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## Letter from the Editor-in-Chief

Myanmar and Korea have many similarities and are complementary relationship. Therefore, we believe that research exchange will expand mutual understanding between Myanmar and Korea, and will be the cornerstone for mutual development.

KOMYRA and YUE have co-published The Myanmar Journal since August 2014. So far, many scholars have published numerous papers through the journal, and We are sure that this journal has helped many people understand Myanmar and Korea more clearly and closely.

The Myanmar Journal covers various issues in Myanmar and Korea. It covers various topics that can promote bilateral development and mutual understanding, not limited to specific topics such as economy, industry, society, education, welfare, culture, energy, engineering, healthcare, and agriculture.

We hope that this journal will continue to promote understanding of the current status and potential capabilities of Myanmar and South Korea and promote in-depth international exchange and cooperation.

We would like to express our deepest gratitude to the editorial board and YUE and KOMYRA for their valuable support in The Myanmar Journal publication.

February 28, 2022

Youngjun Choi *yj choi*

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This journal aims to promote the mutual cooperation and development of Myanmar and Korea through intensive researches in the entire field of society, economy, culture, and industry.

It will cover all general academic and industrial issues, and share ideas, problems and solution for development of Myanmar.

Articles for publication will be on-line released twice a year at the end of February and August every year on the Myanmar Journal webpage ([http://www.komyra.com/bbs/board.php?bo\\_table=articles](http://www.komyra.com/bbs/board.php?bo_table=articles)).

## Parent Satisfaction on Service Quality of AEC Private School

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**ABSTRACT** : This study focuses on service quality and parent satisfaction of AEC Private School in Mandalay. The objectives of the study are to identify the service quality of AEC Private School in Mandalay and to analyze the relationship between service quality and parent satisfaction of AEC Private School. This study is selected 180 respondents of AEC private school by using convenience sampling method. The primary data are collected by using structured questionnaires with five point Likert scale. The secondary data are acquired from the relevant text books, previous research papers, international research journals and related websites. Data collection period was in January, 2020. Descriptive statistics are used to describe the profile of the respondents. Correlation and multiple regression analysis are applied to analyze the relationship between ten service quality dimensions (reliability, responsiveness, competence, courtesy, credibility, security, access, understanding the parent, communication and tangibles) and parent satisfaction of AEC private school. The correlation results show that all service quality dimensions have significant and positive correlation with parent satisfaction. According to the results of multiple regression analysis; reliability, responsiveness, courtesy, access, understanding the customer, communication, and tangibles are positively and significantly effect on parent satisfaction. However, reliability is negative and not significant effect on parent satisfaction. It is suggested that reliability dimension need to be performed by AEC private school in present and future to satisfy parent. Moreover the responsible persons of AEC private school should pay attention to individual parent and arrange meetings, discussions, seminars, and counseling with parents.

**Key words** : *Access, Credibility, Courtesy, Competence, and Reliability*

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## **I. Introduction**

Services are central to economic activity in any society. Service is work or experience offered by one party to the opposite party. Service contributes bulk of GDP in developing countries. Nowadays, service industry is increasingly in most countries around the world. Service industry includes financial service industries, medical, training, educational, communications, or transportation service industries. As service industry increases, delivering high quality service becomes the most important part and difficult task that any service organization faces. Therefore, quality in a service organization is the measure of the extent to which a delivered service meets the parent's expectations.

Quality is critical to a firm's success and to meet parent satisfaction. Generally, there are many definitions for quality. Pariseau and Mcdaniel (1997) define that quality is excellence, quality is value, and quality is conformance to specifications. Quality is fitness for use. Quality is conformance to requirements. Quality is meeting and/or exceeding parents' expectations (Parasuraman et al., 1985). Quality is determined by the parent's perception. Parents look for quality in services and products, so companies compete on quality and markets are transformed by it. Therefore, quality is important to meet parents' expectations.

Education is one of the service industries. Education plays a significant role in the development of human capital and it is ultimately considered to be the back bone of national and economic development. Education changes the people's thought by bringing positive thoughts and removing negative thoughts. It enables a person to become literate that is important not only for children but also for adults. School education plays a great role in everyone's life. The basic education has been divided into three divisions such as primary education, secondary education and higher secondary education. All the divisions of education have their own importance and benefits. Primary education prepares the base which helps throughout the life. Secondary education prepares the path for further study and higher secondary education prepares the ultimate path of the future and whole life. Schools help children to become better and educated citizens who can help in the progress of the country. Today, education organizations are faced with changing environment. Education organizations have entered into commercial competition like other business due to the increasing environmental forces and growing demands.

