges from 0 to 1. A number of 0 indicates no internal consistency, whereas a value of 1 shows full internal consistency. In general, a Cronbach's alpha score of 0.70 or higher is regarded as appropriate for research purposes, indicating that the items are reliable. Values between 0.60 and 0.69 are considered marginally acceptable, while values below 0.60 may indicate that the items are not reliably measuring the construct. In this study, a reliability test was conducted to ensure that the measurement scales used in the survey accurately reflect the perceptions and experiences of respondents regarding private educators, thus providing credible and valid data for analysis.

Table (4.3) Reliability Test for Variables

No.	Variables	No. of Items	Cronbach's Alpha
1	Perception of Private Educators	10	0.853
2	Parents' Choice of Private Educators	10	0.799
3	Key Factors Influencing Parents' Choice of Private Educators		
	Factors Influencing Decision to Choose Private Education	17	0.908
	Opportunities	10	0.912
	Challenges	10	0.741

Source: Survey data, 2024.

The reliability test results, as presented in Table 4.2, indicate a high level of internal consistency across the various variables assessed in the survey. The variable "Perception of Private Educators" demonstrated a Cronbach's alpha of 0.853, indicating strong reliability. Similarly, "Parents' Choice of Private Educators" achieved a Cronbach's alpha of 0.799, which is also considered acceptable and suggests that the

items in this scale are reliably measuring parents' choices. The variable assessing "Key Factors Influencing Parents' Choice of Private Educators" showed an impressive Cronbach's alpha of 0.908, highlighting excellent reliability. Within this category, the sub-variable "Opportunities" scored the highest at 0.912, further confirming the reliability of the measures used. The sub-variable "Challenges," with a Cronbach's alpha of 0.741, still falls within the acceptable range, indicating that while it is slightly lower than the others, it remains a reliable measure. Overall, the results confirm that the survey instrument effectively captures the constructs related to parents' perceptions and choices regarding private education, providing confidence in the subsequent analyses and findings.

4.4.3 Respondent's Perception on Private Educators

This section explores the perceptions of respondents concerning private educators, which were gauged through a series of statements reflecting various aspects of their experiences with private education. Understanding these perceptions is crucial, as they offer insights into the perceived quality and effectiveness of private educational institutions compared to public counterparts. By analyzing the mean scores and standard deviations for each statement, can identify trends in parental attitudes toward private educators and the perceived benefits and drawbacks of private education. This analysis not only highlights the overall sentiment of parents but also provides a nuanced understanding of specific areas where private educators excel or face challenges in meeting parental expectations.

Table (4.4) Respondent's Perception on Private Educators

No.	Statements	Mean	Std. Deviation
1	Private educators provide higher-quality education than public educators.	3.47	0.682
2	My child's academic performance has improved since attending a private educator's classes.	3.55	0.619
3	Private educators are more attentive to the individual needs of students.	3.48	0.552
4	The learning environment in private education is more conducive than in public education.	3.53	0.748
5	I feel confident in the curriculum provided by private educators.	3.61	0.643
6	Private educators communicate effectively with parents about their children's progress.	3.48	0.757
7	I believe the cost of private education is justified by the quality of instruction.	3.41	0.761
8	Private educators have a positive impact on my child's social development.	3.55	0.756
9	My child prefers private classes over public-school lessons.	3.57	0.618
10	I am satisfied with the overall educational experience provided by private educators.	3.61	0.612
	Over-all Mean	3.53	

Source: Survey data, 2024.

The perceptions of respondents regarding private educators were assessed through ten statements, each designed to capture different aspects of their experiences and beliefs about private education. As summarized in Table 4.3, the overall mean score for respondents' perceptions was 3.53, indicating a generally positive outlook toward private educators. This section explores the specific mean values and standard deviations for each statement, shedding light on the nuances of respondents' attitudes and highlighting key areas of agreement or concern.

The individual statements reveal varying degrees of positive perception among respondents. The statement "I feel confident in the curriculum provided by private educators" received the highest mean score of 3.61, coupled with a standard deviation of 0.643, indicating that parents generally trust the educational content delivered by

private institutions. Similarly, respondents expressed satisfaction with the overall educational experience provided by private educators, also scoring 3.61, which indicates a strong sense of approval in this area.

The statement "My child prefers private classes over public-school lessons" scored 3.57, reflecting a notable preference among children for private education. Furthermore, respondents acknowledged the positive impact of private educators on their child's social development, with a mean score of 3.55. Statements regarding improvements in academic performance and attentiveness to individual needs scored 3.55 and 3.48, respectively, indicating that parents perceive private educators as effective in enhancing their children's educational experiences.

In contrast, the lowest mean score of 3.41 was recorded for the statement "I believe the cost of private education is justified by the quality of instruction," which shows some hesitance among parents regarding the financial aspect of private education despite their overall positive perceptions. The standard deviations for all items, ranging from 0.552 to 0.761, indicate a relatively consistent agreement among respondents regarding their views on private educators, underscoring a shared perspective on the value of private education for their children.

4.4.4 Parents' Choice on Private Educators

The section on parents' choice of private educators provides a detailed exploration of the factors influencing their decisions when selecting educational services for their children. Understanding these preferences is crucial for both educators and policymakers, as they can shed light on the expectations and priorities of parents in the educational landscape. This analysis reveals various criteria, including the qualifications of educators, their reputation, teaching experience, and the extent to which personalized learning approaches are offered. Additionally, the significance of recommendations from other parents and the incorporation of modern technology into teaching practices are highlighted.

