

**YANGON UNIVERSITY OF ECONOMICS
DEPARTMENT OF APPLIED ECONOMICS
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**A STUDY ON THE BENEFITS OF NURSERY SCHOOLS
IN YANGON
(CASE STUDY ON ROYAL BO DAYCARE CENTER)**

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EMPA – 22 (20th BATCH)**

JUNE, 2025

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**A STUDY ON THE BENEFITS OF NURSERY SCHOOLS
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A thesis submitted in partial fulfillment of the requirements for the degree of
Master of Public Administration (MPA)

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This is to certify that this thesis entitled “**A STUDY ON THE BENEFITS OF NURSERY SCHOOLS IN YANGON (CASE STUDY ON ROYAL BO DAYCARE CENTER)**” submitted as a partial fulfillment of the requirement for the Degree of Master of Public Administration (MPA) has been accepted by the Board of Examiners.

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ABSTRACT

This study examines the role of nursery schools in supporting child development and parenting in Yangon, with a focus on the Royal Bo Daycare Center. Yangon's busy urban environment presents challenges for working parents in balancing professional and family responsibilities, making nursery schools an essential support system. The main objective is to identify the benefits of nursery schools on children's social, physical, nutritional, and mental development, as well as their role in easing parental stress. A descriptive research method was applied, using primary data from 150 respondents—parents, teachers, and chefs—from three campuses of the Royal Bo Daycare Center, collected through structured questionnaires and interviews. The findings show significant improvements in children's social interaction, motor skills, nutrition, and cognitive abilities. Parents reported reduced stress and greater ability to focus on work, while children adopted positive behaviors and readiness for school.

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LIST OF ABBREVIATIONS

| | |
|-----------|---|
| ANOVA | - Analysis of Variance |
| BOD | - Board of Directors Construction and Initial Psychometric Evidence |
| DSW | - Department of Social Welfare |
| ECCD MIS | - Early Childhood Care and Development Management Information System |
| ECCD | - Early Childhood Care and Development |
| ECDA | - Early Childhood Development Agency |
| ECE | - Early Childhood Education |
| EIPSES | - The Early Intervention Parenting Self-Efficacy Scale (EIPSES)Scale |
| INGO/ NGO | - International Non-Government Organization |
| MOE | - Ministry of Education |
| MoSWRR | - Ministry of Social Welfare Relief and Resettlement |
| PE | - Physical Education |
| PSMTSS | - Parent self-efficacy in Managing the Transition to School Scale |
| U.S. A | - United States of America |

CHAPTER I

INTRODUCTION

1.1 Rationale of the Study

Nursery schools play an important role in supporting families, especially in today's fast-paced world where many parents face the challenge of balancing work and childcare. For children aged 3 months to 5 years, nursery schools provide a safe, nurturing environment where they can grow, learn, and socialize. Working parents often struggle to devote enough time to their children due to long hours, job pressures, and the rising integration of technology into everyday activities. Social media and screen time have also become growing concerns, as many young children are exposed to screens at an early age, which can hinder their emotional and cognitive development. Nursery schools help address these issues by offering structured activities that promote learning through play, fostering emotional growth, and improving social skills. Additionally, they provide children with opportunities to interact with peers, reducing their dependence on screens for entertainment. For parents, nursery schools offer a reliable childcare solution, reducing stress and allowing them to focus on their careers while knowing their children are in capable hands. They also create a supportive community where parents can exchange advice and share experiences. Despite their benefits, access to quality nursery schools remains a challenge for some families due to high costs or limited supply, making it important for policymakers to prioritize budget-friendly and widely available childcare. Nursery schools are essential for modern families, addressing both the developmental needs of young children and the real-life challenges encountered by working parents.

In Myanmar, nursery schools are increasingly recognized as essential in supporting young children's development, especially in today's rapidly developing economy where working parents face significant challenges in balancing work and childcare. With more parents, particularly in urban areas like Yangon, engaging in full-time employment, nursery schools offer a reliable solution for early childhood care and

education. These institutions provide structured environments that promote social, emotional, and cognitive development through play-based learning.

In Yangon, the bustling economic hub of Myanmar, nursery schools play a vital role in fostering child development and supporting working parents in today's fast-paced economy. With its dense population, heavy traffic, so working hour are more than rural area , parents in Yangon often face significant challenges balancing work and childcare responsibilities. Nursery schools provide a much-needed solution by offering structured care and education for children aged 3 months to 3 years. These schools focus on holistic child development, including early learning, socialization, and emotional growth, through play-based activities and age-appropriate curricula. Many nursery schools in Yangon also accommodate working parents by offering extended hours to match demanding work schedules. This support is especially critical in a city where traffic congestion often delays parents' commutes. However, despite the increasing number of nursery schools, accessibility and affordability remain challenges for many families, particularly those from lower-income groups. Nevertheless, nursery schools in Yangon are becoming indispensable in helping parents navigate the pressures of urban living, ensuring their children receive quality care and education while they manage their professional responsibilities in the city's demanding economic landscape.

This study is driven by the growing demand for accessible and high-quality childcare services in Yangon, where urbanization and increasing workforce participation have placed significant pressure on working parents. Nursery schools play a vital role in alleviating these challenges by supporting early childhood development and enabling parents to achieve a better work-life balance. As a result of Yangon's dense population and traffic, it is challenging to provide childcare facilities that are affordable for low-income parents.

This paper is written due to the unique challenges faced by working parents in Yangon, Myanmar's economic capital. Unlike other cities, these parents often struggle with limited time to care for young children, potential income loss from taking leave, and longer work hours and commutes. Therefore, this study aims to examine the benefits of enrolling children in high-quality preschools, which include supporting parents in managing work and family responsibilities, reducing stress related to children's wellbeing, and promoting children's social, cognitive, and structured learning development.

1.2 Objective of the Study

The main objective of the study is to identify the benefits of Nursery Schools on child development and parenting in Yangon.

1.3 Method of Study

This study utilizes a descriptive analysis method both primary and secondary data, employing to examine the benefits of nursery schools in Yangon, their benefits on child development and their benefits to parenting. This study focuses on Royal Bo Day Care center's total children and parents of 150 respondents about their childhood development and parenting life. The structured questionnaire distributed to the 3 of Royal Bo Day Care Center campus. The secondary data was collected from the related department of Ministry of Social Welfare, Relief and Resettlement, website, textbooks and previous research paper and INGO/ NGO's report. The survey data was collected in March 2025.

1.4 Scope and Limitation of the Study

This study focuses on understanding the benefits of nursery schools in promoting child development and supporting parenting in Yangon, Myanmar, with particular attention to working parents. It examines how nursery schools assist in balancing professional duties with family responsibilities. The scope of the research is confined exclusively to nursery schools within Yangon, which means the results may not represent the situation in other urban centers or rural areas across Myanmar. Consequently, the findings should be interpreted with caution when considering broader applications.

1.5 Organization of the Study

Five chapters make up this thesis. Chapter I introduces the paper's rationale, aims, techniques, scope, and limitations. In Chapter II, literature is reviewed. Chapter III covers Myanmar nursery schools. Chapter IV covers survey analysis, profile, design, and outcome. Chapter V concludes with observations, analysis, and suggestions.

CHAPTER II

LITERATURE REVIEW

Parental participation in early childhood education affects children's academic, socioemotional, and behavioral results. Parental involvement affects academic performance more than socioeconomic position, race, ethnicity, or education. The anticipated and actual levels of parental engagement differ, typically due to visible impediments. Most people realize a child's formative years are crucial. Children develop critical social, emotional, and cognitive abilities at this period that may affect them for the rest of their lives. According to a Department of Education study, children between the ages of two and three were more stimulated at nursery because they interacted with adults and other children, which assisted in their development. Parents know from experience how important we are to a child's developmental stage. Children learn how to connect with their classmates in a structured setting at nursery school, which lays the groundwork for both successful learning and overall welfare (Wildmon & Anthony, 2024).

2.1 Role of Nursery Schools in Child's Development

The basis for a child's future intellectual and social success is laid during the critical developmental stage of nursery school. Children are like sponges at this age, soaking up everything around them and forming vital lifelong abilities that will make up their foundation. In addition to supporting a child's physical, cognitive, social, and emotional development, nursery schools offer a secure and caring environment. A nursery school is essential to a child's development because it offers a secure, caring setting for learning and playing. It enables children to engage in a variety of activities and polish their abilities in several areas, including sociability, problem-solving, and cognitive development. A nursery school also provides exercises like walking and jogging that aid in the development of children's motor abilities. Additionally, it gives kids the chance to practice behavioral and emotional qualities like kindness and compassion. To put it briefly, a nursery school aids in children's development as they

grow into well-rounded adults. The child can benefit much from attending a nursery school. For instance, children who go to nursery school are typically better writers and readers than kids who don't. They also have a higher chance of becoming proficient in cooperative activities and acquiring excellent social skills. Lastly, they learn how to act effectively and professionally in a variety of situations. The quality of nursery schools varies greatly, thus it is important to pick the best one for the child. Find out what other preschool-aged children's parents or guardians think of the nursery school their child has attended in the past. Before choosing which nursery school to enroll the kids in, it's also a good idea to visit a few. (The Gillingham Nursery , 2023)

One excellent approach to give the child a secure and engaging environment is through a nursery school. It can support their cognitive, physical, and social development. They can also explore and discover new things there, which makes it an enjoyable and enlightening experience. The age and needs of a child could figure out the sort of nursery school. While some offer kindergarten or elementary school grades together with preschool-aged children, others might just offer preschool programs for young children. It can find nurseries that provide both conventional preschool programs and educational ideologies like Waldorf or Montessori. Make sure the program that selects meets the unique requirements and interests of the child. To keep the child engaged and learning, nursery schools can provide a range of programs and activities. Physical education (PE), music, art, library time, science experiments, field trips, and story time are a few examples of common programs. Additionally, it can locate nurseries with particular themes, like space animals or dinosaurs. (The Gillingham Nursery , 2023)

A child's early years present a crucial window of opportunity to influence their overall development and lay the groundwork for their future. Children require health care and nutrition, safety and security, early learning opportunities, and responsive caregiving such as playing, singing, and talking with parents and other loved ones in order to reach their full potential, which is their human right. All of this is necessary to fuel expanding bodies and feed developing minds. Millions of the least fortunate children, such as those living in poverty or impacted by war and disaster, children on the move, children from discriminatory communities, and children with disabilities, frequently pass up this window of opportunity. Millions of children are growing up in violent, dirty, and stressful surroundings without the proper nourishment or medical attention. They are denied the stimulus their developing brains require to flourish and

lose out on learning chances. In these situations, it is difficult for their parents and other caregivers to find the time, resources, and services they need to give their kids loving care. Children that lose out on this once-in-a-lifetime opportunity suffer from wasted potential, such as dying before they can mature or living with poor physical and mental health, finding it difficult to learn and, eventually, to make a living. And the cost is shared by all of us. The strength and stability of our societies are undermined when children are not given the best start in life, as this leads to generations-long cycles of poverty and disadvantage. (www.unicef.com)

The long-term benefits of early childhood education nurturing a child from a young age lays the groundwork for their entire life, much like constructing a solid foundation for a house. Creating a safe, nurturing, and engaging environment for children during their early years has major, enduring advantages that affect their physical, mental, and emotional health far into adulthood.

