

**YANGON UNIVERSITY OF ECONOMICS
DEPARTMENT OF MANAGEMENT STUDIES
MBA PROGRAMME**

**FACTORS AFFECTING PARENTAL SATISFACTION AND
PARENTAL LOYALTY IN REAL PRIMARY PRIVATE
SCHOOL**

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EMBA II-32
EMBA 18th BATCH**

MAY, 2024

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ACADEMIC YEAR (2019-2024)

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This thesis is submitted to the Board of Examiners in partial fulfillment of the requirements for the Degree of Master of Business Administration (MBA).

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ACCEPTANCE

This is to certify that the thesis entitled “**Factors Affecting Parental Satisfaction and Parental Loyalty in Real Primary Private School**” has been accepted by the Examination Board for awarding Master of Business Administration (MBA) degree.

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ABSTRACT

The main objectives of this study are to analyze the factors affecting parental satisfaction in Real Primary Private School (RPPS) and to analyze the effect of parental satisfaction on parental loyalty in RPPS, as well as to analyze the mediating effects of parental trust and parental relationship commitment on the relationship between parental satisfaction and parental loyalty. There are 108 parents whose child/ children are attending in RPPS. A sample size of 85 parents was determined by using the Raosoft sample size calculator with a 95% confidence level. The simple random sampling method is applied to select 85 out of 108 parents. Questionnaire survey method is used to collect the primary data. Regression revealed that among the factors affecting parental satisfaction, the three factors of teacher effectiveness, principal effectiveness, and student achievement/ improvement have a significant effect on parental satisfaction in RPPS. Additionally, mediation effects of parental trust and parental relationship commitment between parental satisfaction and parental loyalty are observed at RPPS. The management of private school businesses should prioritize teacher effectiveness as critical to the success of their schools by ensuring the recruitment, selection, and hiring of talented teachers who align with the institution's values. Additionally, it is crucial to continually maintain and upgrade teachers' skills to ensure consistent delivery of high-quality education. Furthermore, private school management should thoroughly understand parents' desires and expectations for their children, identifying the factors that significantly influence parental satisfaction to effectively meet their needs.

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LIST OF ABBREVIATIONS

RPPS	Real Primary Private School
SPSS	Statistical Package for the Social Sciences
VIF	Variance Inflation Factors

CHAPTER 1

INTRODUCTION

In recent year, education plays a crucial role in societal development. The progress of a nation largely depends on the quality of its education system and the development of its citizens. Education empowers individuals to realize their aspirations through the utilization of their inherent capabilities. It encompasses the cultivation of physical, intellectual, and emotional faculties, guiding individuals towards their utmost potential from early stages of development to maturity. Therefore, education is important for a person's social life, and it is necessary to learn systematically from childhood.

Indeed, education in Myanmar is typically categorized into three main levels: basic education, higher education, and vocational education and training. Primary education is an integral part of basic education and encompasses kindergarten through grade five. Starting from childhood, primary education needs to be systematically studied. Children's primary education involves not only academic learning but also developing relationships with others and understanding different cultures. Therefore, they require schools that can provide proper education and nurturing environments. For children to succeed in basic education, parental support, parental hard work, and parents' genuine interest in their children's education are crucial. Parents, being the primary guardians of children, play a significant role in shaping their future. Every parents desire the best education for their children.

The educational landscape encompasses various types of institutions, including public schools, private schools, universities, colleges, vocational training centers, and others. In Myanmar, basic education is typically acquired through both public and private schools. Over the years, private school education in Myanmar has grown and greatly improved the country's educational environment. The growth of private schools in Myanmar highlights the importance of satisfying parental expectations for success in the schooling business.

In the field of education, various factors such as facilities/equipment, safety (a safe environment), contact personnel (office staff/non-academic), teacher effectiveness, teacher communication, parental involvement, principal effectiveness and student achievement are associated with parental satisfaction regarding private schools.

Facilities are defined as the essential infrastructure that aids in facilitating business operations, encompassing elements such as land, buildings, equipment, security, catering, residences, and work environments (Langston & Lauge-Kristensen, 2002).

Safety is defined as the avoidance of unintentional injuries and accidents. Comparably, the idea of safety is also used in the case of an accident, whether one involving a fire, vehicle, house, or product (Naumanen & Rouhiainen, 2006).

Office staff is defined as the frontline employees, including admission staff, financial personnel, administrative assistants, and other non-academic staff members. These individuals are frequently contacted by parents seeking guidance, information, and assistance with various matters related to their work environment (Thang, 2009).

Teacher effectiveness is defined as the terms of giving each child individualized attention, pushing them academically, assigning homework, showing respect for their parents, etc (Friedman et al., 2006).

Friedman et al. (2006) defined teacher communication as the capacity to apprise parents of school events, student advancement, and any noteworthy concerns impacting the school-parent dynamic. Additionally, teachers ought to be adaptable and eager to provide information in various ways.

Friedman et al. (2006) defined parental involvement includes the degree to which the school provides chances for parental engagement and permits parents to be involved in their child's education.

Friedman et al. (2006) defined key aspects of principal effectiveness, such as problem-solving and providing support to educators, students, and parents. They emphasized the important influence that the principal's conduct has on the morale of instructors and the academic performance of children.

Student achievement can be defined by a student's grades in their classes or by their performance on standardized tests (DeJong et al., 2000). According to Keith (1982), grades should be utilized instead of test results since parents, students, and school personnel can easily interpret grades, which are a more frequent measure of achievement.

The consumer is an essential component of every organization since they are the only ones that generate revenue and profits for the company (Fawcett et al., 2007). Kotler and Keller (2012) defined satisfaction as a person's emotions of delight or disillusionment

resulting from evaluating how well a product performs in comparison to their expectations. The customer is not satisfied if the performance does not meet their expectations. If it meets expectations, the client is happy. If it goes above and beyond, the client is ecstatic or extremely satisfied. According to Fornell et al. (1996), customer satisfaction is an overall assessment based on the entire purchase and consumption experience with the product or service over time. Parents resemble consumers in the educational sector, so a private school's ability to satisfy its parents is essential to its success.

According to Moorman et al. (1993), trust is defined as the readiness to rely on and exchange with a partner in whom one has confidence. Rotter (1967) also defined trust as a person's generalized expectation that another person's word can be trusted. Confidence is emphasized in both meanings. When Anderson and Narus (1990) defined trust as a company's confidence that another company would take activities resulting in favorable results for the firm and avoid unanticipated acts leading to negative outcomes, they are focusing on the perceived outcomes of trust.

According to Moorman et al. (1992), commitment is defined as an enduring desire to maintain a valued relationship. Meyer and Allen (1984) also defined relationship commitment as the belief of an exchange partner that a continuing relationship with another is so essential as to justify maximal efforts to sustain it. In other words, the committed party believes that investing in the relationship will ensure its longevity.

According to Kotler and Keller (2012), loyalty is defined as a strong will to stick with a favored good or service even in the face of external pressures and marketing campaigns that could persuade one to switch. Customer loyalty can be defined as the percentage of purchases made by customers from the company compared to their total purchases from all suppliers of the same products. In order to cultivate customer loyalty, a business must emphasize the worth of its goods and services and demonstrate that it cares about meeting needs and fostering relationships with clients (Griffin, 2002).

Real Primary Private School (RPPS) is one of the private schools, and it was founded in 2022 to provide inclusive education for all children. Equipped with quality teachers and staff, RPPS is dedicated to providing children and parents with high-quality education and services. The school strives to cultivate long-term relationships, aiming to earn the satisfaction and loyalty of parents.

1.1 Rationale of the Study

Due to the nature of the education industry, the customers are the parents who are the main decision-makers for students when choosing schools. The major problem in education business now is that many new private schools are opening up and growing. For a private school amidst so much competition, it is difficult to fully satisfy all the customers' expectations and maintain a competitive edge. Furthermore, it is not easy to maintain the loyalty of customers and build relationships with new ones.