Table (4.5) Parents' Choice of Private Educators

No.	Statements	Mean	Std. Deviation
1	I choose a private educator based on their qualifications and certifications.	3.39	0.704
2	The reputation of the private educator is an important factor in my decision.	3.52	0.702
3	I prioritize private educators who have experience in teaching my child's specific age group.	3.51	0.721
4	Recommendations from other parents heavily influence my decision when choosing a private educator.	3.48	0.809
5	I value private educators who offer personalized learning approaches for my child.	3.47	0.757
6	I am willing to pay a greater charge for private educators that deliver a higher quality education.	3.47	0.662
7	I prefer private educators who incorporate modern technology and teaching tools into their lessons.	3.62	0.702
8	I prioritize private educators who have a nurturing and supportive teaching style.	3.51	0.721
9	My child's comfort and rapport with the private educator are critical to my decision-making.	3.40	0.751
10	A private educator's ability to prepare my child for academic exams is very important to me.	3.49	0.740
	Over-all Mean	3.49	

Source: Survey data, 2024.

The analysis of parents' choices regarding private educators reveals significant insights into their decision-making criteria, as indicated by the mean scores and standard deviations for each statement. Firstly, the statement regarding the qualifications and certifications of private educators received a mean score of 3.39 with a standard deviation of 0.704. This indicates that parents view these credentials as important factors in their choice. However, this statement also reflects a relatively lower

mean score, suggesting that while qualifications are significant, other aspects may play a more crucial role in their overall decision-making process.

Furthermore, the reputation of the educator shows a higher mean score of 3.52 (Std. Deviation = 0.702). This finding indicates that parents highly value the perceived standing and credibility of the educator within the community. Such a score reflects a common tendency among parents to seek reputable sources for their children's education, indicating that a strong reputation can significantly influence their choices. The importance of experience with the specific age group is also noteworthy, as parents indicated a mean score of 3.51 (Std. Deviation = 0.721). This suggests that parents prioritize educators who not only possess qualifications but also have relevant teaching experience tailored to their child's developmental needs, thus enhancing the effectiveness of their educational experience.

Additionally, the influence of recommendations from other parents received a mean score of 3.48 (Std. Deviation = 0.809), highlighting a significant impact on decision-making. This demonstrates the importance of word-of-mouth and personal testimonials in shaping perceptions of private educators, indicating that parents trust the experiences of others when making such decisions. Moreover, parents indicated a strong preference for private educators who provide personalized learning approaches, with a mean score of 3.47 (Std. Deviation = 0.757). This preference underscores a desire for individualized attention and customized educational experiences tailored to their child's unique learning style, further emphasizing the importance of catering to individual needs.

The willingness to pay higher fees for quality education is reflected in a mean score of 3.47 (Std. Deviation = 0.662). This finding indicates that parents are open to investing more if they perceive the educational value to be greater, demonstrating a commitment to securing the best possible learning environment for their children. A preference for educators who incorporate modern technology into lessons is evident, as indicated by a mean score of 3.62 (Std. Deviation = 0.702). This highlights the recognition among parents of the importance of technology in enhancing educational outcomes and reflects a growing trend toward digital learning tools in education.

Parents also show a strong preference intended at private educators who exhibit a nurturing and supportive teaching style, as showed by a mean score of 3.51 (Std. Deviation = 0.721). This underscores the significance of emotional and relational aspects in effective teaching, suggesting that parents value a supportive learning

environment for their children. Furthermore, the importance of a child's comfort and rapport with the educator is acknowledged, with a mean score of 3.40 (Std. Deviation = 0.751). This finding indicates that a positive relationship between the child and educator is critical for successful learning experiences, emphasizing the relational dynamics involved in education.

Finally, the ability of private educators to prepare children for academic exams received a mean score of 3.49 (Std. Deviation = 0.740), highlighting that academic performance remains a primary concern for parents when selecting educators. Overall, the average mean score of 3.49 indicates that parents generally hold positive perceptions regarding the factors influencing their choice of private educators. This reflects a well-rounded consideration of educational quality, support, and relational dynamics in their decision-making process.

4.4.5 Key Factors Influencing Parents' Choice of Private Educators

The section on key reasons influencing parents' choice of private educators delves into the critical elements that shape their decisions in selecting private education for their children. It encompasses a comprehensive analysis of the factors influencing the decision to choose private education, along with the opportunities and challenges associated with these choices. By examining aspects such as the perceived quality of education, the availability of specialized programs, and the responsiveness of educators to individual student needs, this section seeks to provide a nuanced understanding of what drives parents toward private education. Additionally, it addresses the potential challenges they may face, including financial considerations and the varying quality of private institutions. This analysis not only highlights the opportunities available to parents but also emphasizes the complexities of navigating the private education landscape, ultimately enriching the discourse on educational choices in today's society.

(a) Factors Influencing Decision to Choose Private Education

The decision to choose private education over public schooling is influenced by a multitude of factors that parents consider essential for their children's academic success and overall development. Parents often weigh aspects such as school quality, teaching methodologies, and the learning environment when evaluating private institutions. Additionally, the availability of facilities and resources, including modern technology and extracurricular activities, plays a critical role in shaping their

perceptions. Class size and the level of individual attention from teachers are also significant, as they can impact a child's learning experience. Furthermore, social and peer environments, safety and security considerations, and financial implications are paramount in the decision-making process.