Physical Development: Early childhood care is essential for a child's physical development and general health. This includes proper nourishment, enough sleep, and encouragement of physical activity.

Stronger Health Trajectory: Young children who receive proper nourishment and care are more likely to grow up with a strong immune system and a lower chance of developing chronic illnesses. Early childhood nutrition was found to be strongly associated with adult health outcomes, such as reduced rates of heart disease and obesity, according to a study published in the Journal of the American Medical Association.

Healthy Habits for Life: Establishing good food and regular exercise habits early in childhood increases the likelihood that these behaviors will persist into maturity, leading to a more active and healthy life.

Mental Development: The first five years of life are when the brain develops the fastest. This time frame is crucial for cognitive development and learning.

Improved Mental Abilities: Strong brain connections are fostered by offering a dynamic environment where children can play, explore, and engage with caregivers. According to research from Harvard University's Center on the Developing Child, "the brain's architecture is built through an ongoing process that begins before birth and continues into adulthood," highlighting the importance of early experiences that foster creativity, critical thinking, and problem-solving abilities.

Increased Learning Capacity: Reading, speaking, and educational play at a young age lay the groundwork for future academic achievement. Strong linguistic and cognitive abilities at school increase a child's chances of performing well and enjoying studying throughout their academic career.

Better Decision-Making: Children gain confidence and the capacity to make wise judgments as adults when their parents support their independence and let them make decisions that are appropriate for their age.

Psychological Well-Being: A child's emotional and social development depends on a safe, nurturing, and responsive environment.

Emotional Regulation: Children learn to properly manage their emotions when their caregivers show empathy for their feelings and teach them healthy coping mechanisms. According to the American Psychological Association, this capacity for self-regulation is essential for managing stress in adulthood and is a major sign of psychological resilience.

Healthy Self-Esteem: Children who experience love, support, and praise on a regular basis grow to have a strong feeling of confidence and self-worth. Later in adulthood, this self-esteem enables people to take on new tasks and acts as a buffer against worry and despair. A more successful and fulfilling life is significantly predicted by having high self-esteem, according to a meta-analysis published in the *Journal of Personality and Social Psychology*.

Effective Social Skills: Children learn empathy, collaboration, and conflict resolution techniques through early interactions with peers and adults. Building wholesome relationships and succeeding in social and professional contexts throughout their life depend on these social skills. (National Institute for Early Education Research).

Globally, nursery schools are recognized as critical institutions for fostering early childhood development, with countries like Finland, Japan, and the U.S.A. leading by example.

- (i) In Finland, nursery schools are integrated into the country's highly regarded education system, emphasizing play-based learning. Finnish nurseries prioritize children's holistic development, including emotional, social, and cognitive skills. Parents benefit from generous parental leave policies, but those returning to work can access affordable, high-quality childcare services.
- (ii) In Japan, nursery schools, or hoikuen, play a vital role in supporting working families. They offer long hours of care, reflecting the country's work culture,

and focus on teaching life skills like teamwork and discipline. Japanese nurseries also incorporate cultural elements, such as seasonal activities and festivals, ensuring children develop a strong sense of identity and community.

(iii) In the U.S.A., nursery schools emphasize early education as a foundation for academic success. Programs like Head Start target low-income families, providing access to quality childcare and early learning opportunities. U.S. nurseries often focus on preparing children for kindergarten, combining structured learning with play and fostering independence and creativity.

These examples highlight how nursery schools worldwide adapt to local cultural and societal needs while prioritizing the essential goal of fostering young children's growth and development.

In Southeast Asia, Singapore stands out for its significant focus on early childhood education, including nursery schools, which play a critical role in fostering children's development. The government, through the Early Childhood Development Agency (ECDA), ensures that nursery schools provide superior care and educational services for children from an early age. These schools focus on Integrated development, incorporating structured play, language learning, and motor skills activities to enhance children's cognitive, emotional, and social growth. Furthermore, Singapore's Work-Life Harmony initiatives ensure that nursery schools are reasonably priced and convenient to access to working parents, with subsidies and grants provided to reduce financial strain. Programs like the Anchor Operator Scheme ensure the availability of quality childcare in neighborhoods, supporting families from diverse socio-economic backgrounds. These efforts highlight how Singaporean nursery schools not only focus on preparing children for formal education but also support parents by creating a balanced work-life environment. The country's approach demonstrates the importance of integrating education and care to foster children's growth effectively. (Hujala & Eskelinen, 2016)

2.2 Benefits of Nursery School to Supporting Child Development

For parents, the choice of whether to send their child to nursery is a significant one. A child's time in nursery is often their first educational experience before starting school.

Parents may be at the point when they want to know their alternatives when deciding to send their child to nursery or another type of childcare arrangement. There are some key benefits of Nursery school for the child development.

- i. **Social Skills Development:** Generally speaking, nurseries offer a controlled setting where kids can socialize with kids and adults from different backgrounds. Children learn important social skills in this setting, including empathy, collaboration, sharing, and group dynamics. The way a child develops the ability to build positive relationships throughout their life is greatly influenced by these experiences. Nurseries offer a controlled setting where kids can socialize with kids and adults from different backgrounds. Children learn important social skills in this setting, including empathy, collaboration, sharing, and group dynamics. The way a child develops the ability to build positive relationships throughout their life is greatly influenced by these experiences. (Kids Inc Nurseries, 2024)
- ii. **Developing Emotional Intelligence:** The importance of training children to recognize, comprehend, and manage their emotions and show empathy for others. Nurseries teach children to understand their emotions in a caring environment. They learn emotions via role-playing and storytelling. This helps kids communicate about and understand their feelings, which is important for self-esteem and socialization. Additionally, nurseries provide children with inner strength and confidence. They enjoy trying new things and persevering because they are supported and do things they enjoy. They grow more confident and emotionally stable. (Kids Inc Nurseries, 2024)
- iii. **Language and Cognitive Skills:** Engaging and instructive activities foster children's language and cognitive development. By introducing kids to new terms and ideas, storytelling sessions help them improve their vocabulary and comprehension. By promoting verbal expression and listening skills, singing songs and engaging in interactive play also aids in

language development. In addition to improving kids' communication skills, these well-planned exercises help them develop their critical thinking and problem-solving abilities. (Kids Inc Nurseries, 2024)

- iv. **Introducing Routine and Structure:** The introduction of regularity and structure is one of the small but important advantages of nursery life. By establishing specific hours for imaginative play, learning, and healthy eating, nursery schools help kids set up a daily pattern. Getting used to a routine give one a feeling of stability and comfort. Knowing what to anticipate gives kids a sense of control, lowers anxiety, and helps easier and more seamless transitions. (Kids Inc Nurseries, 2024)
- v. **Easing into School Life:** A child's journey from home to formal schooling is a significant one, and nursery education is a crucial first step in that process. The setting created by the nursery school helps the youngster get ready for the next significant step into school. Children are directly prepared for school life by the social skills and routines they acquire in nursery school. Children obey directions from adults other than their parents, engage with their peers, and adjust to a daily routine of various activities. (Kids Inc Nurseries, 2024)
- vi. **Opportunity to try outdoor and indoor activities:** The opportunity to experience a variety of indoor and outdoor activities is another advantage of nursery. Since young children may be extremely active, as we all know, attending nursery gives them the chance to let off steam, explore the outside world, and experience the freedom that comes with being outside! The youngsters can also engage in a range of indoor activities to foster their curiosity and help them pick up new abilities.
- vii. **Teaches sharing:** Children learn to share in nursery, which is another significant benefit. Since the kids at the nursery are all about the same age, they all have unique personalities and ways of relating to each other. In addition to helping them learn how to play and interact with other kids in a fair and polite manner, encouraging them to share toys and teaching them the value of sharing also helps them form friendships.
- viii. **Builds their immune system:** Because the child will be interacting with other kids and will undoubtedly meet some germs, attending nursery helps to strengthen the child's immunity. Additionally, the youngsters will be

spending quality time outside and participating in enjoyable outdoor activities that will increase their physical stamina. (Wycliffe, 2024)

2.3 Benefits of Nursery School on Parenting

Without a doubt, a nursery has many advantages for the child, but also as a parent, alleviating parental challenges as below.

i. ***Appreciate spending time with them and strengthening the links to them:***

It is quite easy to fall into a pattern where parents do not truly spend much quality family time together if they are accustomed to their child being at home all the time. Sending the child to nursery strengthens the family tie by allowing the parents to truly cherish the time they spend with the child when they are not there. Additionally, it provides the parents with some "parents their own time" time.

ii. ***Better home results environment:*** After COVID-19 or hybrid working, many enterprises have adopted homes, and when parents bring kids along, it can occasionally result in a highly noisy and disturbing home office setting. From a parent's point of view, sending their child to nursery would give them the assurance that they would have a quiet, undisturbed workspace at home, enabling them to focus appropriately.

iii. ***Better Prepared for Future Challenges:*** Early childhood education helps young children prepare for the challenges they will face in school and in the future. They also develop into better leaders and problem solvers as they gain knowledge about their emotions, collaboration, and critical thinking. These abilities are essential for overcoming social obstacles and reducing the likelihood of social failure. Additionally, starting with well-structured instructional environments makes it easier for children to transition into formal education. After that, it can help them reach their adult level while allowing parents to focus on their everyday tasks.