Customer loyalty is crucial for any company or business. In the realm of private schools, customer loyalty is similar to parental loyalty, wherein satisfied parents provide positive recommendations to other parents, ensuring their continued enrollment in the school for their children. Parent loyalty can significantly impact the reputation, enrollment, and success of private schools. Parents' loyalty relies on parents' satisfaction with the school's services.

Parental trust and parental relationship commitment are also key variable for parental loyalty. Parental trust is the belief that when parents send their children to this school, their children are in a safe and secure position, much like at home. They also believe that the school's first priority is the well-being of the children. Parental relationship commitment is parents' willingness to engage in a long-term partnership with the school. This includes participating in school-related activities, dedicating their time to school matters, and making friends with both other parents and teachers.

Parental satisfaction plays an important role in the success of a private school business. It is tied to the development of children while attending the school and also depends on the quality of the services they receive. In the field of education, parental satisfaction is primarily influenced by factors such as the quality of educational services, including facilities/ equipment, safety (ensuring a secure environment), interaction with personnel (office staff/non-academic staff), teacher effectiveness, communication with teachers, parental involvement, principal effectiveness, student achievement/improvement, and other related aspects. These factors play crucial roles in shaping parental satisfaction with the educational experience.

Therefore, it is essential to analyze the factors affecting parental satisfaction to understand parents' expectations from private schools and foster trust, relationship commitment, and loyalty. RPPS, as a private school, must assess its service quality and identify areas for improvement in satisfaction, trust, relationship commitment, and loyalty. Utilizing these findings, school management can enhance parental satisfaction and strengthen trust, commitment, and loyalty. This study contributes to private school management and policy development, ultimately enhancing the educational experience for students.

1.2 Objectives of the Study

There are four main objectives in this study;

1. To analyze the factors affecting parental satisfaction in Real Primary Private School.
2. To analyze the effect of parental satisfaction on parental loyalty in Real Primary Private School.
3. To analyze the mediating effect of parental trust between parental satisfaction and parental loyalty in Real Primary Private School.
4. To analyze the mediating effect of parental relationship commitment between parental satisfaction and parental loyalty in Real Primary Private School.

1.3 Scope and Method of the Study

This study mainly focuses on the effect of factors on parental satisfaction and parental loyalty at Real Primary Private School (RPPS), which offers education to students in the early grades, from kindergarten to fifth grade. According to the school administration's enrollment list from January 2024, there are 108 parents whose child/children are attending in RPPS. A sample size of 85 parents was determined by using the Raosoft sample size calculator with a 95% confidence level. The simple random sampling method is applied to select 85 out of 108 parents. Questionnaire survey method is used to collect the primary data.

Structured questionnaire is developed for primary data collection. The questionnaire consists of six main parts. The first part focuses on gathering demographic information from respondents, while the remaining parts contain questions related to the

five main variables. The items of the questionnaire are measured using five-point Likert scales. Descriptive statistics and regression analysis method are used to analyze the collected data. Secondary data is collected from the previous research papers, relevant text books and the school profile.

1.4 Organization of the Study

This paper is comprised of five different chapters. Chapter one describes the introduction of the paper, rationale of the study, objectives of the study, scope and method of the study and organization of the study. Chapter two consists of theories and relevant literature concerning factors affecting parental satisfaction, parental trust, parental relationship commitment, parental loyalty, previous studies and conceptual framework of the study. Chapter three presents the profile, activities for parent satisfaction provided by RPPS, reliability test and profile of the respondents. Chapter four analyzes factors affecting parental satisfaction and parental loyalty in RPPS. Chapter five covers conclusion that is described by the findings and discussions, suggestions and recommendations and needs for further research.

CHAPTER 2

THEORETICAL BACKGROUND

This chapter presents theories and relevant literature concerning factors affecting parental satisfaction, parental trust, parental relationship commitment, and parental loyalty. It also describes previous studies and the conceptual framework of the study.

2.1 Factors Affecting Parent Satisfaction

The factors include facilities/equipment, safety (safe environment), contact personnel (office staff/ non-academic), teacher effectiveness, teacher communication, parental involvement, principal effectiveness, and student achievement/improvement.

2.1.1 Facilities / Equipment

Facilities are defined as the resources employed by an organization to fulfill its primary goals, including physical structures like buildings, installations, and accommodations (whether owned, leased, or shared), as well as operational tools and equipment such as machinery, computers, telephones, and factory devices (Alexander, 1996).

Friedman et al. (2006) defined school facilities as encompassing school equipment, resources, grounds, buildings, cafeteria, and library. According to Dare (2010), school facilities encompass all the resources that a school has at its disposal that can be utilized to both safeguard the physical health of its occupants and promote and support efficient teaching and learning. McGowen (2007) emphasized the critical role of school facilities in achieving educational objectives. The availability of these resources directly influences student achievement and the quality of instruction.

Baron (2000) categorized school facilities into three main parts:

1. Infrastructural facilities encompass administration buildings, classrooms, labs, sick bays, and other vital structures required for teaching.

2. Instructional facilities include the process of learning is facilitated by teaching supplies and equipment, including lab apparatus, technology, audio-visual aids, and other resources.
3. School physical environment includes the entirety of the school's exterior, which includes parking lots, sports fields, playgrounds, and security and fire extinguishing equipment.

In the realm of service delivery, Zeithaml and Bitner (2000) defined physical evidence as the setting in which services are provided and interactions between clients and the organization occur. Yoo et al. (2000) asserted that the physical image of a business significantly influences how its services are perceived, indicating that the external appearance of private schools, including amenities, plays a pivotal role in student satisfaction.

Furthermore, Bitner (1992) highlighted the importance of visual dimensions in customer satisfaction, including factors such as air conditioning, lighting, noise levels, signage, symbols, music, smells, and artifacts. Joseph et al. (1997) observed that students often overlook exceptional academic, residential, athletic, and recreational facilities, as well as a visually pleasing campus layout.

2.1.2 Safety (Safe Environment)

Safety can be defined as the absence of circumstances that result in death, serious injury or disease, destruction or loss of property or equipment, or harm to the environment (DeFlorio, 2011).

Concern over aggressive and violent behavior in schools has grown globally, as highlighted by Siann et al. (1994). Bullying is among the many misbehaviors commonly reported in schools worldwide. Berger (1974) emphasized the growing belief that school violence has become widespread, referring to it as one phenomenon of the current large violent society.

The definition of safety, or a safe environment, encompasses the precautions taken by schools to ensure that their patrons—students and their parents—are not physically, psychologically, or mentally harmed (Friedman et al., 2007). Many communities and school administrations now prioritize creating secure learning environments, focusing on early intervention and prevention (Killian et al., 2007). Various factors, including

individual traits and the child's environment, contribute to the development of antisocial behaviors in children and adolescents. When implementing effective interventions to maintain school safety and identifying potential causal factors in school violence, social environments—such as family, school, and peer interactions—must be considered.

According to Kitsantas et al. (2004), a strong academic mission, precise disciplinary norms applied equitably and consistently, and a community governing interpersonal connections at school constitute the three internal components of a safe school environment.

Bosworth et al. (2011) noted specific factors typically measured to evaluate school safety, such as security presence, school police reports, discipline referrals, suspensions, and expulsions. However, these attributes may not fully convey how students truly feel about their experiences and how such perceptions may impact their academic performance and social-emotional well-being. Determining whether a school is safe involves considering not only the presence of weapons or instances of physical violence but also the social and emotional components of safety.

2.1.3 Contact Personnel (Office Staff/Non-Academic)

Schmenner (1986) defined customer contact as an exchange of information between the client and the service provider, as well as customization of the service that necessitates changes to the system's architecture for service delivery. Services, being intangible, have their quality determined significantly by the manner in which they are delivered (Gronroos, 1984). According to Zeithaml and Bitner (2000), a customer's opinion of a service is directly impacted by the promptness, willingness, and responsiveness of front-line staff to their requirements, concerns, and queries.