Table (4.6) Factors Influencing Decision to Choose Private Education

No.	Statements	Mean	Std. Deviation
	School Quality		
1	Private schools offer better quality education than public schools.	3.54	0.729
2	Private schools have better teachers and teaching methods.	3.60	0.591
3	Private schools provide a more conducive learning environment.	3.39	0.750
	Facilities and Resources		
4	Private schools have better facilities and learning resources.	3.49	0.621
5	Private schools provide modern technology and infrastructure.	3.57	0.737
6	My child can access extracurricular activities in private schools.	3.49	0.739
	Class Size and Attention		
7	Private schools have smaller class sizes.	3.39	0.810
8	My child receives more individual attention from teachers.	3.55	0.661
	Social and Peer Environment		
9	My child has better peer influences in private schools.	3.70	0.565
10	My child is in a more disciplined environment in private schools.	3.57	0.649
	Safety and Security		
11	Private schools provide a safer and more secure environment.	3.53	0.662

**Table (4.6) Factors Influencing Decision to Choose Private Education
(Continued)**

No.	Statements	Mean	Std. Deviation
	Cost and Financial Considerations		
12	The cost of private education is justified by the benefits.	3.55	0.641
13	I am willing to pay extra for better education for my child.	3.51	0.766
	Reputation and Academic Success		
14	Private schools have a better reputation for academic excellence.	3.71	0.586
15	Private school students perform better in exams than public school students.	3.74	0.524
	Parental Involvement and Satisfaction		
16	Private schools encourage more parental involvement.	3.61	0.675
17	I am satisfied with the private education system for my child.	3.67	0.737
	Over-all Mean	3.57	

Source: Survey data, 2024.

The factors influencing the decision to choose private education reflect a variety of considerations that parents take into account when selecting the best educational environment for their children.

Regarding school quality, parents indicate that private schools offer better quality education than public schools, as shown by a mean score of 3.54. Additionally, the perception that private schools have superior teachers and teaching methods is reinforced by a mean score of 3.60. Parents also acknowledge that private schools provide a more conducive learning environment, though with a slightly lower mean of 3.39. When it comes to facilities and resources, parents show that private schools are perceived to have better facilities and learning resources, with a mean score of 3.49. The availability of modern technology and infrastructure is also acknowledged, with a higher mean of 3.57. Furthermore, parents appreciate the access to extracurricular activities in private schools, indicated by a mean score of 3.49.

In terms of class size and attention, the data indicate that parents believe private schools have smaller class sizes, which is reflected in a mean score of 3.39. This is complemented by the perception that their child receives more individual attention from teachers, as indicated by a mean score of 3.55. The social and peer environment also plays a crucial role in decision-making. Parents feel their child has better peer influences in private schools, shown by a mean of 3.70. They also perceive that private schools provide a more disciplined environment, which is supported by a mean score of 3.57.

Safety and security are important issues, as seen by a mean score of 3.53, indicating that parents perceive private schools as safer and more secure. Cost and financial factors are addressed with an average score of 3.55, showing that parents believe the cost of private school is justified by the benefits it provides. A mean of 3.51 indicates a readiness to pay more for a better education for their child. Parents also value reputation and academic performance, with a mean score of 3.71 indicating that private schools have a higher reputation for academic excellence. This is further supported by a mean score of 3.74, which indicates that private school pupils are seen to perform better on examinations than their public school counterparts.

Lastly, the importance of parental involvement and satisfaction is clear, with a mean score of 3.61 indicating that private schools encourage greater family involvement. A mean score of 3.67 indicates that parents are satisfied with their children's private school system. Overall, the statistics show a mean score of 3.57, indicating that the factors impacting the decision to choose private school are diverse and significant, ultimately assisting parents in their search for quality education for their children.

(b) Opportunities to Choose Private Education

The opportunities provided by private education play an important impact in determining parents' decisions about their children's academic paths. Parents often seek private educators for the unique advantages these institutions provide, which can significantly enhance their child's educational experience. These opportunities encompass a variety of aspects, including access to superior teaching methodologies, enriched curricula, smaller class sizes, and a supportive learning environment. Additionally, private educators often offer extracurricular programs that promote holistic development, fostering not only academic growth but also social skills and

personal interests. Understanding these opportunities helps elucidate the factors influencing parents' choices and highlights the potential benefits of private education in nurturing well-rounded individuals.

Table (4.7) Opportunities to Choose Private Education

No.	Statements	Mean	Std. Deviation
	Quality of Education		
1	The private educators provide high-quality education compared to public schools.	3.57	0.659
2	My child has shown significant academic improvement under private educators.	3.65	0.646
3	The teaching methods used by private educators are innovative and effective.	3.64	0.638
	Personalized Attention		
4	Private educators offer more personalized attention to my child than public school teachers.	3.54	0.662
5	My child receives timely feedback and support from private educators.	3.63	0.630
	Better Learning Environment		
6	The learning environment provided by private educators is safe and conducive to my child's development.	3.64	0.627
7	Private schools maintain a higher standard of discipline than public schools.	3.65	0.624
	Parent-Teacher Communication		
8	Private educators communicate effectively and regularly with parents about their child's progress.	3.68	0.594
9	I feel comfortable discussing concerns with my child's private educators.	3.64	0.605
	Extracurricular Activities		
10	Private educators provide more extracurricular opportunities for my child's holistic development.	3.49	0.730
	Overall Mean	3.61	

Source: Survey data, 2024.