Childcare becomes both a solution and a source of new difficulties as parents balance their jobs, personal obligations, and their children's changing needs. The process is more than just picking the correct institution; it's a ballet of analyzing, adjusting, and sometimes resolving unforeseen problems. Parents deal with a variety of challenges, from handling the tugging on their heartstrings throughout the workday to navigating morning drop-offs full of toddler emotions. As they engage with students

from a variety of backgrounds, kids pick up vital social skills like cooperation, sharing, and conflict resolution. They gain emotional intelligence by understanding the ideas of self-control, empathy, and patience. They improve their creativity, problem-solving skills, and fine and gross motor skills through planned activities and supervised play. In order to provide a well-rounded early learning experience, many nursery schools also expose kids to fundamental ideas in science, art, music, and physical education. The child is therefore not only being cared for at nursery schools, but they are also being prepared for both academic endeavors and the more general problems of life.

Benefits for Parents in Nursery School as below.

- i. ***Social-Emotional Skills:*** With so many children from different origins, nursery school offers a special setting for teaching young children patience, sharing, and peer interaction. But the same setting can also be a breeding ground for emotional. Some children might struggle to understand the unwritten norms of playground dynamics or have trouble expressing their emotions clearly. Parents may find it upsetting to learn that their child has had peer conflicts or feels excluded during playtime. In these situations, parents take on the role of emotional coaches, entrusted with striking a careful balance between helping their child feel heard and supported and building resilience.
- ii. ***Separation Anxiety:*** Many people can identify with the picture of a weeping child clutching to their parent at drop-off. Particularly for young children starting nursery school, separation anxiety is a normal stage. Children may experience anxiety, dread, and anguish due to the unfamiliar environment, the absence of their primary teachers, and the regular pattern of separating. This separation is just as heartbreaking for parents. They often struggle with guilt, question their choices, and harbor a persistent concern for their child's day. It becomes essential for parents to develop coping mechanisms to reduce this anxiety in both them and their children. This could entail setting up reassuring morning routines, gradually extending childcare hours, or asking for assistance from other parents and teachers.
- iii. ***Financial Concerns:*** The choice to put a child in nursery school frequently has major financial consequences. The cost of attending a top-notch nursery school can put a strain on the family's finances and force them to

make difficult choices on their lifestyle, employment, and other financial obligations. For parents, the burden of providing for their child's best interests while balancing other financial obligations is more significant than monthly payments. Relationship difficulty worries about work stability, or even guilt about not being able to find an alternate care arrangement might result from the stress caused by such financial challenges. (Inna Circle , 2024)

Factors of the Benefits of Nursery School for Working Parents

The number of families that have earners has increased during the last few decades. Both the husband and the wife work for a living in a dual-earner household, which affects how the family lives (Majhi & Panda, 2015). Among the many both benefits and difficulties faced by dual-earner households are persistent work-family conflicts and unequal household responsibilities between the spouses. Choosing how to divide up the responsibilities of work and family care might be difficult for dual working parents (Hamin & Abdrahim, 2019).

Professional Growth

Men and women agreed in the research by Hamin and Abdrahim (2019) titled "Exploring Career Development Experiences Among Working Spouses in Dual-Career Family Situation" that women face greater obstacles in their career development due to their own attachment to family responsibilities as wives and the burden working mothers bear in taking care of the home and children. The amount of time and effort spent on work-related tasks is impacted by juggling work and family obligations. Career growth is hampered by work-life imbalance and work-family conflicts, which also impact working parents' efficacy and efficiency, which in turn impacts their general performance and productivity at work (Bansal & Agarwal, 2017).

Managing Work-Life Balance

"Work-life balance is an individual's perception of how well his or her life roles are balanced" (Haar et al.,2014). Achieving a balance between the demands of work and family obligations is referred to by this term (Shiva, 2013). One of the primary challenges encountered when both parents work is juggling work and family obligations. These parents contribute little to family duties since they frequently choose their jobs above their families. This is highlighted by Shockley and Allen (2018). Dual-

earner families struggle to manage work and family obligations, and managing childcare becomes more difficult in the first three years following the child's birth (Rahman & Khan, 2020). Juggling the demands of work and family is difficult (Jakkaraddi et al., 2018).

When both parents work, it can be quite challenging for working mothers to balance their professional and personal lives because women are typically expected to handle childcare and parent care. Their spouses and other male members of the community often do not approve of them prioritizing their jobs over these family obligations (Nepali, 2018). Additionally, it might be difficult for couples with two incomes to spend quality time together. Men and women spend significantly less time with their spouses on workdays than on weekends, and they spend less time with their spouses than those in single-earner households (Flood & Genadek, 2016). Many women find it difficult to fulfill their roles and responsibilities in the workforce, including taking care of their families, children, and household tasks (Maldives, Bureau of Statics, 2021). According to Koslowski et al. (2015), dual working families frequently have to rely on friends or relatives to watch their kids, use daycare centers or other public or private childcare options, or hire a nanny or childminder. According to the Human Rights Report by HRCM (2021), there is still a perception that women should handle household duties and care for elderly parents and children. However, not much has been done to allow working mothers to look for alternative childcare options for their kids, like daycare centers (Jakkaraddi et al., 2018).

Effects on Individual Health

The effect on personal health is one of the main problems working parents deal with. For example, working parents frequently lack time for friends, family, children, and physical exercise because of their lengthy workdays. This leads to increased stress levels and is also linked to workplace weariness (Hakansson et al., 2016). Mental health issues like anxiety and depression are brought on by long workdays, a severe workload, and job uncertainty (Heinrich, 2014). Additionally, when both parents work, the spouse's workload frequently raises stress levels and has a detrimental effect on the family's and individual's welfare (Shafer et al., 2018). Mothers experience more long-term health issues, and the high levels of stress experienced by dual-earner families can be manifested physically, psychologically, and behaviorally (Jakkaraddi et al., 2018).

2.4 Role of Parenting

A team of experts from RMIT University's Parenting Research Centre in Australia (Giallo & Kienhuis, 2008) created the Parent self-efficacy in Managing the Transition to School Scale (PSMTSS), a psychometric assessment tool of parental self-efficacy during children's school transition, based on the theory of parenting self-efficacy (Ardelt & Eccles, 2001). The scale was administered to a sizable sample of Australian mothers whose kids were getting ready for school entry. These mothers were involved in a study where parents received useful advice and techniques to help them modify their behavior so their kids could handle the first year of school. Parents with children with disabilities experience the start of school more deeply because they feel powerless due to a lack of knowledge or inconsistent support from state institutions. Most of these parents' desire help for themselves as first educators as well as mainstream school integration (Popa & Gliga , 2012).

To improve the likelihood that children with impairments will be socially and educationally integrated, some nations are creating early intervention plans for social services for families with these children. To maximize the potential of children with impairments, the family plays a critical role in fostering early social and emotional attitudes as well as acceptable behavior (Bailey & Bruder, 2005). Thus, EIPSES, an evaluation tool for early intervention parental self-efficacy, was created. It measures a person's own opinion of a task they have completed, in this case, their capacity to be successful in parenting tasks and skills (Guimond & Wilcox, 2008). Parental perspectives regarding the efficacy of their educational and protective activities in connection to the influence of the environment on a child's development were taken into consideration by (Sanders, Maravska, 2005).

Other researchers discovered broad parenting aspects found in relationship modeling rather than concentrating on particular parenting techniques. Parental support and parental control are the two main aspects of parenting that the majority of scientists agree upon. According to Cummings et al. (2000), parental support is the affective aspect of the parent-child bond and is demonstrated by warmth, responsiveness, acceptance, engagement, and emotional availability. Positive developmental outcomes in children, including the avoidance of alcohol misuse and deviance (Barnes and Farrell 1992), depression and delinquency (Bean et al. 2006), and externalizing problem behavior (Shaw et al. 1994), have been linked to the parental support factor. The authority of parents Parenting practices that aim to manage, control, or regulate child

behavior are referred to as behavioral dimensions. These practices may include supervisory duties, disciplinary measures, reward and punishment management, or the enforcement of requests and norms (Barber 2002). It has been claimed that appropriate behavioral management has a good impact on children's development. Conversely, inadequate (e.g., inadequate parental supervision) or overbearing (e.g., physical punishment by parents) behavioral control has been frequently linked to adverse child development outcomes, including deviant behavior, misconduct, depression, and anxiety (Galambos et al. 2003). Parental psychological control is the effort made by parents to influence their children's ideas, feelings, and emotions; parental behavioral control is the control over the child's behavior (Barber et al. 2005).

2.5 Review on Previous Studies

Ameez (2022) conducted “a in Male city on dual working parents and their children: Reasons, Challenges, Effects and Solutions”. That study objectives were the study is the reasons why both parents work, their roles in family responsibilities, childcare management, the difficulties they face, the positive and negative effects of both parents' employment on the children's wellbeing, and suggestions for changing the law to address these issues from the viewpoint of dual working parents in Male City. According to this survey, both parents work to support the family financially, further their careers, and ensure the future of their children. Working mothers are a result of shifting perceptions about women working. Most dual-working parents divided up the family's responsibilities according to the mother's or father's availability, although it was found that women were heavily burdened with household duties. While at work, childcare was run by a hired nanny, grandparents, or other family members of the children. Negative impacts on one's personal health and juggling job and family obligations were noted as difficulties. Positive benefits on self-assurance and independence are perceived by parents. Poor communication between parents and children, behavioral changes, and a detrimental impact on emotional and social welfare were all viewed as undesirable outcomes.

Wildmon & Anthony (2024) conducted identifying and navigating the barriers of parental involvement in early childhood education. The study found particular home-schooling strategies that might be used as a model for conventional early childhood education. The majority of these home-school practices, according to our research, are PI-based and align with what home-school families refer to as instructional practices.

Notably, the majority of these strategies are inexpensive and within the reach of most parents; nonetheless, they include a change in the way that parents and schools view education and what it means to teach and learn.