Front-line employees' behavior significantly influences service performance, customer experience, and satisfaction, emphasizing the importance of customer contact in designing and delivering services, including school services. Chase (1978) also highlighted that one of the most important ways to differentiate services is through client contact. Developing interpersonal communication skills and earning the trust and confidence of clients can facilitate maintaining a long-lasting relationship with them.

Effective customer service management and contact employee behaviors can influence how customers perceive the services they receive and how they rank the

company's overall service performance (Zeithaml & Bitner, 2000). Customer connections are a social transaction that emphasizes relationships as a source of emotions and attests to the significant influence that employees have in influencing customers' opinions of the service provider. According to VanDolen et al. (2004), a customer's emotional reaction to a service provider is frequently related to their interactions with the service staff and can affect their plans to make additional purchases in the future.

Customers assess various attributes of service contact personnel, such as concern, civility, individual attention, cheerfulness, friendliness, courtesy, warmth, empathy, helpfulness, attentive listening, and understanding when determining the quality of service and the degree of satisfaction (Winsted, 2000). Similarly, Oldfield and Baron (2000) emphasized the function of contact workers in the service delivery process and pointed out that education is a pure service.

Pieters et al. (1998) noted that service personnel's actions have an effect on how well clients achieve the objectives. Front-line employees directly affect parents' perceptions of the school, just like in other organizations. Parents believe that their best interests are being met when they perceive that the service staff is competent and professional and when they feel comfortable.

2.1.4 Teacher Effectiveness

Kulsum (2011) defined teacher effectiveness as the set of skills and traits that teachers must possess in order to carry out their jobs, such as planning, classroom management, subject matter expertise, and interpersonal skills. It includes a range of elements, including the personality, attitudes, and interactions of teachers with students as well as the results of the teaching-learning process, such student achievement.

Campbell et al. (2004) described teacher effectiveness as the impact that various classroom elements have on students' performance, including teaching strategies, expectations, classroom setup, and resource utilization. Tsui and Cheng (1999) noted that approaches to evaluating teachers have evolved along with definitions and opinions on what constitutes meaningful assessment. Thus, despite the possibility that effective instruction is the most significant school-based element in raising student achievement, there is still disagreement on how to measure a teacher's efficacy (Wright et al., 1997). Conventional insight sees teacher effectiveness as the capability of a teacher to achieve better-than-expected improvement in students' standardized test scores. Nevertheless, it

would be advisable to take into account a more expansive and thorough definition of good teachers, as developed by (Berry, 2004).

Goe et al. (2008) created a five-point definition of teacher effectiveness after reviewing relevant literature, regulations, and standards. The following are the five-point definitions of teacher effectiveness:

1. Effective teachers have high standards for every student and help them learn, as indicated by alternative or test-based metrics of progress.
2. Effective teachers help students achieve positive academic, behavioral, and social results, like consistent attendance, timely advancement to the following grade, timely graduation, confidence, and collaboration.
3. Effective teachers create and organize interesting learning experiences utilizing a variety of materials. They also formatively monitor student progress, make necessary adjustments to instruction, and assess learning using a variety of sources of data.
4. Effective teachers help schools and classrooms that embrace diversity and social responsibility to grow.
5. Effective teachers work in collaboration with other educators, administrators, parents, and education professionals to assure student achievement, especially that of students with disabilities and those who are at high risk of failing.

Teacher effectiveness comprises various elements beyond conventional classroom test scores. Teachers must address individual needs and undertake the responsibility of imparting knowledge, values, attitudes, and beliefs to students. Therefore, teacher effectiveness can be evaluated through student achievement or classroom performance assessed using observation protocols. Parental satisfaction can result from the transfer of parental commitments to their children, as parents send them to school to gain knowledge and skills they value and cherish themselves. Teachers must put all of their heart and mind into the task at hand in order to make these intricate and difficult teaching tasks a reality (Day, 2004).

It was also observed that the most crucial elements for the school sector to provide high-quality products that parents pay for are the efficacy of the teachers and the course materials. According to Voss et al. (2007), the most crucial element in the delivery of high-quality education is the lecturer's caliber. They also noted that empathy, friendliness,

helpfulness, reliability, responsiveness, willingness to correct faults, thoroughness, and expressiveness are the most crucial qualities of an effective teacher. Moreover, students and parents hold instructors in high regard who are empathetic, supportive, passionate about their subject, well-organized, motivating, and attentive to each student's unique requirements (Hill et al., 2003). Thus, Johnson et al. (2006) noted that consumer satisfaction, school success, and teacher effectiveness cannot all be determined solely by looking at student achievement based on standard test scores.

2.1.5 Teacher Communication

According to Kotler (2000), the efficiency of communication tools changes with each step. Generally speaking, the most prosperous businesses depend more on communications to reach unidentified purchasing influences and retain their present clientele.

Saunders and Mills (1999) defined communication skills as the ability to transmit a message with shared understanding between the contexts in which the conversation takes place. Additionally, effective communication skills among teachers are critical for providing students with an education (McCarthy & Carter, 2001). Effective communication skills enable a teacher to effortlessly communicate their message or provide a lesson in a way that is easy to understand (Maes et al., 1997).

When educators communicate effectively, concepts become clearer and more straightforward (Silver, n.d.). Teachers must impart multiple ways of thinking to their students. In order to educate students according to their aptitude and capacity, teachers must employ effective communication to inspire students to pursue their learning objectives (Sng, 2012).

Families receiving regular updates about their children's academic progress tend to have higher-achieving children, leading to parental satisfaction (Henderson & Berla, 1994). Instructors' attitudes and communication styles significantly influence parents' perceptions of service quality (Elton, 1996). Due to social pressure to raise their children well, many parents feel inadequate and guilty when their children exhibit academic failure, misbehavior, and absenteeism at school (Martínez- González, 1998). Teachers who show compassion and understanding for the worries of parents are more likely to build collaboration and trust, which in turn increases parents' happiness with the educational services provided by the school.

2.1.6 Parental Involvement

Larocque et al. (2011) defined the parental involvement as the investment made by parents or other caregivers in their children's education, which also includes family involvement. This involvement can take many different forms and involve different levels, such as helping out with homework at home or volunteering at the school. Additionally, according to Grolnick and Slowiaczek (1994), parental participation entails the commitment of resources made by parents to their children in specific areas.

It has long been believed that parental involvement in their children's education is essential to both successful academic performance and positive childhood development (Powell, 1989). Over the past ten years, there has been a growing body of research showing the advantages of parent involvement on their children's academic achievement, particularly during the primary school years (Henderson & Berla, 1994). When educators and parents collaborate with the best interests of the student at hand in mind, the student feels valued as a person on all levels, is more capable of learning, and is more likely to thrive in school and in life. By leveraging the parent-school relationship, schools can nurture students' intrinsic motivation and sense of competence.

Parents have a lot of chances to be involved in their children's education. Parental involvement, which encompasses a wide range of activities such as helping children with their homework, raising children at home, talking with teachers, participating in school events, and taking part in school governance, is a crucial component of children's learning (Desforges & Abouchaar, 2003). Henderson (1987) observed that there is a favorable correlation between a student's academic, social, and educational accomplishment and greater parent participation.

2.1.7 Principal Effectiveness

Clifford et al. (2012) defined the principal as the head of the school. The role of the school principal is shifting away from being a superhero or a virtuoso soloist to that of an orchestra conductor who shares leadership and distributes it throughout the facility. Leithwood and Riehl (2003) emphasized the principal's ability to cultivate relationships with staff, parents, and teachers on numerous occasions.

Over time, principal efficacy has undergone significant changes. Although the core responsibilities of school principals have remained constant, the essential roles they play have evolved significantly (Hull, 2012).

According to Protheroe (2011), a principal is successful when he builds the school community. Norms, values, beliefs, and attitudes that are shared throughout the school are expressed by school cultures by effective school leaders. Recognizing that good leadership primarily results from community strengthening, they encourage mutual love and trust among all members. This helps students succeed more academically.