Today, Myanmar has a developed and functioning educational system. The Myanmar Ministry of Education has allowed many private schools to formally open across the country. The Private School Registration Law was enacted in December 2011. In 2012-2013, there were just over 50 private schools in Myanmar but in

2016-2017 since this number has grown to 585 private schools nationwide (Media Monitoring Report, 2019). There are eleven private schools in Mandalay. Moreover, there is a lot of private tuition that provide education services with low price for students in Mandalay. Among them, AEC Private School is one of the leading private schools and the most successful school in Mandalay. It was established in 2015. It gets competitive advantage by providing the reliable education service, clean environment, modern teaching aids and school buses for transportation of students. Therefore, this study intends to investigate parent satisfaction on service quality of AEC Private School.

## **1. Objectives of the Study**

The objectives of the study are:

- (i) To identify service provided by AEC Private School in Mandalay.
- (ii) To analyze parent satisfaction on service quality of AEC Private School in Mandalay.

## **2. Scopes and Methods of the Study**

In order to achieve the above mentioned objectives, this study mainly focuses on the parent satisfaction on service quality dimensions (reliability, responsiveness, competence, courtesy, credibility, security, access, understanding the customer, communication and tangibles) provided by AEC Private School in Mandalay. A questionnaire survey is done to investigate parent expectation and perception on ten dimensions of the service quality and to analyze the service and parent satisfaction of AEC Private School. The structured questionnaires are based on SERVQUAL model. This study was used both primary and secondary sources of data. Primary data is collected by two ways. Required data were collected in January, 2020.

## **II. Theoretical Background**

Ten service quality dimensions developed by Parasuraman et al., (1985) are reliability, responsiveness, competence, courtesy, credibility, security, access, understanding the customer, communication and tangibles

### **1. Reliability**

Reliability is defined as "the ability to perform the promised service dependably and accurately" or "delivering on its promises" (Zeithaml et al., 2006). It depends on handling parent service issues, performs the services right the first time; offers services on time, and maintain a record of error-free. It is just as important as a good first hand impression, because every parent wants to know if their supplier is reliable and fulfill the set requirements with satisfaction (Berry & Parasuraman, 1991).

## **2. Responsiveness**

Responsiveness is the willingness to help parents and provide prompt service (Zeithaml et al., 2006). It also captures the notion of flexibility and ability to customize the service to parent needs. Parasuraman et al., (1991) includes such elements in responsiveness as telling the parent the exact time frame within which services will be performed and never too busy to respond to parent request.

## **3. Competence**

It is important to have the required knowledge and skills for service providers to provide the service. Competence of the service providers could be centralized around the organization as a whole or around the contact personnel. Woolliams (1999) defines competence as what is needed to be effective in a particular job. Competence is knowledge, will, and skill. Competence is the ability of an individual to do a job properly. Some scholars see "competence" as a combination of practical and theoretical knowledge, cognitive skills, behavior and values used to improve performance.

## **4. Courtesy**

According to Parasuraman et al., (1985), courtesy involves politeness, respect, consideration, friendliness of contact personnel, consideration for the consumer's property, and clean and neat appearance of public contact personnel. Parents typically do not distinguish between the service and the service provider. Therefore, service personnel should respect and reflect the parents' cherished values and norms.

## **5. Credibility**

Credibility represents the trust relationship between service providers and parents. Credibility involves trustworthiness, believability, honesty, and having the parent's best



interests at heart (Parasuraman et al., 1985). Therefore, the trustworthiness, believability, and credibility of the service providers are crucial determinants. Corporate credibility forms part of apposite corporate image or reputation. Credibility implies a commitment to truth, fairness and objectivity.

## **6. Security**

Due to the low reliability of service firms in developing countries, there is a high concern and need for freedom from danger, risk or doubt which include physical, financial and emotional security (Parasuraman et al., 1985). According to Schneider and Bowen (1999), they discuss three types of need: need for security (physical and financial), need for justice, and need for self-esteem. Individual safety and security is important because both safety and security affect an individual's wellbeing.

## **7. Access**

According to Parasuraman et al., (1985), access involves approachability and ease of contact. It means the service is easily accessible by telephone; waiting time to receive service is not extensive, convenient hours of operation and convenient location of service facility. Since production and consumption of the service are inseparable, a parent's ease of contact and timely access to the service supplier is crucial.