According to Herath (2024), the significance of family participation in semi-urban early childhood education. The study's goals are to determine the factors that affect parental involvement in early childhood education and to investigate the type and degree of parental involvement in this field. To fully comprehend how parental involvement affects children's learning and development, researchers examine the type, scope, and effects of parental participation. Teachers, legislators, and families will all benefit from the research study's identification of the elements that support or undermine parental involvement. The findings are significant as a final contribution to the development of policies and tactics that encourage active parental involvement, which has implications for raising academic achievement and strengthening the bond between the family and the school.

The study by Nair (2024) aims to determine whether children's academic achievement and parental involvement in preschool are correlated. The study also looked into the potential effects of parental involvement whether it be at home, at school, or through home-school conferences on the academic achievement of preschool-aged children. Additionally, this study looked into how parents' wealth, education, and gender affected their children's academic performance. A descriptive research approach was used in this study, and data was gathered via a questionnaire. The findings showed a strong beneficial relationship between preschoolers' academic achievement and parental participation, including home-based, school-based, and home-school conferences. Additionally, the results demonstrated that preschool engagement was higher among female parents than male parents. The ANOVA test results showed that parents who earned more money and had more education were substantially more involved in preschool than parents who earned less money and had less education. For policymakers to take the appropriate actions to increase parental involvement in preschool, these findings are essential.

Vivian & Ogunna (2025) conducted the parental factors as predictors of school readiness among nursery school children in Ibadan Metropolis, Oyo State. This paper has aimed to it is impossible to overestimate the influence of parental factors in predicting school readiness in nursery-aged children. Therefore, to determine nursery children's preparation for school, this study investigated parental aspects such as

parental participation, educational background, and occupation. A correlational survey research design was used, and ecological social theory served as the study's foundation. The results showed that parental characteristics are a reliable indicator of nursery children's preparedness for school. Children are therefore not prepared for verbal, cognitive, and socioemotional skills. Since this benefits their school, parents' ought to take a more active role in ensuring their kids are prepared holistically.

CHAPTER III

OVERVIEW OF NURSERY SCHOOLS IN YANGON

3.1 Background and Role of Nursery Schools in Myanmar

In Myanmar, there are some parallels between preschools and pre-kindergartens. Their classification is within the pre-primary category, which tries to prepare kids for kindergarten and school. In Myanmar, the value of play, exploration, and experiential learning is emphasized in both preschools and pre-kindergartens. Preschools as well as pre-K classrooms include activities like music, dance, painting, physical play, and dramatic play. German educator Friedrich Froebel is credited with coining the word "kindergarten." The Kindergarten Movement kinder meaning child and garden meaning garden introduced the idea that kids are like plants and that teachers are the ones who tend to them. Preschools in Myanmar are available to children two years of age and up. These preschools are a part of public and comprehensive care systems. In Myanmar, kindergartens accept students as early as age five. In Myanmar, just 23% of kids have access to playgroups and preschools at the moment. Most of these preschools are found in cities.

In Myanmar nowadays, play-based learning is one of the most often used forms of early childhood education. Children learn through play-based learning, which involves engaging with their surroundings. Puzzles, block play, painting and drawing, book reading, and poetry or story listening are some of the activities. Children also engage in drama, dance, and music activities, as well as dress-up play. Children engage in physical play by climbing and playing on outdoor equipment. Together with other kids, they run, swing, and jump. Play based learning also often involves the use of clay, sand, water, paint, paper, and colors. There are both state and private preschools in Myanmar. Most of these preschools are found in large cities like Yangon. (Facts and Detials, 2024)

In Myanmar, early childhood education, or ECE, is a relatively new development. The Ministry of Education (MOE) didn't start talking about offering

preschools for kids ages three to five until 1998. The foundation for its offering had been established by local faith-based and civil society organizations. In the 1990s, short-term caregiver training programs and parent education were offered by civil society organizations like the Pyinnya Tazaung Association, the Yinthway Foundation, and Karuna Myanmar Social Services, as well as faith-based organizations like Myanmar, Karen, and Kachin Baptist Conventions and the Catholic Relief Services, among others. Additionally, the Yinthway Foundation produced inexpensive preschool learning resources, books, and educational posters. In 2001, the first MOE preschools opened for business. Because they were connected to already-existing primary schools, they were known as school-based preschools. 50,018 children were being served by 2272 school-based preschools in 2009; 134,319 children were being served by 4119 school-based preschools in 2014; and 964,896 children were being served by 5457 school-based preschools by 2016–17, when their number peaked (Ministry of Education, 2020).

Table (3.1) The Updated Public Day Care and Nursery School in Yangon (2025)

| No. | School's Name | Quantity of Students | | |
|-----|--------------------|----------------------|--------|-------|
| | | Male | Female | Total |
| 1 | Nursery (1) | 20 | 24 | 44 |
| 2 | Nursery (2) | 22 | 35 | 57 |
| 3 | Nursery (3) | 32 | 28 | 60 |
| 4 | Nursery (4) | 49 | 49 | 98 |
| 5 | Nursery (5) | 39 | 41 | 80 |
| 6 | Nursery (6) | 32 | 28 | 60 |
| 7 | Kanyeikthar | 19 | 20 | 39 |
| 8 | Mingalartaungnyunt | 40 | 29 | 69 |
| 9 | Sanchaung | 16 | 9 | 25 |
| 10 | Kyuntaw | 35 | 22 | 57 |
| 11 | Ahlon | 30 | 23 | 53 |
| 12 | Mingalardon | 56 | 44 | 100 |
| 13 | Hlaingtharyar (1) | 49 | 56 | 105 |
| 14 | Hlaingtharyar (2) | 35 | 40 | 75 |
| 15 | Hlaingtharyar (3) | 50 | 42 | 92 |

| No. | School's Name | Quantity of Students | | |
|--------------|--------------------|----------------------|-------------|-------------|
| | | Male | Female | Total |
| 16 | Hlaingtharyar (4) | 44 | 42 | 86 |
| 17 | Hlaingtharyar (5) | 28 | 38 | 66 |
| 18 | Shwepaukkan | 40 | 40 | 80 |
| 19 | Shwepyithar (1) | 46 | 32 | 78 |
| 20 | Shwepyithar (2) | 43 | 32 | 75 |
| 21 | SanPyaYinThwayEain | 33 | 32 | 65 |
| 22 | ChanMyaeEain | 18 | 22 | 40 |
| 23 | NorthOkkalapa | 70 | 68 | 138 |
| 24 | SouthOkkalapa | 25 | 35 | 60 |
| 25 | Yankin | 40 | 35 | 75 |
| 26 | Hlaing (1) | 25 | 18 | 43 |
| 27 | Hlaing (2) | 32 | 38 | 70 |
| 28 | Thuwunna | 48 | 47 | 98 |
| 29 | SouthDagon | 42 | 48 | 90 |
| 30 | NorthDagon | 27 | 28 | 55 |
| 31 | Thingangyun | 42 | 33 | 75 |
| 32 | Tharkayta | 27 | 18 | 45 |
| 33 | Thanlyan | 50 | 25 | 75 |
| 34 | Thonegwa | 38 | 16 | 54 |
| 35 | CoCo Island | 15 | 25 | 40 |
| 36 | Khayan | 15 | 16 | 31 |
| Total | | 1272 | 1178 | 2450 |

Source: DSW Data, (2025)

Table (3.1) shows the total school and student population of government daycare centers under the Department of Social Welfare in Yangon for 2025.

3.2 Child Development Policy in Myanmar

At No. 159, 52nd Street, Yangon Township, Myanmar's first "Myanmar Maternal and Child Welfare Association" was founded in 1911 with the goal of encouraging the growth of developing children and expectant women. Myanmar Maternal and Child Welfare Association centers were established by the association in Tamwe, Pazundaung, and Kyi Myin Daing. In Myanmar, approximately 35 mother

and child welfare communities have now sprung up one after the other. Thus, "the early childhood care and child welfare associations started from Myanmar Maternal and Child Welfare Association " can be concluded. The "Social Wealthy Department" was renamed the "Social Welfare Department" on November 25, 1953. The Social Welfare Department was directly responsible for the Day Care Center (Tamwe) and the Day Care Center (Pazundaung). As a result, the two day care centers mentioned above were the first schools to open in Myanmar following independence and were run by the government. Since then, the Department of Social Welfare has been the principal provider of early childhood development services, offering childcare and preschool education services continuously. The nursery schools established under the Department of Social Welfare have been supported with the following (3) goals in accordance with the state's social objectives and social welfare policies.

- (a) To methodically raise children to reach their physical, intellectual, moral, social, emotional, nutritional, and healthful potential.
- (b) To establish chances for young children to grow and engage in ways that align with the Child Rights Act's provisions.
- (c) To cooperate with government departments, United Nations agencies, local and international non-governmental organizations, and early childhood development volunteers in order to give young children a solid foundation for entry into primary schools. (MoSWRR, 2014)

The Early Childhood Care and Development Policy expands upon both public and private sector accomplishments in the areas of nutrition, health, education, environmental cleanliness, and social and child protection. The efforts and commitment of parents from all ethnic backgrounds in Myanmar are reflected in it, as are the assets of local communities, townships, districts, regions, and states across the nation. The existence of several excellent ECCD programs is evidence of the dedication and success of Myanmar's ECCD specialists, who devote their lives to the development of children and families. These services offer a solid basis for the ECCD Policy and serve as benchmarks for the creation of new programs in the future. (MoSWRR, 2014).

Many parents and young children reside in isolated, disadvantaged, or marginalized settings where essential child development and preventive treatments are unavailable. There is an urgent need to build increased ECCD services and conduct outreach. To enhance birth outcomes and reduce mother and infant mortality, more preconception, prenatal, and postnatal education programs, as well as health and

nutrition care, are still required to reach many families. Although the brain development of children is most crucial between birth and age three, few children had been accessed to ECCD programs including Mothers Circles, home visits, parent education and support, and high-quality day care. In order to serve all of the country's parents, Myanmar needs a nationwide system of parent education and assistance that is both linguistically and culturally suitable. Young children suffer from stunting at a rate of 35.1%, which results in developmental delays, school dropouts, and unproductive adults. The individualized and intensive early childhood intervention programs that children with developmental delays, impairments, unusual behaviors, malnutrition, and chronic illnesses need to reach their full potential are still out of reach. The majority of preschool-aged children come from middle-class to upper-class households, yet just 22.9% of them are able to receive preschool programs. Thus, a significant effort is required to broaden preschool programs and make them available to all children aged three and four, with a focus on those from underprivileged and marginalized groups. A countrywide transition program is required to guarantee that children move smoothly from home or preschool to kindergarten and the early grades of primary school and do well in school. (MoSWRR, 2014).