According to Beck and Murphy (1993), an effective principal plays a number of roles:

1. Principal-teachers (Stronge, 1990) and master teachers (Danley and Burch, 1978) who visit classes and provide thorough recommendations for raising quality.
2. Administrative agent (Stronge, 1990) supports instructors, fosters communication, develops high-achieving, well-defined goals, maintains order in the classroom, and actively participates in daily operations.
3. School manager (Bossert et al., 1982) establishes the framework for achieving academic standards and instructional program goals, upholds student discipline, wisely uses school resources, and cultivates suitable parent-teacher relationships.
4. Politician and gamer (Bredeson, 1985) mediates and appeases conflicting demands, enables classroom teachers to collaborate, and serves as a liaison between the school and the outside world.
5. Missionary (Tarter et al., 1995) works to address the social needs of parents, students, and staff by establishing open, collegial relationships, managing interpersonal relationships, and creating a healthy school climate.

Creating the optimal teaching and learning environment for each student while maximizing learning outcomes is the responsibility of an effective principal. Consequently, the principal encounters challenging boundary-spanning issues when communicating with parents (Meyer et al., 1997). In addition to ensuring that parents do not excessively intervene in internal school affairs, the principal must prioritize enhancing and fostering the relationship between the school and its parents. If the boundaries of the school are not controlled, a great deal of energy may be required to deal with the impact

of the outside world. Thus, principals strive to gain parental support through positive public relations and shield schools from overbearing parental participation. Moreover, Barth (1978) suggested that principals perceive parents as individuals who can offer assistance, critique, and opposition.

2.2.8 Student Achievement/Improvement

Wolman (1973) defined achievement as the journey one takes to fulfill their dreams. Stated differently, achievement can be described as the process of progressing towards the objectives set by organizations or individuals. However, according to McCoy et al. (2005), learned proficiency in basic skills and content knowledge is the definition of academic achievement.

For a student, achievement is defined as meeting the curriculum's stated goals (Kazazoglu, 2013). However, the goal of this accomplishment in educational institutions is to advance academically. According to Carter and Good (1973), academic performance is the success, growth, and knowledge that teachers impart in their students. With the exception of behaviors in the psychomotor and affective domains, academic progress entails changes in the student's behavior in every curriculum domain (Ahmann & Glock, 1975).

To facilitate academic success, it is anticipated that students will complete assignments with success, exhibit a perfectionist mindset, demonstrate perseverance in the face of challenges, and formulate strategies for surmounting hurdles (Cox, 1990). According to Munoz and Portes (2001), a number of significant factors influence children's academic progress, including their financial circumstances, study and homework habits, time management abilities, health, and family dynamics. Given that parents are primarily responsible for providing for and nurturing their children, the development, obstacles, and academic success of their offspring are all very significant (Bernheimer & Gallimore, 1990).

When parents send their children to school, they have high hopes for their academic, social, and cultural development, which can significantly influence their academic achievements. Parents who prioritize hard work and effort instill high expectations in their children and guide them toward achieving their aspirations. Parents should set high criteria for their children, communicate those requirements to them, give them praise, and motivate them to put in extra effort to meet those standards, according to

Scott-Jones (1984). Similar to this, Barton and Coley (1992) suggested that families monitor their children's attendance at school, encourage regular reading at home, and turn off the television when they are studying. These actions can all assist enhance their children's academic performance.

2.2 Parental Satisfaction

Satisfaction is defined as the customer's fulfillment response, indicating that a product or service, or its features, provide a pleasurable level of consumption-related fulfillment (Oliver, 1981). Furthermore, Hayes (2008) defined the term of customer satisfaction and perceptions of quality are labels used to summarize a set of observable actions related to the product or service. Additionally, Hunt (1977) also defined customer satisfaction as a process of evaluation rendered that the experience was at least as good as it was supposed to be.

Together with marketing comes customer satisfaction, which measures what the consumer expects from the way businesses are facilitating goods and services. Thus, a key result is actionable knowledge on how to further satisfy customers (Oliver, 1999). Consumer behavior in the future can be predicted by measuring customer satisfaction (Hill et al., 2007). Enhanced customer satisfaction leads to benefits such as loyalty, prolonged customer lifecycle, and positive word-of-mouth, resulting in increased purchases and recommendations.

Customers that are happy typically come back and make larger purchases. In addition to making larger purchases, they also function as a network to connect with other potential clients by exchanging experiences (Hague & Hague, 2016). Specific features and quality assessments of a product or service affect customer happiness. According to Zeithaml and Bitner (2003), a customer's emotional reactions, attitudes, and sense of equity all affect how satisfied they are. A business organization cannot develop if it fails to recognize and prioritize the needs of its clients (Tao, 2014).

Customers' experience with a good or service is known as satisfaction, and the more closely their expectations match their experiences, the more satisfied they are (Kotler & Armstrong, 1996). According to Elliott and Healy (2001), the application of the customer satisfaction concept to the education sector resulted in satisfaction as a short-term attitude and an outcome of the evaluation of educational services.

Moreover, parent satisfaction is increasingly seen by educational institutions as a means of raising school quality, according to the American Association of School Administrators (1992). The fundamental idea of the systemic approach to keeping consumers happy is the foundation for enhancing products and services. Scheuing and Christopher (1993) added that the quality approach frequently suggests actions that give clients the impression that the organization values them. In private schools, it is important for parents to feel cared for by school staff.

Parents who are happy with their children's education are more likely to keep sending younger children to the same school and to keep their children in the upper grades (Taylor & Baker, 1994). Parents are also likely to share their positive experiences with other parents, further enhancing their school preference. Understanding customer perceptions and satisfaction levels allows educational institutions to enhance their service offerings and perceived value by empowering staff to develop necessary skills and improve performance.

Once aware of customer perceptions, school administration can establish rules and policies to better meet customer needs. However, clients who place greater value on location, price, and product availability than on other aspects may be content with subpar perceived service quality, according to DeRuyter et al. (1998). Studies on parent satisfaction held that parents' experiences with the school played a variety of roles in shaping their level of satisfaction.

According to Olson (1999), satisfying parents' needs and expectations was crucial to fostering satisfaction. Moreover, parents who are more involved in school activities are likely to be more satisfied, and parents of successful kids are likely to be more satisfied than parents of less successful students, as demonstrated by Himelstein et al. (1991).

2.3 Parental Trust

Trust, as defined by Morgan and Hunt (1994), is the degree to which relationship members feel confident in the dependability and integrity of their trading partners. According to Kotler and Keller (2012), establishing trust is crucial for maintaining healthy long-term relationships, with marketing insights emphasizing factors such as perceived competence, integrity, honesty, and benevolence. Trust is essential for organizational stability and member satisfaction, as highlighted by Moye et al. (2005), who stress its significance within internal organizational relationships. Tschannen-Moran

(2004) describes trust as the readiness to expose oneself to another person due to faith in their trustworthiness, sincerity, forthrightness, reputation, and qualifications.

Moreover, trust has been linked to obliging and integrating behaviors (Hunsaker et al., 1983) and high interest in the other party (Tutzauer & Roloff, 1988), making it a necessary ingredient for effective problem-solving (Boss, 1978). Conversely, low trust limits cooperative techniques and is correlated with low concern for others (Deutsch, 1986), leading to negative conflict outcomes (Davidson et al., 2004).

In the context of school-family cooperation, parental trust is indispensable, with a reciprocal relationship existing between trust and home-school collaboration (Chu, 2007). Adam and Christenson (2000) assert that school-family cooperation is a primary factor in improving school trust. Dwyer and Lagace (1986) defined trust as a foundation for future behavior and an expectation of faith, confidence, and trade partners.

Garbarino and Johnson (1999) argued that trust cannot exist without satisfaction. The study of Song et al. (2019) study on Chinese customers revealed that one of the key elements in building trust was contentment. Similarly, Høgevold et al. (2020) noted in their research on Norwegian salespeople that a salesperson's level of customer satisfaction directly correlates with the customer's trust. According to Schlesinger et al. (2017), study in the education literature, graduates' loyalty to the institution may be positively impacted by how satisfied they are with their school.