## **8. Understanding the Customer**

Understanding the customer involves making the effort to understand the parent's needs, learning the parent's specific requirements, providing individualized attention, and recognizing the regular parent (Parasuraman et al., 1985).

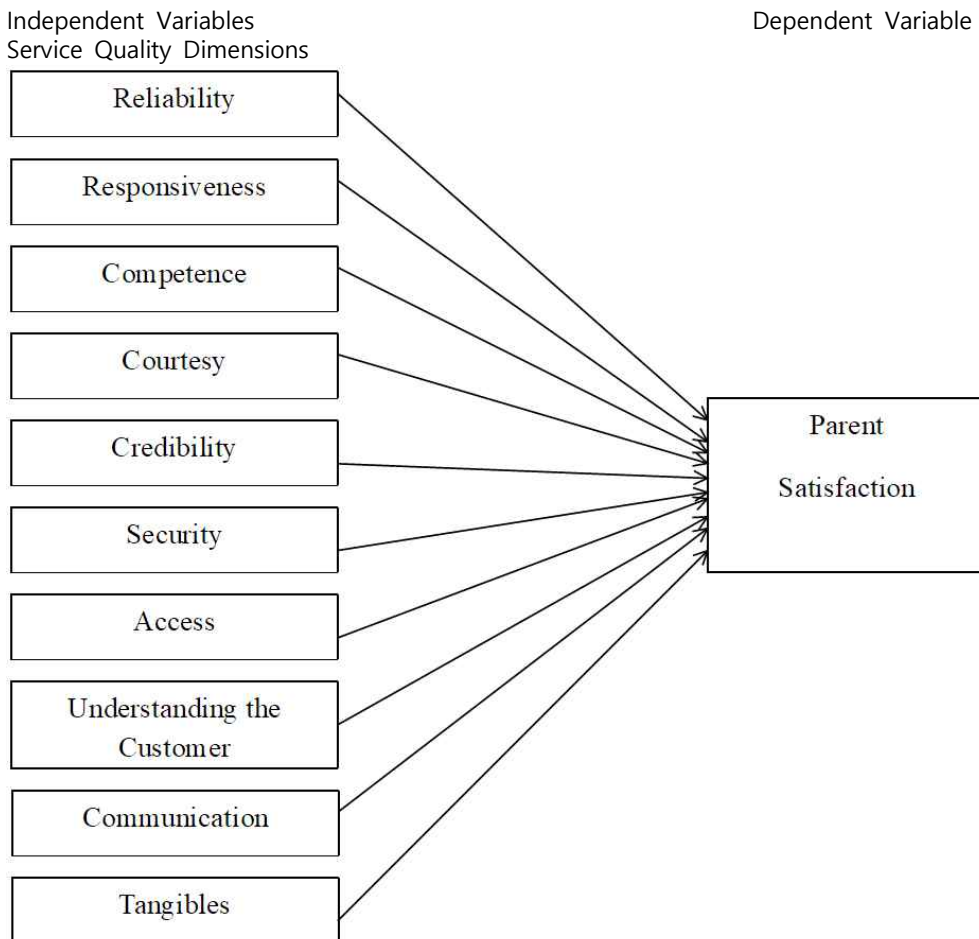
## **9. Communication**

Communication is sending and receiving information between two or more people. According to Keyton (2011), communication can be defined as the process of transmitting information and common understanding from one person to another. The definition underscores the fact that unless a common understanding results from the exchange of information, there is no communication.

## **10. Tangibles**

The tangibles involve the firms' representatives, physical facilities, materials, and equipment as well as communication materials. It is the quality or state of being touched or felt or of having real substance. Davis et al., (2003) summarize tangibles like the physical confirmation of the service. Parasuraman et al., (1985) defines the tangibles as appearance of physical facilities, equipment, personnel, and written materials. The physical appearance might influence the parent's level of satisfaction (Bitner, 1990).

Figure1. Conceptual Framework



Source: Own Compilation Based on Previous Studies

Figure 1 illustrates the conceptual framework of the study. In this Figure, reliability, responsiveness, competence, courtesy, credibility, security, access, understanding the parent, communication and tangibles are independent variables.

Parent satisfaction is dependent variable. This study aims to analyze the relationship between service quality dimensions and parent satisfaction and provide useful benefits for the organization to increase parent satisfaction.