Rote drill and practice methods are still used in the majority of early elementary school courses. To deliver more child-centered, family-focused, and developmentally appropriate teaching strategies and materials, educators must acquire new skills. To ensure that children from minority ethnic groups thrive in school, early primary school grades should employ local languages as much as feasible and upon request. ECCD programs, including kindergarten, must be mother tongue-based and culturally appropriate. More suitable services are needed for Myanmar's special needs children. The child protection programs often only serve a small percentage of certain kid types, and many are still stuck in institutional care. To meet the needs of these children and their families, a fresh planning strategy that integrates child protection services is thus needed. (MoSWRR, 2014).

For ECCD, preschool, and kindergarten service providers, Myanmar does not yet have a structured pre-service training program. Even while in-service training is frequently of high quality, it is inconsistent. Thus, there is an urgent need for a comprehensive pre- and in-service training program for professionals, paraprofessionals, and volunteers. In order to guarantee efficient ECCD accountability, quality assurance, and planning, a database with guidelines for monitoring and

assessment is necessary, as there is currently no national ECCD Management Information System (ECCD MIS). A system that employs all forms of media to reach parents and communities is required to advocate for policies and offer frequent ECCD communication for growth. In order to lead the processes for the creation of programs in cooperation with development partners and to carry out efficient coordination among ministries and non-governmental partners at all levels, an effective ECCD organizational structure is desperately needed (MoSWRR, 2014).

The Vision of Myanmar's ECCD

All Republic of the Union of Myanmar children from birth to age eight would receive comprehensive, excellent, and developmentally appropriate care from their parents, guardians, and service providers to guarantee that they are content, healthy, fed, socially adept, emotionally balanced, and well-protected in environments of freedom, equity, and dignity so they can make valuable contributions to their families, communities, and country (MoSWRR, 2014).

The Mission of Myanmar's ECCD

Establishing outstanding ECCD services and multisectoral cooperation across all levels in the areas of education, health, nutrition, environmental sanitation, and protection would help realize the vision. Governmental, non-governmental, religious, and community-based organizations, professional associations, foundations, universities, commercial sector organizations, and foreign development partners would all be involved in ECCD partnerships. ECCD services should be linguistically and culturally suitable to guarantee equitable delivery. To achieve holistic development in the domains of perception, physical development, social and emotional development, language, and cognition, all children from birth to age eight shall receive integrated or multisectoral early childhood education and care (ECCD) services. Preconception, prenatal and postnatal education, and health and nutrition care will all be provided to expectant parents, expectant mothers, and their partners in order to improve the quality of births. Continuous and all-encompassing services for parent education, early care and development, and health and nutrition care will be provided in order to guarantee balanced child development from birth to age three (MoSWRR, 2014).

Early childhood intervention services will be offered to children aged 0 to 5 who exhibit abnormal behaviors, developmental delays, malnourishment, impairments, or

chronic diseases in an effort to improve their development. Legal, social, and child protection services with an emphasis on birth registration, secure kid surroundings, case management, tracking, and follow-up will ensure the rights of children and parents. All three and four-year-old children will have access to universal, reasonably priced, and inclusive preschool services, which will also include the start of transitional activities to kindergarten and primary school. Kindergarten and primary school services will be free, mandatory, and inclusive starting at age five. Active learning strategies will be used in kindergarten and primary school, and they will be developmentally, and child centered. Improved water supply and proper home, preschool, kindergarten, and school cleanliness will get particular focus in order to enhance children's health, nutrition, and development (MoSWRR, 2014).

Annual program planning and budgeting; service standards and guidelines; excellent pre- and in-service training for professionals, paraprofessionals, and volunteers; extensive supervisory systems; monitoring and evaluation activities to assess program outcomes and ensure accountability; prompt delivery of materials, supplies, feeding, and health services; and the creation of plans and interventions for children affected by emergencies are just a few of the quality assurance initiatives and infrastructure development that will be carried out by the national ECCD system (MoSWRR, 2014).

Myanmar's children will be healthy, well-fed, well-developed, and able to succeed in school and in life thanks in large part to ECCD. Activities for holistic child development support children's healthy growth in all areas, including self-regulation, perceptual, linguistic, cognitive, physical, social, and emotional development. The following sectors will be included in multisectoral coordination and integrated ECCD services: protection, education, environmental sanitation, nutrition, and health. Additionally, linked areas including justice, township governance, border services, economic development, gender services, rural development, and others as needed will receive special attention (MoSWRR, 2014).

3.3 Overview of Nursery Schools in Myanmar

Nursery schools in Myanmar have evolved significantly over the past three decades, shaped by both community-driven initiatives and formal government policy. The earliest forms of nursery and preschool services emerged in the 1990s through civil society and faith-based organizations, such as the Yinthway Foundation, the Pyinnya Tazaung Association, and Baptist Conventions. These groups provided short-term

caregiver training, parent education, and low-cost preschool learning materials, laying the groundwork for more structured early childhood care and education (ECCE) systems.

In 2001, the Ministry of Education (MOE) formally entered the sector by opening school-based preschools linked to existing primary schools. These institutions aimed to prepare children for kindergarten through play-based learning, arts, music, and physical activities. A transformative legal milestone came in 2011 when the *Private School Registration Law* (Law No. 14/2011) was enacted, officially permitting the registration and operation of private nursery and preschool institutions. This legalization marked the first time private providers could operate with formal recognition and regulation. The *Early Childhood Care and Development (ECCD) Law* of 2014 further strengthened the system by introducing quality standards, licensing procedures, and oversight mechanisms for both public and private operators.

Nursery schools in Myanmar are primarily divided into two categories: **Daycare Centres** and **Preschools**. Daycare Centres serve children under 2 years old with a teacher–child ratio of 1:3, while Preschools cater to children aged 3–5 with a ratio of 1:15. Space requirements mandate at least 18 square feet per child. All centers must obtain permits from the Department of Social Welfare (DSW) and meet personnel qualifications, such as ECCD or preschool teacher training certification.

Care and education at these institutions are designed to meet both developmental and parental needs. Daily routines typically include circle time, flashcard learning, creative play, physical exercise, music, and art, interspersed with scheduled meals and rest periods. Nutrition is an integral part of government-run nursery schools, which often provide balanced meals including rice, vegetables, and eggs. Some centers, such as the Royal Bo Daycare Center, feed children up to five times a day and maintain detailed daily activity reports for parents.

The role of nursery schools extends beyond education to encompass holistic child development—covering physical, cognitive, social, and emotional growth. Play-based learning remains the core approach, encouraging exploration, cooperation, and problem-solving skills. This aligns with Myanmar’s ECCD vision, which emphasizes integrated support in health, nutrition, sanitation, and protection for children from birth to age eight.

Operating hours generally run from Monday to Friday, 8:00 a.m. to 5:00 p.m., accommodating the schedules of working parents. This is especially important in urban

areas like Yangon, where traffic congestion and long work hours pose challenges to childcare arrangements. As of 2025, Yangon hosts 36 public daycare and nursery centers under the DSW, serving 2,450 children. The majority of these facilities are preschools for ages 3–5, reflecting the nationwide emphasis on preparing children for formal education.

Nursery schools in Myanmar have transitioned from small, community-based efforts to a legally recognized and regulated component of the national education and social welfare framework. They now serve as vital institutions for both child development and parental support, playing a key role in enabling families—especially dual-income households—to balance work and childcare responsibilities.

3.4 Profile and Operation System of Royal Bo Daycare Center

Royal Bo Daycare Center was established in 2019 in South Okklapa Township in Yangon by founder Daw Thandar Bo. In the beginning, it started with 17 teachers who are certificate holders of ECCD for 35 children. Currently, there are 3 campuses running with 55 teachers and 160 students. The school is open from 8am to 5pm, Monday to Friday, and closed on Saturdays and Sundays. The teachers are licensed Nurse Aids and ECCD certified teachers who are experienced in caring for children. As for the ratio of children to teachers, children between 3 months and 3 years old are allowed to be cared for at a ratio of 3:1 according to the Social Welfare Law. However, at school, during mealtimes, bathing, and bedtimes, the ratio is 1:1. Children over 6 months old are fed 5 times a day by the school. Daily reports will be kept recording the baby's daily activities, such as how many bottles of milk they drink, how many times they pee, what foods they eat, etc., and will be sent to parents every day.

The daily schedule of Royal Bo Daycare Center is shown in Table (3.2). The ratio of children to teachers is 3:1 according to the social welfare law, but at school, there is a 1:1 ratio during mealtime, bathtime, and bedtime. Some children can be fed 2/1. Depending on the child's mood, the teacher shares it. As a health precaution, the school premises are also disinfected in collaboration with a Japanese disinfection company. Teachers have also been tested for personal hygiene.

Table (3.2) The daily schedule of Royal Bo Daycare Center (2025)

| Sr. | Time | Activities | Remark |
|-----|-------------|---|--------|
| 1 | 07:30-09:30 | circle time | |
| 2 | 10:00-11:30 | fruits are served, a flash card showing | |
| 3 | 11:30-12:00 | bathed and given lunch | |
| 4 | 12:30-15:00 | have a nap or sleep , served some homemade cake | |
| 5 | 15-30:17:00 | free play | |

Source: Royal Bo Daycare Center Data, (2025)

CHAPTER IV

SURVEY ANALYSIS

4.1 Survey Profile

Ages 0–18 are considered child years. Children are resources for the family and the nation since they will eventually grow up to be human capital, and their needs must be satisfied in order for them to develop into decent people. The parents are solely responsible for providing for their child's essentials. In order to educate and support children's growth and development, parents play a crucial role. The objective of this study is to identify the benefits of nursery schools on child development and parenting in Yangon. Yangon is the former capital city of Myanmar, and it was the business hub of the whole county that has always been seen with a busy vibe. Most of the parents in Yangon are very busy with surviving or working, so nursery school is playing a critical role for all busy parents with several benefits. Royal Bo aims to support busy parents and children so they can grow up in the correct way to develop in their childhood. In 2019, Daw Thandar Bo founded the Royal Bo Daycare Center in Yangon's South Okklarpa Township. It began with 17 teachers who held ECCD certificates and worked with 35 children. There are currently 160 students, and 55 teachers spread throughout three locations. The school is open Monday through Friday from 8 a.m. to 5 p.m.; on Saturdays and Sundays, it is closed. The instructors have expertise working with children and are trained ECCD teachers and registered nurse aids. Two of the Royal Bo Day Care centers are located in South Okkalapa township, and one is located in InnSein township in Yangon. Both townships are crowded with people, and most of the parents are working in different fields. So, the Royal Bo Day Care Center was intentionally opened in this area to support child development and alleviate parental challenges.