2.4 Parental Relationship Commitment

Morgan and Hunt (1994) defined relationship commitment as the wish to sustain a relationship of purchase value over time, or, to put it another way, a relationship that both people feel is worthwhile. According to Pritchard et al. (1999), a company's relationship commitment to its consumers increased the likelihood of a long-term, stable connection being established between the two sides.

Dufour and Eaker (1998) provided parents can fulfill their commitments with the support of a guiding principle. They contend that parents, as children's first teachers, are extremely important in encouraging their success and fostering a positive learning atmosphere in the classroom. Parents should establish high expectations, ensure good attendance, provide a suitable study environment, encourage responsibility, and model

lifelong learning. Student learning would increase if parents adopted these educational ideas and methods.

In research by Talukder (2019), it was discovered that employees who reported higher job satisfaction also exhibited greater commitment to their organizations. Similarly, Nascimento and Little (2020) observed an increase in relationship commitment among couples with higher levels of satisfaction in a study involving 150 couples. Pham and Lai (2016) identified a positive correlation between university students' satisfaction with their school and their commitment levels. Therefore, improving parental satisfaction with school experiences may lead to stronger commitment to parental relationships.

Furthermore, Rauyruen and Miller (2007) discovered a positive and significant relationship between relationship commitment and customer loyalty, indicating that customers were inclined to maintain long-term relationships with the company, leading to increased loyalty. Zhang et al. (2020) suggested that higher consumer perceptions of a brand correlate with increased brand loyalty. Similarly, in the education sector, Skallerud (2011) emphasized the importance of reinforcing parent-school commitment to enhance parental loyalty.

2.5 Parental Loyalty

Loyalty, a cornerstone of customer relations, embodies the likelihood of customers returning and engaging in supportive activities for the organization (Kotler et al., 2010). It comprises two fundamental dimensions: the emotional attachment customers feel toward a particular service and their pattern of repeat purchases (Shoemaker & Lewis, 1998). Backman and Crompton (1991) further distinguish loyalty into behavioral, reflecting the frequency of repurchases, and attitudinal, indicating the depth of emotional connection.

Oliver (1999) defines loyalty as a firm commitment to continue patronizing a preferred product or service despite external influences or marketing efforts aimed at prompting switching behaviors. It signifies the strength of the bond between an individual's attitude and their inclination to repurchase. While customer satisfaction lays the groundwork for business success, it alone may not ensure sustained performance. Although satisfaction contributes to positive financial outcomes, particularly in repeat purchases, cultivating and maintaining customer loyalty poses increasing challenges in today's technologically advanced market landscape.

Thomas and Tobe (2013) underscore the profitability of loyalty, emphasizing that acquiring a new customer is significantly costlier than retaining an existing one. Loyal customers not only advocate for your brand but also exhibit reluctance to switch services. Loyalty is not incidental; it is nurtured through intentional sourcing and design choices. Designing for loyalty necessitates customer-centric approaches that recognize the preferences and needs of service recipients. Loyalty is cultivated gradually over multiple transactions.

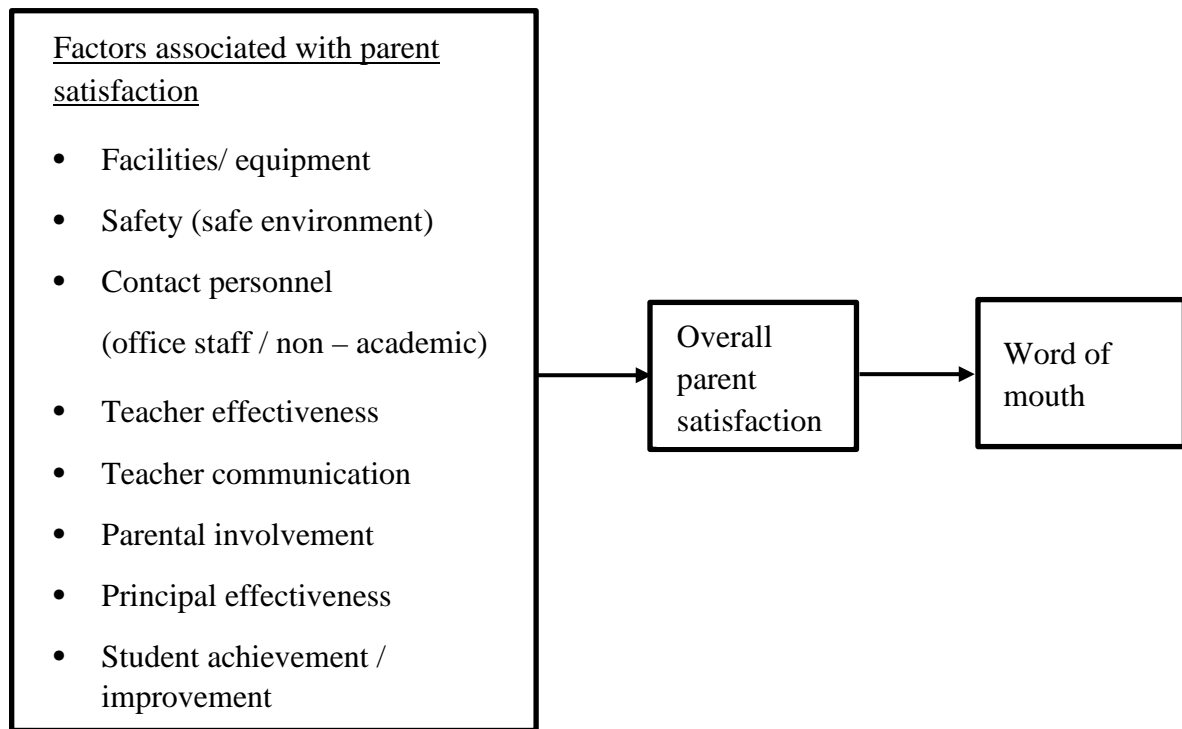
Furthermore, Hsieh and Lin (2011) describe parental loyalty as the propensity of parents to enroll their children in a particular school they had envisioned. Moreover, they recommend the school to other prospective parents based on their children's experiences and interactions within the school environment. This loyalty extends to maintaining enrollment in the same school despite changes in staff or external factors.

2.6 Previous Studies

To develop the conceptual framework for this paper, two relevant previous studies are examined.

The first aspect is the conceptual framework of Thang, who conducted a study examining factors affecting parents' satisfaction for private schools: a case study of schools under the International Language and Business Centre (ILBC) in Yangon, Myanmar. It is shown in Figure (2.1).

Figure (2.1) Conceptual Framework of Thang



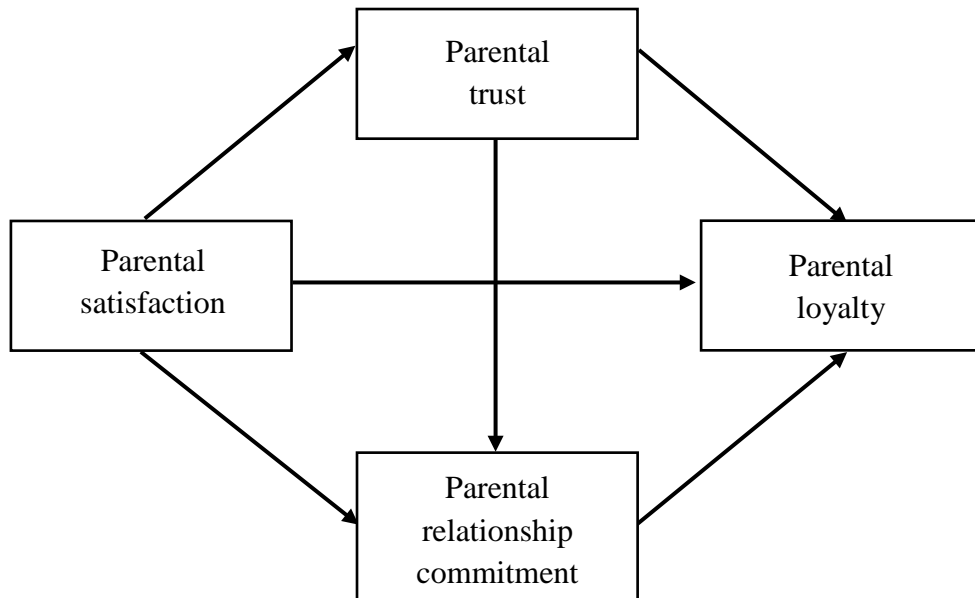
Source: Thang (2009)