### III. Research Design

The study follows descriptive research. There are two main categories for the methods of collecting data, such as quantitative and qualitative. Primary data were collected from 180 parents of AEC private school by using convenience sampling method. The questionnaire was developed from previous literature. The study includes ten service quality dimensions as independent variables and parent satisfaction as a dependent variable. In this study, five-point Likert scale was used to collect primary data. After conducting the survey, the collected data were processed and analyzed by using SPSS version 23. Correlation analysis was used to analyze the relationship between services package and parent satisfaction. Multiple regression analysis was used to analyze the effects of parent satisfaction on services package.

#### 1. Respondents' Demographic Profile

The demographic profiles of respondents include gender, age, marital status, education level, occupation, and monthly income, and visit frequency.

Table1. Demographic Characteristics of the Respondents (N= 180)

Sr. No.	Statement	Category	Frequency	Percentage
1	Gender	Male	60	33.33
		Female		66.67
			120	
2	Age (Years)	Under 25	6	3.33
		26-35	66	36.67
		36- 45	55	30.56
		Above 45	5	29.44
3	Marital Status	Single	90	50.00
		Married	90	50.00
4	Education Level	High School	19	10.56
		Bachelor	130	72.22
		Master	26	14.44
		Ph.D	5	2.78

5	Occupation	Student	5	2.78
		Civil Servants	105	58.33
		Company Staff	43	23.89
		Business Owner	27	15.00
6	Monthly Income (Kyats)	100,000 and below	3	1.67
		100,001- 300,000	97	53.89
		300,001 – 500,000	44	24.44
		500,001 – 700,000	17	9.44
		Above 700,000	19	10.56
7	Visit Frequency	First Time	48	26.67
		Everyday	2	1.11
		Very Often	41	22.78
		Occasional	89	49.44

Source: Survey data, (January, 2020)

In the analysis of the gender of respondents, it is seen that the majority of respondents are female amounting to 60 male respondents and 120 female respondents in this study. Therefore, most of the respondents are female. According to the results in Table 1, the majority of respondents whose age level is 26-35 years, accounting for 36.67%. The second largest age levels is 36-45 and it accounts for 30.56%. Therefore, middle aged people are found as the most parent group. Respondents' age above 45 is the third 29.44% and respondents' age under 25 is the lowest age group and it accounts for 3.33%. In marital status of respondents, there are 90 single respondents and 90 married respondents in this study.

Therefore, marital status of each respondents group is accounted for 50.00% respectively. It is found that the majority of 130 respondents is Bachelor level and it contributes 72.22%. The second largest respondents group is master level and it contributes 14.44%. The remaining is respondents from High School and Ph.D which are accounted for 10.56% and 2.78%. Therefore, it is found that the education level of respondents is mostly dominated by bachelor level. The occupations of respondents are divided into four groups: student, government staff, company staff and business owner. In the study, it is found that there are 57 respondents who are from company staff, 6 respondents who are in other group and 74 respondents are civil servants, 21 respondents who have own business and the rest 5 respondent is student.

Therefore, nearly half of respondents are seen as employed civil servant, accounting for 45.41%. In the analysis of the income level, it is seen that 53.89 percentage of respondents are between Kyats 100,001- 300,000, 24.44 percentage of respondents are between Kyats 300,001 – 500,000, 300,001 – 500,000 percentage of respondents are above Kyats 700,000, 9.44 percentage of respondents are between Kyats 500,001 – 700,000, 1.67 percentage of respondents are Kyats 100,000 and below. Therefore, it

is found that respondents with monthly income between Kyats 100,001- 300,000 are more than any other group. The visit frequency of parents is classified into four groups. They are first time, every day, very often, occasional. In analyzing the visit frequency per month of parents, it is seen that 89 respondents choose occasionally in one month and the second largest group 48 respondents are first time parents. Therefore, it is seen that the largest percentage of parent visit is occasional group and it account for 49.44% and others are presented respectively in Table 1.

## 2. Reliabilities Analysis of Variables

In the reliability testing, the researcher will use Cronbach's Alpha that proves to be the most accurate method. Reliability values of the variables are described in Table 8. According to Best (1977), when the alpha value is between 0.89 and 0.95, it is considered very good reliability, when alpha value is 0.7 and 0.89 is considered good reliability and when the alpha value is between 0.6 and 0.7, it is considered as fair reliability and the alpha value is below 0.6 will be considered as poor quality.