The survey results on the quality of education provided by private educators reveal a generally favorable perception among parents. The statement "The private educators provide high-quality education compared to public schools" received a mean score of 3.57, indicating that parents believe private educators offer superior education. Furthermore, with a mean of 3.65, parents indicate that their children have shown significant academic improvement under the guidance of private educators. This improvement suggests a strong correlation between private education and enhanced academic performance, highlighting the effectiveness of private educational settings.

In terms of teaching methodologies, parents rated the statement "The teaching methods used by private educators are innovative and effective" with a mean score of 3.64. This indicates that parents appreciate the innovative approaches utilized by private educators, further supporting the notion that private education may provide a more dynamic learning experience compared to public schools.

Regarding personalized attention, the mean score of 3.54 for the statement "Private educators offer more personalized attention to my child than public school teachers" demonstrates that parents recognize the benefit of individualized instruction in private education. Additionally, the score of 3.63 for "My child receives timely feedback and support from private educators" indicates that parents feel their children receive adequate guidance, enhancing their learning experience.

The overall learning environment in private education also appears to be a significant factor for parents. The mean score of 3.64 for the statement "The learning environment provided by private educators is safe and conducive to my child's development" suggests that parents view private schools as environments that foster safety and growth. Moreover, a mean of 3.65 for the statement "Private schools maintain a higher standard of discipline than public schools" further reinforces the perception that private education promotes a disciplined atmosphere.

Effective communication between parents and educators is another crucial aspect. The statement "Private educators communicate effectively and regularly with parents about their child's progress" received a mean score of 3.68, indicating strong satisfaction with communication practices. This is complemented by a score of 3.64 for

"I feel comfortable discussing concerns with my child's private educators," which demonstrates a trusting relationship between parents and private educators.

Finally, while the statement "Private educators provide more extracurricular opportunities for my child's holistic development" received a slightly lower mean of 3.49, it still indicates that parents recognize the value of extracurricular activities in enhancing their children's overall growth and development. Overall, the mean score of 3.61 across these statements indicates a strong overall satisfaction with the quality of education provided by private educators, highlighting the positive perceptions parents hold regarding private education.

(c) Challenges to Choose Private Education

Challenges in private education play a pivotal role in shaping parents' perceptions and decisions when selecting educational institutions for their children. While private schools are often regarded as providing enhanced educational opportunities, various obstacles can significantly impact parents' choices. These challenges encompass financial burdens, accessibility issues, concerns about teacher qualifications, academic pressure on students, and ethical dilemmas within the private education system. Understanding these challenges is crucial for parents as they navigate their options and weigh the potential benefits against the drawbacks of private schooling. This section delves into the key challenges identified by parents, providing a comprehensive overview of the factors that influence their decision-making process regarding private education.

Table (4.8) Challenges to Choose Private Education

No.	Statements	Mean	Std. Deviation
	Cost		
1	The cost of private education is a financial burden on my family.	3.14	0.811
2	Private schools are not affordable for most families in the community.	3.52	0.721
	Accessibility		
3	Private education is not easily accessible in terms of location and availability.	3.57	0.755
4	There are not enough private educators in our area to meet the demand for quality education.	3.62	0.609
	Teacher Qualification		
5	Private educators are not always as qualified or experienced as public-school teachers.	3.47	0.739
6	There is a high turnover rate among private educators, which affects my child's learning continuity.	3.49	0.825
	Pressure on Students		
7	Private educators place too much academic pressure on students.	3.51	0.792
8	My child experiences more stress in private education compared to public schooling.	3.50	0.653
	Ethical Concerns		
9	There is a lack of transparency in the grading and assessment systems used by private educators.	3.19	0.781
10	Private schools prioritize profit over the quality of education.	3.15	0.781
	Overall Mean	3.41	

Source: Survey data, 2024.

The challenges associated with private education are significant considerations for parents when evaluating their options for their children. Understanding these challenges provides insight into the complexities of choosing private education over public schooling.

The mean score of 3.14 for the statement "The cost of private education is a financial burden on my family" indicates that parents generally perceive the expense of private schooling as a considerable financial strain. This suggests that affordability remains a critical issue, impacting the decision-making process for many families. Similarly, the mean of 3.52 for "Private schools are not affordable for most families in the community" further emphasizes the economic barriers that can hinder access to private education, highlighting that cost is a recurring concern among parents.

Accessibility is another notable challenge, as reflected in the mean score of 3.57 for the statement "Private education is not easily accessible in terms of location and availability." This indicates that logistical factors can complicate the choice of private education, making it less feasible for some families. Furthermore, the mean of 3.62 for "There are not enough private educators in our area to meet the demand for quality education" points to a supply issue that may limit the options available to parents and their children.

Regarding teacher qualification, the mean score of 3.47 for "Private educators are not always as qualified or experienced as public-school teachers" indicates a level of skepticism among parents regarding the competency of private educators. This concern is echoed by a mean of 3.49 for "There is a high turnover rate among private educators, which affects my child's learning continuity," suggesting that instability within the private education workforce may undermine the quality of instruction and disrupt students' learning experiences.