The aim of the research was to identify factors affecting parental satisfaction in areas such as school facilities, school safety, contact personnel (office staff), teacher effectiveness, teacher communication, parental involvement, principal effectiveness, and student achievement, and to study the relationships between these factors and parental satisfaction, as well as between parental satisfaction and word-of-mouth recommendations. The survey method was applied, and data were collected from 400 respondents who were parents of students attending weekday classes at ILBC for a minimum of 4 months. The findings of the study revealed a positive correlation between parental satisfaction and various factors, including school facilities, school safety, contact personnel (office staff), teacher effectiveness, teacher communication, parental involvement, principal effectiveness, and student achievement. Furthermore, the study identified a positive relationship between parental satisfaction and word-of-mouth recommendations.

The second aspect is the conceptual framework by Huang et al. who conducted a study examining the relationship between parental satisfaction and parental loyalty in

kindergartens, focusing on the mediating role of parental trust and parental relationship commitment. It is shown in Figure (2.2).

Figure (2.2) Conceptual Framework of Huang et al.



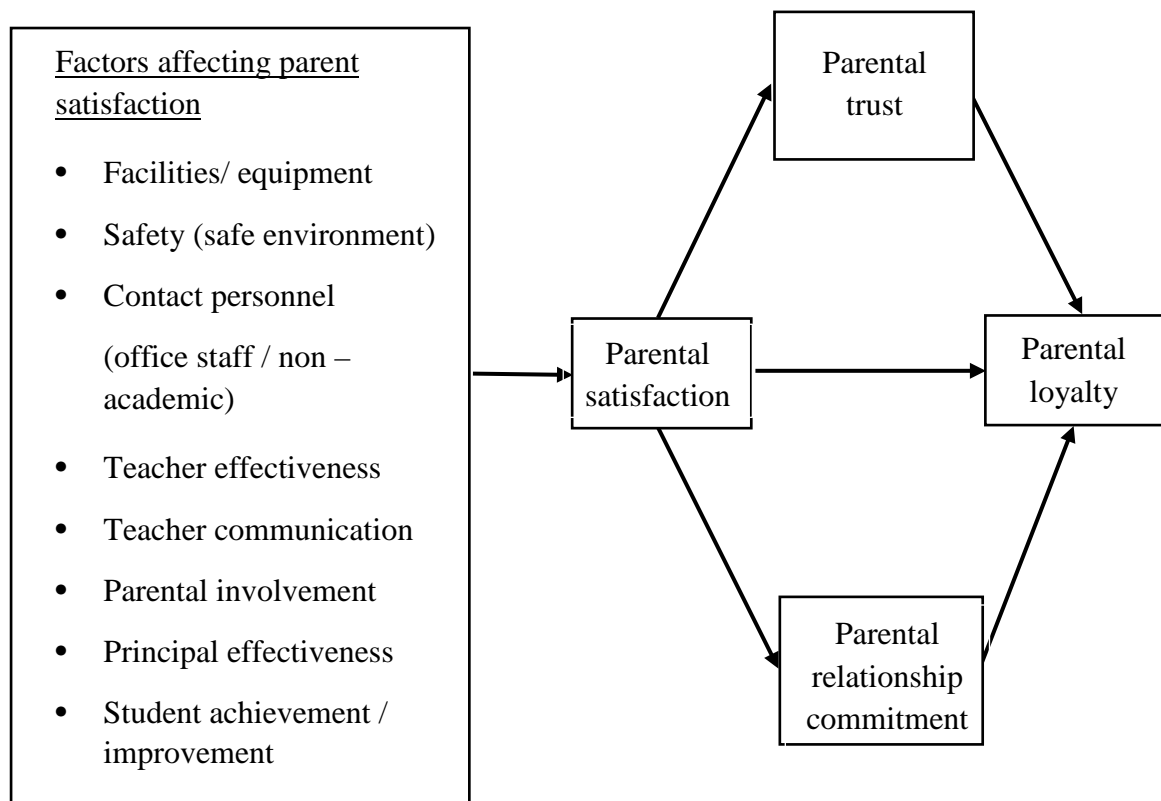
Source: Huang et al. (2022)

The aim of this study was to investigate the influence of parental satisfaction on parental loyalty among kindergarten parents, examining the mediating roles of parental trust and parental relationship commitment. The survey method was applied. The data were collected from 923 kindergarten parents. The findings of this study showed that parental satisfaction significantly and positively influenced parental loyalty. Additionally, parental satisfaction was found to positively predict parental trust and parental relationship commitment. Furthermore, parental trust was shown to have a positive impact on parental relationship commitment and parental loyalty. Moreover, parental relationship commitment was found to significantly and positively predict parental loyalty. Importantly, both parental trust and parental relationship commitment played a significant mediating role in the relationship between parental satisfaction in kindergarten and parental loyalty.

2.7 Conceptual Framework of the Study

In this study, the following conceptual framework is developed based on the previous research papers: Thang (2009) and Huang et al. (2022). The conceptual framework of the study is presented in Figure (2.3).

Figure (2.3) Conceptual Framework of the Study



Source: Own Compilation Based on Previous Research Papers (2024)

According to the framework, there are five main components: factors affecting parent satisfaction, parental satisfaction, parental trust, parental relationship commitment, and parental loyalty.

In the first stage, factors act as independent variables, while parental satisfaction serves as the dependent variable based on the paper of Thang (2009). This study investigates how factors (facilities/equipment, safety (a safe environment), contact personnel (office staff/non-academic), teacher effectiveness, teacher communication,

parental involvement, principal effectiveness, and student achievement/improvement) affecting parental satisfaction within the context of RPPS.

In the second stage, following the framework outlined by Huang et al. (2022), the study analyzes the impact of parental satisfaction (independent variable) on parental loyalty (dependent variable) in RPPS. Additionally, it examines the mediating roles of parental trust and parental relationship commitment in this relationship.

CHAPTER 3

PROFILE AND ACTIVITIES FOR PARENT SATISFACTION PROVIDED BY REAL PRIMARY PRIVATE SCHOOL

This chapter presents the profile and activities for parent satisfaction provided by Real Primary Private School. Additionally, it includes a reliability test and profiles of the respondents.

3.1 Profile of Real Primary Private School

Real Primary Private School (RPPS) was founded in 2022 and registered under Myanmar's Private Education Law. RPPS is located at No. 10, Kyaung Street, Yan Kin Township, Yangon, Myanmar and offers high-quality education that is line with the National Curriculum set by the Ministry of Education in Myanmar. In the 2022-2023 academic year, RPPS has a total of 154 students, with 47 in Kindergarten, 37 in Grade 1, 19 in Grade 2, 20 in Grade 3, 15 in Grade 4, and 16 in Grade 5. Typically, children aged 5 to 11 years old can join and learn from Kindergarten to Grade 5 at RPPS. Generally, kindergarten is for 5 to 6-year-olds, Grade 1 for 6 to 7-year-olds, Grade 2 for 7 to 8-year-olds, Grade 3 for 8 to 9-year-olds, Grade 4 for 9 to 10-year-olds, and Grade 5 for 10 to 11-year-olds. Since then, it has been providing education for students under the name Real Primary Private School. The vision of RPPS is to help all children reach their full potential by providing them with essential life skills, fostering a supportive and joyful environment for learning and growth. The mission of RPPS is to create a nurturing and inclusive school environment where every child is welcomed and cherished with love, prioritizing their safety and happiness above everything.