Table 2. Reliability Analysis

Sr. No.	Description	Pearson's Correlation Coefficient	P-value
1	Reliability	0.636**	0.000
2	Responsiveness	0.728**	0.000
3	Competence	0.650**	0.000
4	Courtesy	0.681**	0.000
5	Credibility	0.717**	0.000
6	Security	0.654**	0.000
7	Access	0.735**	0.000
8	Understanding the Parent	0.750**	0.000
9	Communication	0.787**	0.000
10	Tangibles	0.750**	0.000

Source: Survey Data (January, 2020)

\*\*Correlation is significant at the 0.01 level (2-tailed).

Dependent Variable: Parent Satisfaction

According to Table 2, the Alpha values of all variables (reliability, responsiveness, assurance, tangibility, empathy and parent satisfaction) have above 0.7. Thus, the Alpha values of all variables are good reliability and acceptable level.

### 3. Parent Perception on Services Quality Dimensions

Table 3. Correlation Results between Service Quality Dimensions and Parent Satisfaction

Sr. No.	Description	Pearson Correlation Coefficient	p-value
1	Reliability	0.636**	0.000
2	Responsiveness	0.728**	0.000
3	Competence	0.650**	0.000
4	Courtesy	0.681**	0.000
5	Credibility	0.717**	0.000
6	Security	0.654**	0.000
7	Access	0.735**	0.000
8	Understanding the Customer	0.750**	0.000
9	Communication	0.787**	0.000
10	Tangibles	0.750**	0.000

\*\* Correlation is significant at the 0.01 level (2-tailed).

Source: Survey data, (January, 2020)

Correlation of all variables used in this study is shown in Table 3, which indicates the correlation value of ten service quality dimensions are positive relationship with parent satisfaction. The correlation coefficient of reliability, competence, courtesy and security are moderately correlated with parent satisfaction. The correlation coefficient of responsiveness, credibility, access, understanding the customer, communication and tangibles are strongly correlated with parent satisfaction.

Table 4. Multiple Regression Analysis of Parent Satisfaction on Service Quality Dimensions

Dimensions	Unstandardized Coefficients		Standardized Coefficients	t	Sig
	B	Std. Error	Beta		
(Constant)	-0.041	0.155			
Reliability	0.106	0.048	0.115	2.226	0.047
Responsiveness	0.106	0.054	0.106	1.959	0.027
Competence	-0.049	0.047	-0.047	-1.041	0.299
Courtesy	0.105	0.038	0.117	2.728	0.007
Credibility	0.042	0.060	0.042	0.708	0.480
Security	0.054	0.047	0.055	1.157	0.249
Access	0.115	0.045	0.127	2.550	0.011
Understanding the Customer	0.146	0.048	0.168	3.056	0.003
Communication	0.235	0.048	0.244	4.904	0.000

Tangibles	0.247	0.043	0.262	5.720	0.000
R	0.895				
R2	0.801				
Adjusted R2	0.795				

Source: Survey data (January, 2020)

P < 0.01 (Significant at 99%)

The results of multiple regression analysis from Table 4 provided that reliability, responsiveness, courtesy, access, understanding the customer, communication and tangibles were significant and positive relationship with the parent satisfaction ( $b = 0.106$ ,  $t = 2.226$ ,  $p < 0.05$ ), ( $b = 0.106$ ,  $t = 1.959$ ,  $p < 0.05$ ), ( $b = 0.105$ ,  $t = 2.728$ ,  $p < 0.05$ ), ( $b = 0.115$ ,  $t = 2.550$ ,  $p < 0.05$ ), ( $b = 0.146$ ,  $t = 3.056$ ,  $p < 0.05$ ), ( $b = 0.235$ ,  $t = 4.904$ ,  $p < 0.05$ ), ( $b = 0.247$ ,  $t = 5.720$ ,  $p < 0.05$ ). But the results do not support the significant relationship between competence, credibility and security as shown in Table 4.

#### IV. Findings and Discussions

The objectives of the study are to identify the service quality of AEC Private School and to analyze the effects of service quality (reliability, responsiveness, competence, courtesy, credibility, security, access, understanding the parent, communication and tangibles) on parent satisfaction of AEC Private School.

The service quality provided by AEC Private School was tested on the response of 220 parents from AEC Private School by using structured questionnaires. According to the demographic profile of parents, in gender group, female parents are more than male parents. The age of most parents is between 31 years and 40 years. In education level, most of the parents are graduated. Most of the parents by occupation are business owners and have monthly income between 200,000 Kyats and 500,000 Kyats. Many parents get most of information about AEC Private School from their relatives. In choosing this school, the main decision makers are parents. There are many reasons of choosing AEC Private School. Most of the parents stated that the reason of choosing AEC Private School was having competent teachers.