Pressure on students also emerges as a concern, with a mean score of 3.51 for "Private educators place too much academic pressure on students." This indicates that parents are aware of the potentially high academic expectations placed on their children, which may lead to an increased level of stress. A mean of 3.50 for "My child experiences more stress in private education compared to public schooling" reinforces this viewpoint, highlighting the emotional toll that such an environment may impose on students.

Finally, ethical concerns are also prevalent, as demonstrated by a mean score of 3.19 for "There is a lack of transparency in the grading and assessment systems used by private educators." This suggests that parents may feel uncertain about the fairness and reliability of assessments in private education. Additionally, the mean of 3.15 for "Private schools prioritize profit over the quality of education" reflects a belief that financial motivations may sometimes overshadow educational objectives, raising

questions about the integrity of the private education system. Overall, with an average mean score of 3.41, the challenges associated with private education indicate that while there are benefits, there are also significant hurdles that families must navigate when considering this option for their children.

4.4.6 Overall Mean Values for Variables

This section presents an overview of the overall mean values for various variables related to parents' perceptions, choices, and the key factors influencing their decisions regarding private education. The analysis encapsulates how parents view private educators, the criteria they consider when selecting these educators, and the factors that significantly influence their choices. By examining the overall mean values, a clearer understanding emerges of the sentiments and considerations that shape parental attitudes towards private education. These insights will inform the discussion on the effectiveness and challenges of private educational institutions in meeting the needs of students and their families.

Table (4.9) Overall Mean Values for Variables

No.	Variables	Overall Mean
1	Perception of Private Educators	3.53
2	Parents' Choice of Private Educators	3.49
3	Key Factors Influencing Parents' Choice of Private Educators	
	Factors Influencing Decision to Choose Private Education	3.57
	Opportunities	3.61
	Challenges	3.41

Source: Survey data, 2024.

The overall mean value for the Perception of Private Educators is 3.53, indicating that parents generally perceive private educators positively. This score reflects a moderate level of agreement with the notion that private educators offer valuable educational experiences for their children. The perceptions captured in this mean suggest that parents recognize the benefits associated with private education, including the quality of instruction and the attention given to individual student needs.

For Parents' Choice of Private Educators, the overall mean value is 3.49, which indicates a slight inclination towards favoring private educators in the decision-making process. This score signifies those parents consider multiple factors, such as qualifications, reputation, and personal recommendations, when choosing a private educator for their child. The moderately high mean suggests that while there are positive factors influencing the choice of private education, there are also considerations that may lead parents to weigh their options carefully.

The mean value for Key Factors Influencing Parents' Choice of Private Educators is 3.57, illustrating that parents recognize the significant elements that influence their decisions. Within this category, the Factors Influencing Decision to Choose Private Education have an overall mean of 3.57, indicating a strong belief that various factors, such as school quality and facilities, play a crucial role in their selection process. The Opportunities mean of 3.61 further emphasizes that parents see private education as a pathway to enhanced educational prospects for their children. Conversely, the Challenges mean of 3.41 indicates that while parents appreciate the benefits, they are also aware of the obstacles associated with private education, such as cost and accessibility issues. This dual perspective underscores the complexity of the decision-making process parents face in choosing private education for their children.

CHAPTER V

CONCLUSION

5.1 Findings

The study aims to examine parents' perceptions of private educators in the basic education sector in Myanmar, with a specific focus on Dagon Seikkan Township. The objectives include assessing parents' views of private educators and identifying the key factors influencing their decisions to choose private education. To achieve these goals, a descriptive research methodology is applied, which includes both primary and secondary data. A questionnaire survey was presented to 150 respondents from private schools in Dagon Seikkan Township, selected using a simple random sample procedure. Secondary data is also acquired from ten private schools, as well as government documents and related literature from 2013 to the present.

The study's scope is confined to private educators within this township, providing a targeted examination of their role and impact on parents' educational choices. The findings reveal a generally positive perception of private educators among respondents, highlighting key areas of confidence and satisfaction. Respondents exhibit a strong trust in the curriculum offered by private educators, reflecting confidence in the quality of educational content. There is also a notable preference for private classes over public-school lessons, indicating that children are inclined towards private education. Parents acknowledge the positive influence of private educators on their child's social development and recognize their effectiveness in enhancing academic performance and addressing individual needs. However, there is some hesitance regarding the justification of the cost of private education, suggesting concerns about the financial implications despite the overall favorable perceptions. The consistent standard deviations across the statements further emphasize a shared agreement among parents about the value of private education for their kids.

The analysis of parents' choices regarding private educators reveals several key factors influencing their decision-making process. Parents place significant importance on the qualifications and certifications of private educators, though they also recognize

that other aspects may be equally crucial. The reputation of the educator is highly valued, indicating that credibility within the community plays a major role in parental decisions. Experience with specific age groups is also prioritized, as parents seek educators who can effectively address their child's developmental needs. Recommendations from other parents significantly shape perceptions, underscoring the importance of word-of-mouth and personal testimonials.

Additionally, there is a strong preference for personalized learning approaches, highlighting the desire for individualized attention tailored to each child's unique learning style. Parents are willing to invest more for perceived quality education and show a clear inclination toward educators who incorporate modern technology into their teaching. The nurturing and supportive teaching style of private educators is highly valued, along with the importance of fostering a positive rapport between the child and educator. Lastly, the ability of educators to prepare children for academic exams remains a primary concern, reflecting parents' focus on academic performance. Overall, parents demonstrate a positive perception of the factors influencing their choice of private educators, indicating a well-rounded consideration of educational quality, support, and relational dynamics.