The core values of RPPS are deeply embedded in every aspect of the school's culture and activities. Safety is a top priority, with a secure environment carefully maintained in classrooms and throughout the school premises to ensure students with a fear-free space. RPPS demonstrates a commitment to excellence through prompt and courteous responses from a skilled team dedicated to offering high-quality education and support to students and parents. Furthermore, RPPS strongly emphasizes student engagement, striving to make learning enjoyable and promote personal development. Discipline is also rigorously upheld, with clear rules established by the Principal to foster a positive and respectful learning environment. Collaboration between parents and teachers is highly encouraged and facilitated through modern communication channels, which is crucial for supporting student success and building a strong sense of community within the school. Moreover, RPPS values parental involvement, actively engaging parents in academic and extracurricular activities to support the partnership between home and school for the benefit of all students. Lastly, RPPS continually monitors each child's progress to identify areas for improvement and implement strategies to support their growth and success. This comprehensive approach to education is vital for maintaining parental satisfaction and driving continuous improvement within the school community.

The founder, who has over 15 years of experience as a principal in a private school, brings a wealth of expertise and knowledge to the establishment of RPPS. RPPS has a skilled team, including principal, teachers, and staff, who are all committed to providing excellent education. The principal has over 35 years of experience in education and possesses a comprehensive understanding of regulations to effectively manage the overall operations of the school. The founder has provided full support to the school management, ensuring that RPPS operates smoothly and achieves success.

Currently, RPPS employs 30 individuals, including full-time teachers, part-time teachers, and other staff members. All employees at RPPS are not only qualified and experienced but also maintain a professional appearance, along with being polite and friendly. This workforce includes 16 permanent teachers and 5 part-time teachers who collaborate to deliver a comprehensive primary education program. RPPS complies to government regulations in its recruitment process, selecting candidates based on their talent and experience, typically preferring those with prior experience in public or private schools. The school's employees are graduates from various universities, chosen for their

politeness and commitment to providing excellent service, which ensures a high standard of professionalism within the school community.

RPPS selects teachers based on their teaching skills, experiences, and attitudes, prioritizing these qualities instead of using age as a deciding factor. Many of the teachers at RPPS are proficient in their areas and possess a private school teacher registration certificate (Green Card), which attests to the school's commitment to providing its students with qualified and capable educators. In order to help teachers who do not yet have a Green Card apply at the appropriate State Education Office, RPPS emphasizes the school's dedication to making sure all of its teachers are qualified and have the required standards. Only teachers with a green card and the necessary graduation certificates, who excel in classroom management, possess teaching experience, and demonstrate talent, are chosen as in charge of respective class based on their performance.

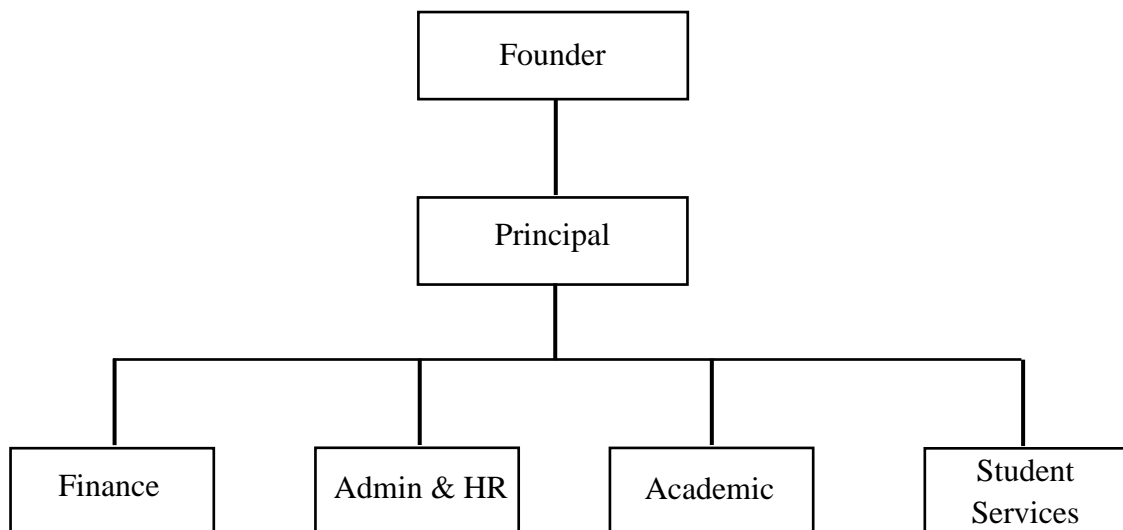
RPPS's school hours for kindergarten students are from 9:00 AM to 2:00 PM, from 9:00 AM to 2:30 PM for Grade 1 & 2 students, and from 9:00 AM to 3:00 PM for students in the higher grades from Monday to Friday. As RPPS provides primary education to children from kindergarten to fifth grade in accordance with the academic year specified by the Department of Education, it also offers exclusive English – 4 Skills, Starters, Movers, and Flyer courses for children during the summer school holidays. Additionally, Phonics Classes, basic guitar, and violin classes, along with Primary Government Curriculum courses, are offered as a component of the Summer Courses curriculum.

Furthermore, RPPS implements inclusive education, creating an environment where students with disabilities learn together with typically developing children in the same classroom. Additionally, RPPS offers disability training classes on weekends to support children who may not develop in the same manner as others. These classes, guided by the Myanmar Autism Association (MAA), involve teachers from MAA providing assistance. RPPS assigns elementary teachers to weekend training classes to help them understand and support the behaviors and sensory needs of children with disabilities, assuring efficient classroom administration. Currently, the children with disabilities attending RPPS's training classes include those with autism, Attention Deficit Hyperactivity Disorder (ADHD), and developmental delays. Even though some disabled children are capable of learning, they frequently struggle with behavior and sensory issues. RPPS provides support for these students to fully participate in regular education.

Moreover, students with disabilities who have not yet reached academic learning levels are offered these training classes to support their growth and development.

RPPS is well organized into four main departments: Finance, Admin & HR, Academic, and Student Services. The organization chart of the Real Primary Private School is shown in Figure (3.1).

Figure (3.1) Organization Chart of Real Primary Private School



Source: Real Primary Private School (2024)

According to Figure (3.1), RPPS is composed of four major departments managed by the principal. The founder collaborates with the principal in managing the school's affairs and supports its needs. The school's finances, including accounting, purchasing, and budgeting, are overseen by the Finance Department. In addition to managing procurement processes, it oversees all issues pertaining to budget allocation, spending tracking, and payment processing. The Department of Administration and Human Resources is in charge of overseeing the school's administrative operations and management of its human resources. This includes managing payroll, hiring and selecting

staff, managing employee relations, and making sure that labor rules and regulations are followed.

The Academic Department of the school has two primary functions: teaching and training. Teaching encompasses regular classes from kindergarten to fifth grade, delivering primary education in alignment with the National Curriculum. Training involves specialized classes conducted on weekends for children with disabilities. Both teaching and training functions are supervised by the head of the academic department.

The student services department is in charge of setting up bus routes and schedules as well as managing student transportation services. Additionally, they plan and organize extracurricular activities such as sports and school events to improve the quality of the educational experience for students. Collaborating with other departments, they coordinate events like field trips, Thidankyaut festivals, and Christmas events. Furthermore, they facilitate soccer training for interested students by connecting them with expert coaches and arranging practice locations. Children with disabilities also receive swimming lessons with instructors to assist them in managing their behavior and sensory needs. Their general health and development are enhanced by swimming, which also helps with their emotional and physical well-being.