Table (4.1) Royal Bo Day Care Center Teacher and Students (2019-2025)

| Sr | Year | South-Okkalapa Branch-1 | | South-Okkalapa Branch-2 | | Insein Branch | | Total | |
|----|------|-------------------------|---------|-------------------------|---------|---------------|---------|---------|---------|
| | | Teacher | Student | Teacher | Student | Teacher | Student | Teacher | Student |
| 1 | 2019 | 17 | 35 | | | | | 17 | 35 |
| 2 | 2020 | 21 | 45 | | | | | 21 | 45 |
| 3 | 2021 | 25 | 50 | | | | | 25 | 50 |
| 4 | 2022 | 24 | 50 | | | | | 24 | 50 |
| 5 | 2023 | 20 | 55 | 13 | 30 | | | 33 | 85 |
| 6 | 2024 | 20 | 55 | 18 | 50 | 12 | 30 | 50 | 135 |
| 7 | 2025 | 21 | 61 | 18 | 54 | 16 | 45 | 55 | 150 |

Source: (Royal Bo Daycare Center Student Book, 2025)

4.2 Survey Design

This chapter is described “The Analysis of the Benefits of Nursery Schools in Yangon (Case Study on Royal Bo Daycare Center). This chapter is divided into three sections. Section A discussed the respondent’s demographic characteristics in several approaches such as the respondent’s age, gender, education, occupation, marriage status, total quantity of child, age of the children, relationship with student and branch (Campus). Child development is examined in Section B and Section C is alleviating parental challenges assessment at Royal Bo Day Care Center. Descriptive statistics are used to describe the characteristics of the respondents and the mean value of the variables. The survey questionnaire was distributed to 150 parents, 40 teachers, and 6 nursery chefs who are cooking consultants of nutrient recommendations from Royal Bo Day Care Center. This section examines the benefits of nursery schools on child development in Yangon. Child Development such as Social Skills Development, Developing Emotional Intelligence, Language and Cognitive Skills, Introducing Routine and Structure, Easing into School Life, Opportunity to try Outdoor and Indoor Activities, Teach Sharing and Builds their Immune System are measured using a variety of measures on a five-point Likert scale. Among the following scales: 5 (strongly agree), 4 (agree), 3 (neutral), 2(disagree), and 1 (strongly disagree). Best (1977) evaluated the mean value of the items on the five-point Likert scale as follows:

- (1) The score among 1.00 – 1.80 means strongly disagree
- (2) The score among 1.81 – 2.60 means disagree
- (3) The score among 2.61 – 3.40 means neither agree nor disagree
- (4) The score among 3.41 – 4.20 means agree
- (5) The score among 4.21 – 5.00 mean

4.3 Survey Results

4.3.1 Demographic Characteristics of the Respondents

Table (4.2) Demographic Characteristics of Respondents

| Demographic Characteristic | | Frequency | Percentage |
|----------------------------|---------------------|-----------|------------|
| Gender | Male | 47 | 31.30 |
| | Female | 103 | 68.70 |
| Age | Under 25 years | 11 | 7.30 |
| | 25 - 34 years | 77 | 51.30 |
| | 35 - 44 years | 54 | 36.00 |
| | 45 and above | 8 | 5.30 |
| Educations | Graduated | 125 | 83.30 |
| | Master | 8 | 5.30 |
| | PhD | 5 | 3.30 |
| | Other | 12 | 8.00 |
| Occupational | Government Servants | 59 | 39.30 |
| | Company Staff | 30 | 20.00 |
| | Own Business | 56 | 37.30 |
| | Other | 5 | 3.30 |
| Marital Status | Married | 141 | 94.00 |
| | Divorce | 7 | 4.70 |
| | Widow | 2 | 1.30 |
| | Other | 0 | 0.00 |
| Total Quantity of Child | 1 child | 76 | 50.70 |
| | 2 children | 74 | 49.30 |

| Demographic Characteristic | | Frequency | Percentage |
|-----------------------------------|-------------------|------------------|-------------------|
| Age of the Child | 1 and below years | 24 | 16.00 |
| | 2 years | 66 | 44.00 |
| | 3 years | 46 | 30.70 |
| | 4 years | 8 | 5.30 |
| | 5 years | 6 | 4.00 |
| Relationship with students | Son | 59 | 39.30 |
| | Daughter | 91 | 60.70 |
| Branch | Campus A | 56 | 37.30 |
| | Campus B | 49 | 32.70 |
| | Campus C | 45 | 30.00 |

Source: Survey Data (March, 2025)

According to the survey results in Table (4.2), demographic data of respondents are analyzed by gender, the respondents are mother 68.7% and father 31.30 percent. The 25-34-year-old group has the highest number of respondents at 51.30 percent. It means most of the respondents are middle-aged, and the group of 45 and above is the lowest number of respondents according to the survey result, and these respondents may be late with their marriage or pregnancy. The highest number of the respondents are graduates, at 83.30 percent in four groups of education backgrounds. PhD degree holders are the minimum number of respondents according to the Table (4.2) result. The title of "others" means diploma or professional certificate holders of the parents. Over three-quarters of those surveyed had a degree. Educated parents are more likely to be employed and to be more interested in the development of their children. At Royal Bo Day Care Center, the majority of parents of children have formal educations. Government servants are the highest number of respondents at 39.30 percent among four groups. The group of "own businesses" is following the second-place occupation group at 37.30 according to Table (4.2). 20 percent of the parents of the Royal Bo are company staff, and the rest, 3.30, are the title of "other." Most respondents are married, accounting for 94.0% of the total, with a count of 141. The remaining respondents are divorced (4.7%) or widowed (1.3%). The distribution of children per family is almost evenly separated between those with one child (50.7%) and those with two children

(49.3%). According to the survey results, most of the parents in Royal Bo do not have more than one or two children. Campus A of Royal Bo is located in South Okkalapa township and has the highest number of respondents, with 37.30, among the other two campuses like Campus B is 32.70 percent Campus C is 30.00 percent.

4.3.2 The Benefits of Nursery Schools on Child Development

The data was collected using a standardized questionnaire that used a five-point Likert scale for the Child Development Assessment to the Parents. A comprehensive questionnaire constructed of 36 questions is included in (4.3).

Table (4.3) Child Development Assessment at Royal Bo Daycare Center

| No. | Statement | Mean | Std. Deviation |
|--------------------------------|---|------|----------------|
| Question to the parents | | | |
| 1. | The child is sad sometimes. | 3.07 | .974 |
| 2. | The child is sometimes anxious. | 2.62 | 1.014 |
| 3. | The child can deal with unexpected situations. | 3.32 | .885 |
| 4. | The child does often lose control. | 2.83 | 1.195 |
| 5. | The child is often angry. | 3.23 | 1.064 |
| 6. | The child often starts to argue. | 3.08 | .993 |
| 7. | The child likes to annoy others. | 2.51 | 1.054 |
| 8. | The child can sit still for longer. | 2.89 | 1.094 |
| 9. | The child often does fidget. | 3.71 | .871 |
| 10. | The child often acts without thinking. | 3.07 | 1.091 |
| 11. | The child concentrated when having started something. | 3.89 | .837 |
| 12. | The child likes to meet new children. | 3.83 | .925 |
| 13. | The child gets doing well with friends. | 3.77 | .770 |
| 14. | The child would get along with classmates. | 3.80 | .733 |
| 15. | The child can separate the colors very well. | 3.84 | 1.193 |
| 16. | The child can name a fruit that's red (e.g apple) | 3.37 | 1.363 |
| 17. | He/ she knows what sound the cat makes. | 4.24 | .895 |
| 18. | He/ she likes the rain. | 3.73 | .880 |
| 19. | Something can make her/him smile. | 3.55 | .931 |

| No. | Statement | Mean | Std. Deviation |
|--------------------------------------|--|-------------|-----------------------|
| 20. | He / she likes to draw. | 3.12 | .882 |
| 21. | He / she can count to ten. | 3.55 | 1.256 |
| 22. | He/she helps at home very willingly. | 3.53 | .880 |
| 23. | He/ she has a favorite animal. | 3.38 | .902 |
| 24. | He/she knows what he/she wears when it's cold. | 3.40 | .897 |
| 25. | He/ she enjoys school days. | 3.66 | .947 |
| 26. | He/ she likes his/ her teachers. | 3.97 | .714 |
| 27. | He/ she likes his/ her friends at school. | 3.85 | .831 |
| Question to Teachers and Chef | | | |
| 1. | He/ she knows his/her first name. | 3.85 | 1.073 |
| 2. | He/ she knows his/her last name. | 3.87 | 1.089 |
| 3. | He/ she can show his/her own emotions. | 4.04 | .904 |
| 4. | He/she can ask for help if he/she needs. | 3.83 | 1.132 |
| 5. | He/ she can put/take off his/her pants own. | 2.98 | 1.223 |
| 6. | He/she can put / take off his/ her shoes. | 3.55 | 1.046 |
| 7. | He/she can drink water himself/ herself. | 4.06 | .929 |
| 8. | He/ she can eat independently. | 3.87 | 1.17 |
| 9. | He/she can keep his/her belongings before he/ she goes home. | 3.37 | 1.261 |
| 10 | He/she like to eat vegetables and fruits. | 3.69 | .902 |
| 11 | He/she like to eat beans. | 3.28 | .87 |
| 12 | He/she like to eat meat. | 3.5 | .82 |
| 13 | He/she like to drink juice. | 3.71 | .903 |
| Overall Mean | | 3.51 | |

Source: Survey Data (March, 2025)

Table 4.3 indicates that the highest-rated developmental indicator was “The children know what sound the cat makes” (M = 4.24), followed by “The children can drink water themselves” (M = 4.06) and “The children can show his/her own emotions” (M = 4.04). These findings suggest strong developmental progress among the majority of students. As some children were too young to respond directly, parents and teachers

contributed answers based on daily interactions. The lowest mean score, “The children like to annoy others” (M = 2.51), reflects a positive behavioral outcome. Fifteen items scored within the neutral range (M = 2.6–3.4), relating to self-regulation, independence, and social adaptability. Seventeen items scored within the agreement range (M > 3.41), including willingness to help at home, enjoyment of school, positive peer relationships, and healthy eating habits. The overall mean score of 3.51 demonstrates a generally positive influence of nursery school attendance on children’s development.