The analysis of key factors influencing parents' choice of private educators reveals several important elements that shape their decisions. Parents prioritize the perceived quality of education, viewing it as a fundamental reason for selecting private institutions. The availability of specialized programs is also a significant factor, as parents seek options that cater to their children's unique interests and needs. Responsiveness of educators to individual student requirements emerges as a crucial consideration, highlighting the desire for personalized attention in the learning process. However, parents also encounter challenges, particularly related to financial considerations, as the cost of private education can be a barrier for many families. Additionally, concerns regarding the varying quality of private institutions affect parental confidence in their choices. Overall, this analysis underscores the opportunities and challenges parents face in navigating the private education landscape, contributing to a deeper understanding of educational choices in contemporary society.

Parents' decisions to choose private schools are influenced by a multitude of factors that reflect their aims in selecting the finest educational environment for their children. Parents believe that private schools provide higher-quality education than public schools, with a focus on trained teachers and effective teaching methods. They

recognize the advantages of a conducive learning environment, enhanced facilities, and access to modern technology and resources.

Additionally, parents value the benefits of smaller class sizes and increased individual attention from educators, contributing to a more personalized learning experience. The social dynamics within private schools, including better peer influences and a disciplined atmosphere, are also significant in their decision-making process. Safety and security emerge as critical factors, with parents believing that private schools provide a harmless environment for their children. Financial considerations are acknowledged, with parents expressing a willingness to invest in private education, viewing the costs as justified by the overall benefits.

Furthermore, the reputation of private schools for academic excellence plays a vital role, as parents believe these institutions foster better exam performance among students. The encouragement of parental involvement and the satisfaction parents feel with the private education system further underscore the positive perceptions of private education. Overall, the findings highlight a multifaceted approach by parents in navigating their choices, emphasizing the importance of quality education and the various factors that contribute to their decisions.

The survey findings reveal that parents generally perceive private educators as offering superior education compared to public schools, with many noting significant academic improvements in their children under private guidance. Parents appreciate the innovative and effective teaching methodologies used by private educators, which contribute to a more dynamic learning experience. They recognize the benefits of personalized attention and timely feedback, highlighting the individualized instruction that private education provides.

The learning environment in private schools is viewed as safe and conducive to development, with parents also valuing the emphasis on discipline. Communication between parents and educators is effective, fostering trusting relationships and satisfaction regarding updates on their children's progress. While the recognition of extracurricular opportunities is slightly lower, parents still see value in these activities for their children's overall development. Collectively, these factors indicate strong satisfaction with the quality of education provided by private educators.

The challenges associated with private education are considerable for parents' evaluating options for their children. Many perceive the financial burden of private

schooling as significant, indicating that affordability remains a critical issue affecting decision-making. Accessibility poses another challenge, as logistical factors complicate the choice of private education, and there is a noted shortage of private educators to meet demand in certain areas. Concerns about teacher qualifications arise, with parents expressing skepticism regarding the competency of private educators and the potential instability caused by high turnover rates.

Additionally, parents are wary of the academic pressure placed on students in private settings, recognizing the emotional stress that may accompany high expectations. Ethical concerns about transparency in grading and the prioritization of profit over educational quality further complicate perceptions of private education. Overall, these challenges highlight the complexities families face when considering private schooling, indicating that while there are benefits, significant hurdles exist in navigating this educational landscape.

5.2 Suggestions

Based on the results of the study, it is essential for private educational institutions to address the financial concerns of parents regarding the affordability of private education. Developing a tiered pricing structure or offering financial assistance and scholarship programs can help alleviate the financial burden for families. This approach not only makes private education more accessible but also demonstrates a commitment to inclusivity and support for diverse socioeconomic backgrounds. Schools could also provide transparent information regarding tuition fees and associated costs, enabling parents to make informed decisions without unexpected financial implications.

Another suggestion for private educators is to enhance the recruitment and retention strategies for qualified educators. To build trust and confidence among parents, schools should prioritize hiring qualified and experienced educators and implement professional development programs to support ongoing teacher training. Additionally, creating a stable and supportive work environment can help reduce turnover rates, ensuring continuity in students' education. Schools might also encourage mentorship programs where experienced educators can guide newer teachers, fostering a collaborative culture that benefits both educators and students.

Finally, private educational institutions should emphasize open communication and transparency regarding their teaching methodologies, grading systems, and

educational outcomes. Providing regular updates on students' progress through parent-teacher meetings, newsletters, and digital platforms can foster trust and engagement between parents and educators. Furthermore, institutions should actively seek feedback from parents regarding their experiences and perceptions, using this information to continuously improve educational practices and address any concerns. By focusing on these suggestions, private schools can enhance their reputation and strengthen their relationships with parents, ultimately, kids will have a more positive educational experience.