The mean value of the ten dimensions of service quality of AEC Private School showed the strongly agree level and the agree level of the parents. Among them, tangibles dimension shows the maximum mean value. Therefore, parents are satisfied with the physical facilities of AEC Private School. On the other hand, the minimum mean value is competence dimension because it is found that staff need skills to solve the students' problems and difficulties.

The correlation results showed the significant correlation between the ten dimensions of service quality and parent satisfaction. Therefore, it can be concluded that the parent satisfaction can be gained through an excellent service quality. The higher the correlation between the ten dimensions of service quality and parent satisfaction, the more the parents will prefer to use those services. Among these ten dimensions, communication gained the maximum correlation with parent satisfaction. The communication is the most influencing factor to create parent satisfaction.

According to the multiple regression analysis results, reliability, responsiveness, courtesy, access, understanding the parent, communication and tangibles had significant effect on parent satisfaction. In reliability dimension, parents accepted that AEC Private School provides reliable education service. In responsiveness dimension, parents accepted that principal, teachers and employees are active to respond their requests. In courtesy dimension, parents were satisfied with consideration and friendliness of employees. In access dimension, parents accepted that the education service can be accessed on school's website easily. In understanding the customer dimension, parents believed that principal and teachers paid attentions to them individually and filled their needs. In communication dimension, parents were accepted that AEC Private School notifies accurately information to parents about their children's health, education, social and accommodation. In tangibles dimension, parents were satisfied with physical facilities of AEC Private School such as clean and comfortable classrooms and large school compound. Therefore, these seven service quality dimensions can still be assumed as importance for improving the service quality of AEC Private School.

## **1. Suggestions and Recommendations**

After reviewing the findings and discussions, the recommendations and suggestions are presented for the improvement of service quality of AEC Private School. Although AEC Private School provides many acceptable services to parents, it needs to improve services to make parent more satisfied. According to survey result, the mean value of the service quality dimensions stated that the parents agreed and strongly agreed on the service provided by AEC Private School. These services are necessary for the service provider to get parent satisfaction. Therefore, AEC Private School needs to maintain the present service quality provided to the parents and should try to enhance the service quality to gain more parent satisfaction.

The correlation results showed that the parents had the strong and positive correlation between the ten dimensions of service quality and parent satisfaction. If the school provides more services about these ten dimensions to the parents, the parents will gain more satisfaction on these services. Therefore, employees of AEC



Private School should need to pay more attentions on the quality of the service to get satisfaction whenever the parents contact to them. The strong and positive correlation should be maintained by fulfilling the better services than before. Therefore, the ten dimensions of service quality are necessary for AEC Private School to obtain parent satisfaction. The correlation results are not enough to conclude the objectives of the study. Therefore, multiple regression analysis was focused.

The results of multiple regression analysis revealed that the strong and positive relationship between the seven dimensions of service quality (reliability, responsiveness, courtesy, access, understanding the customer, communication, and tangibles) and parent satisfaction should be kept by AEC Private School. Although these seven dimensions fulfill the satisfaction of parents, the school needs to maintain and upgrade these dimensions more than before to achieve the parent satisfaction. This study suggests that the authorized persons of AEC Private School should focus on the perception, needs and wants of the parents.

In this study, competence, credibility, and security dimensions did not show significant effect on parent satisfaction. It means that present services about these dimensions are not taken into consideration. Therefore, the responsible persons of AEC Private School should pay attention to individual parent and arrange many meetings, discussions, seminars, and counseling with parents. Therefore, the requirements of these dimensions should be extended by the responsible persons to enhance parent satisfaction.

In conclusion, in spite of getting high parent satisfaction, the responsible persons of school should think above recommendations and suggestions. And also, it should make continuous efforts to remain excellent performance of present services, to add more convenient features to present services and to create new services of high parent value in order to increase its reputation and its parent satisfaction.

## **2. Needs for Further Study**

This study is conducted and based on the responses of 180 parents of AEC Private School. If the study uses larger sample size, the results will be more trustworthy in measuring service quality of the school. This study mainly explores service quality of AEC Private School. In addition, this study analyzes the parent satisfaction on service quality (reliability, responsiveness, competence, courtesy, credibility, security, access, understanding the customer, communication and tangibles) of the AEC Private School although there are many private schools. Further study should investigate on other models such as KANO, IPA and RATER model. In addition, further study should conduct a comparative study to explore any differences in service quality between AEC Private School and other private school.

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