4.3.3 Survey Data Analysis of Benefits of Nursery School on Parenting

Table (4.4) examines the benefits of nursery schools on parenting in Yangon. Parenting such as Social-Emotional Skills, Separation Anxiety and Financial Concerns are measured using a variety of measures on a five-point Likert scale.

Table (4.4) Benefits of the Nursey School in Parenting Assessment at Royal Bo Daycare Center

| No. | Statement | Mean | Std. Deviation |
|-----|--|------|----------------|
| 1. | Satisfied with the frequency of communication from the school. | 3.97 | .727 |
| 2. | The information is being school announcements and notices useful and relevant. | 4.05 | .822 |
| 3. | Satisfied with the overall quality of teaching at the school. | 3.95 | .703 |
| 4. | The homework is given to the child’s age appropriate. | 3.45 | .931 |
| 5. | The teachers are accessible for discussing your child’s progress. | 4.17 | .746 |
| 6. | Satisfied with the cleanliness and maintenance of school buildings. | 3.93 | .812 |
| 7. | The library meets the parent’s expectations in terms of resources. | 3.51 | .454 |
| 8. | I will rate the safety measures in the playground by 5 stars. | 3.79 | .779 |
| 9. | The school offers adequate mental health support. | 3.82 | .676 |

| No. | Statement | Mean | Std. Deviation |
|---------------------|---|-------------|-----------------------|
| 10. | I think the school supports children with additional needs well. | 3.80 | .742 |
| 11. | The school activities are easily accessible for your child and did he/she enjoy it. | 4.23 | .507 |
| 12. | Aware of the school's disciplinary procedures. | 4.01 | .618 |
| 13. | School was supporting to reduce the parents stress with parenting for the child. | 4.03 | .689 |
| 14. | I think the school's administration is efficient. | 3.97 | .645 |
| 15. | I rate your participation in parent-teacher meetings by 5 stars. | 3.57 | .814 |
| 16. | I feel comfortable approaching the school with complaints or concerns. | 4.03 | .695 |
| 17. | The school is a convenient location for me. | 3.80 | .948 |
| 18. | There is adequate support for your child's nutritional needs. | 4.01 | .645 |
| 19. | My child enjoys their time at school. | 3.85 | .792 |
| 20. | There specific teaching methods I think should not be adopted. | 3.43 | .763 |
| 21. | The school better support my child's well-being. | 3.47 | .841 |
| 22. | Satisfied with enhancing school-to-parent communication. | 4.13 | .658 |
| Overall Mean | | 3.88 | |

Source: Survey Data (March, 2025)

Table (4.4) shows the benefits of nursery schools on parenting; the highest number of mean value is 4.23 of the statement of “The school’s activities are easily accessible for your child and did he/she enjoy it.” Based on these results, the parents strongly agree that the school’s activities make children happy; when the children enjoy their school, their parents do not need to worry about them and can focus on their work instead. The second and third highest mean values of “The teachers are accessible for discussing your child’s progress and satisfied with enhancing school-to-parent communication at 4.17 and 4.13 with nearly strongly agreed levels.” This statement and

mean value state the parents almost strongly agree with the benefits of nursery schools. Another agree level mean value over 4.00 with the statement of “Aware of the school’s disciplinary procedures is mean value 4.01, there is adequate support for your child’s nutritional needs is mean value 4.01, School was supporting to reduce the parents stress with parenting for the children is mean values 4.03 and he information is being school announcements and notices useful and relevant is the mean value 4.05.

The lowest mean value is 3.43 with the statement of “There are specific teaching methods I think should not be adopted”. Another second lowest of the statement is “The homework is given to the child’s age appropriately mean value is 3.45” So, the children will enjoy doing their homework, which is another way to reduce screen time. 3.47 for “The school better support my children well-being in school hours” but it is still in agree level anyway. The statement mean value is 3.51 for “The library meets the parent’s expectations in terms of resources” shows that students’ reading practice will start from the school library. The school decoration and book arrangement are supported to be pursued for the children. The mean value 3.57 for the statement of “I rate your participation in parent-teacher meetings by 5 stars” because mostly parent-teacher meetings are discussed about their children progress. The parents agree with this statement because they could know their children's progress and development by this meeting.

The benefits of nursery school on parenting have an overall mean value of 3.88. According to the results, the respondents agreed with the benefits of nursery school in parenting.

CHAPTER V

CONCLUSION

The conclusion is discussed in this chapter and is based on the results of the data analysis. It includes finding and discussion, suggestions and recommendations for further research. This study examined the benefits of the nursery schools in Yangon.

5.1 Finding

This study explores how nursery schools in Yangon, particularly the Royal Bo Daycare Center, support child development and parenting. Data were gathered from 150 respondents, including parents, teachers, and chefs across three campuses—two in South Okkalapa and one in Insein Township—using structured questionnaires and interviews. Most respondents were female, married, and between 25 and 34 years old, with over one-third holding a university degree.

The results show that nursery schools are essential for working parents in Yangon, where long hours and heavy traffic make balancing work and childcare challenging. Nursery schools provide a safe, structured environment that supports children's growth while reducing parental stress.

Children attending nursery schools demonstrate notable progress in four key areas. **Socially**, they gain confidence in interacting with peers and teachers, learning cooperation, sharing, empathy, and conflict resolution. **Physically**, daily play-based activities such as running, climbing, and fine motor tasks improve motor coordination, stamina, and overall health. **Nutritionally**, children receive balanced meals and snacks multiple times a day, including milk, fruits, and home-cooked food, supporting healthy growth, immune strength, and sustained energy. **Mentally and cognitively**, structured activities like storytelling, flashcards, music, and creative play enhance language skills, memory, problem-solving abilities, and emotional intelligence, preparing them for formal education.

Behavioral improvements are also evident. Many children reduce undesirable habits such as aggression or picky eating and adopt positive routines like washing hands

before meals, using trash bins, and practicing personal hygiene. Parents value these changes, alongside the age-appropriate curriculum tailored by ECCD-trained teachers to each child's needs and capabilities.

Overall, the findings confirm that nursery schools in Yangon, exemplified by the Royal Bo Daycare Center, provide holistic benefits for children's development while enabling parents to maintain stability in their work and family life.

5.2 Suggestions

Based on the study findings, several suggestions can be made to enhance the role of nursery schools in supporting both child development and parenting in Yangon:

1. **Expand Access to Affordable Nursery Schools** – Government and private sectors should collaborate to establish more affordable, high-quality nursery schools, particularly in underserved areas, so that lower- and middle-income families can also access these services.
2. **Strengthen Teacher Training and Professional Development** – Continuous ECCD-related training, workshops, and certifications should be provided to teachers and caregivers to ensure they remain updated on child-centered teaching methods, nutrition, and emotional care strategies.
3. **Enhance Nutritional Programs** – Nursery schools should maintain and improve meal quality by involving nutritionists to design age-appropriate menus, ensuring children receive balanced diets that support physical growth and brain development.
4. **Promote Parental Engagement** – Schools should organize regular parent–teacher meetings, workshops, and open days to involve parents in their child's learning journey and share strategies for consistent home–school development.
5. **Improve Facilities and Learning Environments** – Safe, clean, and stimulating environments, including playgrounds, libraries, and creative learning corners, should be prioritized to promote holistic development and comfort.
6. **Implement Developmental Assessments** – Regular assessments of children's social, physical, cognitive, and emotional progress should be conducted to tailor learning activities to each child's needs and identify any developmental delays early.

7. **Support Work–Life Balance Policies** – Authorities could encourage employers to offer flexible work arrangements or childcare benefits, reinforcing the link between nursery school access and parental productivity.

By implementing these measures, nursery schools in Yangon can further strengthen their role as vital partners in fostering children’s growth and supporting parents in balancing their professional and family responsibilities.

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APPENDIX
MASTER OF PUBLIC ADMINISTRATION
QUESTIONNAIRES

Questionnaire survey for “**A Study on the Benefits of Nursery Schools in Yangon (Case Study on Royal Bo Daycare Center)**”

I am Mg Htet Wai Yan, an EMPA (online) student from Yangon University of Economic. My thesis is about **A Study on the Benefits of Nursery Schools in Yangon (Case Study on Royal Bo Daycare Center)**. This survey questionnaire is only to complete my thesis. It will take about 15 minutes to complete. All responses will be kept confidential. Your kind cooperation in providing this information would be much appreciated.

Section A

Demographic Characteristics of the Respondents

Age: -----

Gender: -----

Education: -----

Occupation: -----

Total quantity of Child: -----

Age of your Child: -----

Relationship with students: -----

Brach (Campus): -----

Section B

Child Development Questionnaire

Below are several statements that people sometimes used to describe parents. Based on your own actions, do you agree or disagree that you, as a parent, could be described in these ways. Read the following statements carefully and indicate your single response by putting a “tick” mark in the appropriate box.