REFERENCES

- Aung, T. (2009). *Education in Myanmar: Historical perspectives and current trends*. Journal of Southeast Asian Education, 5(1), 50-68.
- Ball, S. J. (2007). *Education plc: Understanding private sector participation in public sector education*. Routledge.
- Boyle, H. N. (2006). *Memorization and learning in Islamic schools*. Comparative Education Review, 50(3), 478-495.
- Bunnell, T. (2010). The International Baccalaureate and a framework for class consciousness: The challenging positioning of elite IB schools. *Discourse: Studies in the Cultural Politics of Education*, 31(3), 351-362.
- Bunnell, T. (2010). *The International Baccalaureate in global education: Promise and practice*. Continuum International Publishing Group.
- Belfield, C. R., & Levin, H. M. (2002). *The effects of competition between private and public schools*. Economics of Education Review, 21(3), 265-280.
- Bain, J. S. (1999). *Education under colonial rule: The case of Myanmar*. Oxford University Press.
- Cox, C., & Dyson, A. (2010). *Special educational needs and inclusion: The role of private and independent schools*. British Journal of Special Education, 37(1), 2-8.
- Cheng, Y. C. (2017). *Governance and regulation of private education*. Education Policy Analysis Archives, 25(1), 1-25.
- Day Ashley, L., Mcloughlin, C., Aslam, M., Engel, J., Wales, J., Rawal, S., & Rose, P. (2014). *The role and impact of private schools in developing countries*. EPPI-Centre, Social Science Research Unit, Institute of Education, University of London.
- Department of Population. (2022). *Population and housing census of Myanmar 2021*. Government of Myanmar.
- Donkor, A. (2010). Parental involvement in education in Ghana: The case of a private elementary school. *International Journal about Parents in Education*, 4(1).
- Friesen, A. (1998). Parent perceptions of the bases, costs, and benefits of moving their children from public to private education in Manitoba.

- Gokturk, S., & Dinckal, S. (2018). Effective parental involvement in education: experiences and perceptions of Turkish teachers from private schools. *Teachers and Teaching*, 24(2), 183-201.
- Greeley, S., & Newfeld, K. (2012). *Financial sustainability in private schools: Balancing budgets and quality*. *Journal of Educational Finance*, 37(2), 97-114.
- Htay, M. M. (2006). *Challenges of education reform in Myanmar*. *Asian Studies Review*, 30(2), 137-152.
- Jepsen, C., & Rivkin, S. G. (2009). *Class-size reduction and student achievement: The case of New York City*. *Journal of Policy Analysis and Management*, 28(1), 32-55.
- Kingdon, G. (2017). *The Private Schooling Phenomenon in India: A Review*. IZA Institute of Labor Economics.
- Ladd, H. F. (2002). School vouchers: A critical view. *Journal of Economic Perspectives*, 16(4), 3-24.
- Lubienski, C., & Weitzel, P. (2010). *The Charter School Experiment: Expectations, Evidence, and Implications*. Harvard Education Press.
- LaRocque, N. (2008). *Public-private partnerships in education: A review of experiences in developing countries*. CfBT Education Trust.
- Ladd, H. F. (2002). School vouchers: A critical view. *Journal of Economic Perspectives*, 16(4), 3-24.
- Lubienski, C. (2003). *A closer look at private school effects: Using propensity scores to account for selection bias*. *Journal of Policy Analysis and Management*, 22(4), 502-518.
- Lwin, K. (2016). *Educational reform in Myanmar: Progress and challenges*. *Asian Education and Development Studies*, 5(1), 68-80.
- Ministry of Education. (2017). *Basic education curriculum framework*. Government of Myanmar.
- Ministry of Education. (2016). *National Education Strategic Plan (NESP) 2016-2021*. Government of Myanmar.
- Ministry of Education. (2021). *Education sector analysis: Myanmar*. Government of Myanmar.
- Namukwaya, V. A., & Kibirige, I. (2019). Parents' perceptions of universal primary education in Kotido District, Uganda. *Issues in Educational Research*, 29(2), 502-518.

- OECD. (2016). *Education policy outlook: Myanmar*. Organisation for Economic Co-operation and Development.
- Sahlberg, P. (2016). *The Global Educational Reform Movement and Its Impact on Schooling*.
- K. Mundy et al. (Eds.), *The Handbook of Global Education Policy*. Wiley.
- Srivastava, P. (2016). *Low-fee private schooling: Aggravating equity or mitigating disadvantage?*. Oxford University Press.
- Srivastava, P. (2016). *Low-fee private schooling: Aggravating equity or mitigating disadvantage?*. Oxford University Press.
- Tooley, J. (2009). *The Beautiful Tree: A Personal Journey Into How the World's Poorest People Are Educating Themselves*. Cato Institute.
- UNESCO. (2019). *Education for all 2019 global monitoring report*. United Nations Educational, Scientific and Cultural Organization.
- UNICEF. (2018). *Education sector analysis: Myanmar*. United Nations Children's Fund.
- UNESCO. (2021). *Global Education Monitoring Report: Private Education on the Rise*. UNESCO Publishing.
- UNICEF. (2018). *Education sector analysis: Myanmar*. United Nations Children's Fund.
- Verger, A., Fontdevila, C., & Zancajo, A. (2016). *The privatization of education: A political economy of global education reform*. Teachers College Press.
- World Bank. (2018). *Myanmar education sector review*. World Bank.
- Yangon City Development Committee (YCDC). (2020). *Yangon City Development Plan: Annual Report*. YCDC.
- Yangon Region Government. (2021). *Yangon Region Development Report*. Yangon Region Government.
- Yangon City Development Committee (YCDC). (2020). *Yangon City Development Plan: Annual Report*. YCDC.