Rating Scale 1= strongly disagree 2= disagree 3 = neutral 4 = agree 5=strongly agree

| No. | Statements | Rating Scale | | | | |
|-----|---|--------------|---|---|---|---|
| | | 1 | 2 | 3 | 4 | 5 |
| | Benefits of nursery school: Supporting Child Development | | | | | |
| 1) | Is your child sometimes sad? | | | | | |
| 2) | Is your child sometimes anxious? | | | | | |
| 3) | Can your child deal with unexpected situations? | | | | | |
| 4) | Does your child often lose control? | | | | | |
| 5) | Is your child often angry? | | | | | |
| 6) | Does your child often start to argue? | | | | | |
| 7) | Does your child like to annoy others? | | | | | |
| 8) | Can your child sit still for longer? | | | | | |
| 9) | Does your child often fidget? | | | | | |
| 10) | Does your child often act without thinking? | | | | | |
| 11) | Is your child concentrated when having started something? | | | | | |
| 12) | Does your child like to meet new children? | | | | | |
| 13) | How well does your child get along with friends? | | | | | |
| 14) | How will your child get along with classmates? | | | | | |
| 15) | Does your child separate the colors very well? | | | | | |
| 16) | Can your child name a fruit that's red? | | | | | |

| No. | Statements | Rating Scale | | | | |
|-----|---|--------------|---|---|---|---|
| | | 1 | 2 | 3 | 4 | 5 |
| 17) | Did he/she know what sound the cat makes? | | | | | |
| 18) | Does he/she like the rain? | | | | | |
| 19) | What makes his/her smile? | | | | | |
| 20) | What does he/ she like to draw? | | | | | |
| 21) | Can he/she count to ten? | | | | | |
| 22) | How does he/she help at home? | | | | | |
| 23) | What is his/ her favorite animal? | | | | | |
| 24) | Did he/she know what he/she wears when it's cold? | | | | | |
| 25) | Does he/ she enjoy school days? | | | | | |
| 26) | Does he/ she like his/ her teachers? | | | | | |
| 27) | Does he/ she like his/ her friends at school? | | | | | |
| 28) | Does he/she know his/ her first name? | | | | | |
| 29) | Does he/she know his/her last name? | | | | | |
| 30) | Does he/ she can show his/her own emotions? | | | | | |
| 31) | Does he/she can ask for help if he/she needs? | | | | | |
| 32) | Does he/ she can put/take off his/her pant own? | | | | | |
| 33) | Does he/she can put / take off his/ her shoes? | | | | | |
| 34) | Does he/she can drink water himself/ herself? | | | | | |
| 35) | Does he/ she can eat independently? | | | | | |
| 36) | Does he/she can keep his/ her belonging before he/ she goes home? | | | | | |
| 37) | Does he/she like to eat vegetables and fruits? | | | | | |
| 38) | Does he/she like to eat beans? | | | | | |
| 39) | Does he/she like to eat meat? | | | | | |
| 40) | Does he/she like to drink juice? | | | | | |

Section C

Alleviating Parental Challenges Assessment at Royal Bo Day Care Center

Rating Scale 1= strongly disagree 2= disagree 3 = neutral 4 = agree 5=strongly agree

| No. | Statements | Rating Scale | | | | |
|-----------|--|--------------|---|---|---|---|
| | | 1 | 2 | 3 | 4 | 5 |
| 1. | Benefits of Nursery Schools: Alleviating Parental Challenges | | | | | |
| | i) How satisfied are you with the frequency of communication from the school? | | | | | |
| | ii) Is the information being school announcements and notices useful and relevant? | | | | | |
| | iii) Are you satisfied with the overall quality of teaching at the school? | | | | | |
| | iv) Is the homework given to your child's age-appropriate? | | | | | |
| | v) Do you feel teachers are accessible for discussing your child's progress? | | | | | |
| | vi) Are you satisfied with the cleanliness and maintenance of school buildings? | | | | | |
| | vii) Does the library meet your expectations in terms of resources? | | | | | |
| | viii) How would you rate the safety measures in the playground? | | | | | |
| | ix) Does the school offer adequate mental health support? | | | | | |
| | x) Do you think the school supports children with additional needs well? | | | | | |

| No. | Statements | Rating Scale | | | | |
|-----|---|--------------|---|---|---|---|
| | | 1 | 2 | 3 | 4 | 5 |
| | xi) Do you feel the school activities are easily accessible for your child and did he/she enjoy it? | | | | | |
| | xii) Are you aware of the school's disciplinary procedures? | | | | | |
| | xiii) How was school supporting to reduce your stress with parenting for your child? | | | | | |
| | xiv) Do you think the school's administration is efficient? | | | | | |
| | xv) How would you rate your participation in parent-teacher meetings? | | | | | |
| | xvi) Do you feel comfortable approaching the school with complaints or concerns? | | | | | |
| | xvii) How convenient is the school location for you? | | | | | |
| | xviii) Is there adequate support for your child's nutritional needs? | | | | | |
| | xix) Do you feel that your child enjoys their time at school? | | | | | |
| | xx) Are there any specific teaching methods you think should be adopted? | | | | | |
| | xxi) Could the school better support your child's well-being? | | | | | |
| | xxii) Are you satisfied with enhancing school-to-parent communication? | | | | | |

ရန်ကုန်တိုင်းဒေသကြီးအတွင်းရှိ မူလတန်းကြိုကျောင်းများ၏
(၁.၈.၂၀၂၅)ရက်နေ့တွင် တက်ရောက်သည့် ကလေးဦးရေစာရင်း

| စဉ် | ကျောင်းအမည် | ခွင့်ပြုကလေး ဦးရေ | ကလေးဦးရေစာရင်း | | | မှတ်ချက် |
|-----|-------------------|----------------------|----------------|----|--------|----------|
| | | | ကျား | မ | ပေါင်း | |
| ၁ | မူကြို(၁) | ၂၅၀ | ၂၀ | ၂၄ | ၄၄ | |
| ၂ | မူကြို(၂) | ၁၅၀ | ၂၂ | ၂၅ | ၄၇ | |
| ၃ | မူကြို(၃) | ၂၀၀ | ၃၂ | ၂၈ | ၆၀ | |
| ၄ | မူကြို(၄) | ၃၅၀ | ၄၉ | ၄၉ | ၉၈ | |
| ၅ | မူကြို(၅) | ၂၅၀ | ၃၉ | ၄၁ | ၈၀ | |
| ၆ | မူကြို(၆) | ၁၅၀ | ၃၂ | ၂၈ | ၆၀ | |
| ၇ | ကန်ရိပ်သာ | ၁၀၀ | ၁၉ | ၂၀ | ၃၉ | |
| ၈ | မင်္ဂလာတောင်ညွန့် | ၁၅၀ | ၄၀ | ၂၉ | ၆၉ | |
| ၉ | စမ်းချောင်း | ၁၀၀ | ၁၆ | ၉ | ၂၅ | |
| ၁၀ | ကျွန်းတော | ၁၀၀ | ၃၅ | ၂၂ | ၅၇ | |
| ၁၁ | အလုံ | ၁၀၀ | ၃၀ | ၂၃ | ၅၃ | |
| ၁၂ | မင်္ဂလာဒုံ | ၁၂၀ | ၅၆ | ၄၄ | ၁၀၀ | |
| ၁၃ | လှိုင်သာယာ(၁) | ၁၂၀ | ၄၉ | ၅၆ | ၁၀၅ | |
| ၁၄ | လှိုင်သာယာ(၂) | ၁၀၀ | ၃၅ | ၄၀ | ၇၅ | |
| ၁၅ | လှိုင်သာယာ(၃) | ၁၂၀ | ၅၀ | ၄၂ | ၉၂ | |
| ၁၆ | လှိုင်သာယာ(၄) | ၁၀၀ | ၄၄ | ၄၂ | ၈၆ | |
| ၁၇ | လှိုင်သာယာ(၅) | ၁၀၀ | ၂၈ | ၃၈ | ၆၆ | |
| ၁၈ | ရွှေပေါက်ကံ | ၁၂၀ | ၄၀ | ၄၀ | ၈၀ | |
| ၁၉ | ရွှေပြည်သာ(၁) | ၁၀၀ | ၄၆ | ၃၂ | ၇၈ | |
| ၂၀ | ရွှေပြည်သာ(၂) | ၁၀၀ | ၄၃ | ၃၂ | ၇၅ | |
| ၂၁ | စံပြရင်သွေးအိမ် | ၁၅၀ | ၃၃ | ၃၂ | ၆၅ | |
| ၂၂ | ချမ်းမြေ့အိမ် | ၁၀၀ | ၁၈ | ၂၂ | ၄၀ | |
| ၂၃ | မြောက်ဥက္ကလာပ | ၂၀၀ | ၇၀ | ၆၈ | ၁၃၈ | |
| ၂၄ | တောင်ဥက္ကလာပ | ၁၅၀ | ၂၅ | ၃၅ | ၆၀ | |
| ၂၅ | ရန်ကင်း | ၁၀၀ | ၄၀ | ၃၅ | ၇၅ | |
| ၂၆ | လှိုင်-၁ | ၁၀၀ | ၂၅ | ၁၈ | ၄၃ | |
| ၂၇ | လှိုင်-၂ | ၁၈၀ | ၃၂ | ၃၈ | ၇၀ | |
| ၂၈ | သုဝဏ္ဏ | ၁၅၀ | ၄၈ | ၄၇ | ၉၅ | |

| | | | | | |
|----|----------------|------|------|------|------|
| ၂၉ | တောင်ခုံ | ၁၅၀ | ၄၂ | ၄၈ | ၉၀ |
| ၃၀ | မြောက်ခုံ | ၁၅၀ | ၂၇ | ၂၈ | ၅၅ |
| ၃၁ | သယ်နိုးကျွန်း | ၁၅၀ | ၄၂ | ၃၃ | ၇၅ |
| ၃၂ | သာကေတ | ၁၃၀ | ၂၇ | ၁၈ | ၄၅ |
| ၃၃ | သန်လျင် | ၁၀၀ | ၅၀ | ၂၅ | ၇၅ |
| ၃၄ | သုံးခွ | ၁၀၀ | ၃၈ | ၁၆ | ၅၄ |
| ၃၅ | ကိုးကိုးကျွန်း | ၁၀၀ | ၁၅ | ၂၅ | ၄၀ |
| ၃၆ | ခရမ်း | ၁၀၀ | ၁၅ | ၁၆ | ၃၁ |
| | စုစုပေါင်း | ၄၉၉၀ | ၁၂၇၂ | ၁၁၇၈ | ၂၆၅၀ |


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 အကြံပေးရေး
 ဗဟိုကော်မရှင်အဖွဲ့ဝင်ကြီးလှပိုင်ကမ်း