APPENDIX
Questionnaire
PARENTS' PERCEPTIONS OF PRIVATE EDUCATORS IN THE BASIC
EDUCATION IN DAGON SEIKKAN TOWNSHIP

SOCIO-DEMOGRAPHIC QUESTIONNAIRE

1. Personal Information

1.1 Gender:

- Male ☐
- Female ☐
- Other ☐

1.2 Age:

- 20–30 ☐
- 31–40 ☐
- 41–50 ☐
- 51–60 ☐
- 61 and above ☐

1.3 Marital Status:

- Single ☐
- Married ☐
- Divorced ☐
- Widowed ☐

1.4 Number of Children Currently Enrolled in Basic Education:

- 1 ☐
- 2 ☐
- 3 ☐
- 4 or more ☐

1.5 Age of Children in Basic Education (Mark all that apply):

- 5–7 ☐
- 8–10 ☐
- 11–13 ☐
- 14–16 ☐

2. Educational Background

2.1 What is your highest level of education?

- No formal education ☐
- Primary education ☐
- Secondary education ☐
- High school diploma ☐
- Bachelor's degree ☐
- Master's degree or higher ☐

3. Employment and Income

3.1 Current Employment Status:

- Unemployed ☐
- Self-employed ☐
- Government-employed ☐
- Private sector-employed ☐
- Retired ☐

3.2 Monthly Household Income (MMK):

- Less than 300,000 ☐
- 300,001 – 500,000 ☐
- 500,001 – 700,000 ☐
- 700,001 – 1,000,000 ☐
- Above 1,000,000 ☐

Section 2: Perception of Private Educators

Please rate the following statements based on your perceptions of private educators in the basic education system.

Scale:

1 = Strongly Disagree

2 = Disagree

3 = Neutral

4 = Agree

5 = Strongly Agree

Statement	Strongly Disagree (1)	Disagree (2)	Neutral (3)	Agree (4)	Strongly Agree (5)
1. Private educators provide higher-quality education than public educators.					
2. My child's academic performance has improved since attending a private educator's classes.					
3. Private educators are more attentive to the individual needs of students.					
4. The learning environment in private education is more conducive than in public education.					
5. I feel confident in the curriculum provided by private educators.					
6. Private educators communicate effectively with					

Statement	Strongly Disagree (1)	Disagree (2)	Neutral (3)	Agree (4)	Strongly Agree (5)
parents about their children's progress.					
7. I believe the cost of private education is justified by the quality of instruction.					
8. Private educators have a positive impact on my child's social development.					
9. My child prefers private classes over public school lessons.					
10. I am satisfied with the overall educational experience provided by private educators.					

Section 3: Parents' Choice of Private Educators

Below are sample statements for the opportunities and challenges that parents may perceive, which can be rated on a 5-point Likert scale (1 = Strongly Disagree, 5 = Strongly Agree).

Scale:

1 = Strongly Disagree

2 = Disagree

3 = Neutral

4 = Agree

5 = Strongly Agree

Statement	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1. I choose a private educator based on their qualifications and certifications.					
2. The reputation of the private educator is an important factor in my decision.					
3. I prioritize private educators who have experience in teaching my child's specific age group.					
4. Recommendations from other parents heavily influence my decision when choosing a private educator.					
5. I value private educators who offer personalized learning approaches for my child.					
6. The location of the private educator is an important factor in my choice.					
7. I am willing to pay a higher fee for private educators who provide a higher quality of education.					
8. I prefer private educators who incorporate modern technology and teaching tools into their lessons.					
9. Flexibility in scheduling lessons is a major factor in my choice of private educators.					

Statement	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
10. I prioritize private educators who have a nurturing and supportive teaching style.					
11. My child's comfort and rapport with the private educator is a critical factor in my decision-making.					
12. The private educator's teaching method aligns with my educational values and expectations.					
13. I consider private educators who offer flexible payment options.					
14. I prioritize private educators who have a strong understanding of the school curriculum.					
15. A private educator's ability to prepare my child for academic exams is very important to me.					

Section 4: Key Factors Influencing Parents' Choice of Private Educators

Below are sample statements for the opportunities and challenges that parents may perceive, which can be rated on a 5-point Likert scale (1 = Strongly Disagree, 5 = Strongly Agree).

Scale:

1 = Strongly Disagree

2 = Disagree

3 = Neutral

4 = Agree

5 = Strongly Agree

Statement	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
School Quality					
1. Private schools offer better quality education than public schools.					
2. Private schools have better teachers and teaching methods.					
3. Private schools provide a more conducive learning environment.					
Facilities and Resources					
4. Private schools have better facilities and learning resources.					
5. Private schools provide modern technology and infrastructure.					
6. My child can access extracurricular activities in private schools.					
Class Size and Attention					
7. Private schools have smaller class sizes.					
8. My child receives more individual attention from teachers.					
Social and Peer Environment					
9. My child has better peer influences in private schools.					
10. My child is in a more disciplined environment in private schools.					

Statement	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Safety and Security					
11. Private schools provide a safer and more secure environment.					
Cost and Financial Considerations					
12. The cost of private education is justified by the benefits.					
13. I am willing to pay extra for better education for my child.					
Reputation and Academic Success					
14. Private schools have a better reputation for academic excellence.					
15. Private school students perform better in exams than public school students.					
Parental Involvement and Satisfaction					
16. Private schools encourage more parental involvement.					
17. I am satisfied with the private education system for my child.					