3.2 Activities for Parent Satisfaction Provided by Real Primary Private School

RPPS is a private school that holds significant importance in attaining parental satisfaction and loyalty that is essential for its success as a business. Therefore, RPPS is structured to offer a learning environment where students not only concentrate on academic subjects but also cultivate essential life skills through enjoyable extracurricular activities.

The following comprehensive activities are provided by RPPS for all students throughout the academic year:

3.2.1 Facilities/ Equipment Provided by RPPS

Good facilities are essential for private schools like RPPS to ensure parents are satisfied with their children's education. The quality of facilities directly influences parental satisfaction. RPPS provides facilities to enhance student learning and create a

comfortable environment. These include classrooms, furniture, the internet, CCTV, music rooms, lighting and air conditioning.

Classrooms at RPPS are designed with appropriate room sizes and furnished with tables and chairs, making sure students have comfy seats. Windows allow for natural ventilation, and enough lighting is installed to maintain appropriate illumination. Fans and air conditioners are also installed to help control the temperature and improve airflow in the classrooms. Each classroom is equipped with its own restroom containing a toilet and a basin. In the school office, seats are arranged by department, and there are computers, copy machines, CCTV and internet access. Additionally, students have access to monthly and weekly publications like *Shwe Thwe* journal and *Myat Mingalar* magazine, as well as flashcards and books covering various general knowledge topics such as plants, animals, countries, and food. Students can take these easily accessible resources off of book shelves and read at their leisure.

RPPS organizes two excursions throughout the academic year. One takes place within the Yangon area, where students visit pagodas, temples, the national museum, parks, and zoos. The other is a field trip near Yangon, where students can learn about agriculture and enjoy relaxation amidst nature. RPPS extends an invitation to parents to accompany their children on educational excursions and engaging activities. Furthermore, RPPS invites available parents to participate in classroom co-curricular activities, such as demonstrating bread baking and making pancakes for kindergarten students. RPPS also has a well-equipped music room with suitable facilities for children to investigate their musical skills. Parents are invited to participate in student music activities and are welcome to encourage their child in the music room freely and comfortably.

Additionally, RPPS provides appropriate meeting, living, and dining rooms, as well as a teachers' lounge. Bathrooms and toilets are easily accessible, and each area is maintained in a clean and tidy condition. The walls of RPPS are decorated with pictures illustrating student activities, showcasing the school's motto and rules. Moreover, RPPS offers suitable car parking space and seating arrangements for parents waiting to pick up their children. In conclusion, RPPS provides facilities that ensure parents' satisfaction.

3.2.2 Safety (Safe Environment) Provided by RPPS

Safety is a top priority for parents when choosing a private school for their children, particularly for young children in primary school, as parents seek assurance that their children are safe while at school.

At RPPS, the principal and teachers ensure that students behave properly in the classroom and around the school, so they do not bully others or make fun of their weaknesses. Students are taught to understand how others' feelings. With the development of inclusive education, every class now includes both typical students and a small percentage of students with disabilities. Children with disabilities are encouraged and supported by their peers without ridiculing or making fun of their behaviors and weaknesses. RPPS guides students to become compassionate and talented individuals who can help others with their skills, even when they're young.

RPPS is located in a quiet residential area, located away from busy main roads, which creates a peaceful learning environment. The surrounding streets offer suitable parking space along the roadside, with minimal environmental noise and an absence of smoking, betel nut shops, and other drug-related establishments. The neighborhood primarily comprises residential houses with spacious yards, fostering a sense of safety and security for students. The community places a high priority on providing students with safe transportation, which contributes to the environment's general safety. Moreover, the school is centrally located, making it convenient for students to access essential places such as hospitals, police stations, churches, monasteries, stores, bakeries, post office and restaurants. Thus, knowing that their children are in a secure and accessible location can provide parents peace of mind and confidence.

The teachers and staff at RPPS are deeply committed to student safety. During enrollment, teachers and staff confirm with parents who will pick up the child. If someone unfamiliar arrives to pick up a child, the school contacts and informs the parents for authorization. For children taking the school bus, drivers and helpers are instructed to be extra careful and not to leave children with strangers. They are also reminded to supervise children closely when they are getting on and off the bus. In order to protect themselves and others from damage, teachers and staff also make sure that students follow the regulations. For instance, excessive running and playing during break time is not allowed for students. Teachers and staff take extra precautions because students may injure themselves if they do not follow the rules. Additionally, since primary school students are

young, teachers and staff carefully monitor them to ensure they do not play with water in the restroom or touch light switches.

Furthermore, the security staff assigned to RPPS supervise the pick-up and drop-off of students at school. In order to avoid traffic jams with school buses and other cars, office staff maintain courteous and effective traffic management, assuring road safety. In particular, security staff oversee student vehicles' arrival and departure, making sure they do not stay too long in front of the school. Additionally, it mentions that, the on-duty teachers also help with students pick-up and drop-off.

3.2.3 Office Staff / Non-academic Staff (Contact Personnel) Provided by RPPS

Office staff in private school institutions are primarily responsible for clerical or administrative tasks within the organization, rather than serving as teachers. They serve as front-line employees and frequently interact closely with parents, which makes their job crucial in guaranteeing parental satisfaction.

At RPPS, the quick response of the office staff plays a vital role in addressing parents' needs and concerns, assuring their satisfaction. School policies prohibit teachers from using their phones in the classroom. Therefore, parents depend on the school office personnel for support if they need to pick up their children during school hours or give teachers important information like medication schedules. Moreover, parents can ask questions about exam schedules, school events, and other topics by contacting the office staff. The office staff is constantly available to offer assistance and direction with regard to child enrollment and relevant papers. They guarantee correct information delivery and facilitate parents' registration process with their thorough awareness of school policies, procedures, and costs.

Sometimes, when their children are injured while playing, parents may angrily contact the school staff without being aware of any rule violations by their child. Similarly, if a student misses the school bus because the parents forgot to pick them up early despite being informed by the school, parents might complain about it to the staff. In such cases, the RPPS staff gently discusses the parents' concerns with the corresponding teachers. RPPS's office staff takes pride in their professional and courteous approach, offering parents thorough customer service, rather than placing the blame on angry parents. The office staff of RPPS are given uniforms to wear. They make sure that their clothes are presentable, which demonstrates the excellent level of customer service

they offer. RPPS understands that neat and tidy staff members can boost the school's reputation and satisfy parents.

Therefore, RPPS values the office staff's courteousness, responsiveness, and thorough comprehension of school policies, all of which help to improve the school's reputation.

3.2.4 Teacher Effectiveness Provided by RPPS

Teacher effectiveness is a critical factor that involves skilled educators who engage students effectively, fostering interest in academic learning and other activities. This is essential for attaining student success and fulfilling parents' expectations in education.

In every class, along with subject teachers, there are two class teachers - a lead teacher and an assistant teacher - who are responsible for overseeing students' progress, attendance, and participation in different programs. Class teachers arrange seating plans according to students' strengths and weaknesses to ensure that every student is comfortable and able to learn effectively. The reading, writing, listening, and speaking skills of the students in the classroom are also monitored and evaluated by the relevant subject teachers and class teachers. The teaching strategy is modified and customized to meet the needs of each individual student.

At RPPS, experienced teachers, proficient in their respective subjects, explain real-world examples to enhance students' understanding of the curriculum. While subjects like Myanmar, English, and Mathematics are taught using straightforward approaches aligned with the curriculum, others like Science, Social Studies, and Life Skills & Moral require teaching through useful illustrations and actual situations. Additionally, teachers integrate topics such as real-life situations, societal norms, environmental awareness, and weather conditions into their lessons. Through the use of a holistic approach, students are able to comprehend academic material as well as vital life skills and environmental awareness, underscoring the value of having knowledgeable and skilled teachers.

Teachers use effective teaching methods to cultivate excitement and enjoyment in learning among students. They create engaging and interactive learning experiences that foster active participation and comprehension across various subjects. Good teaching involves more than just giving lectures; it also includes having students explain ideas in

their own terms and apply what they've learned to real-world situations. Classroom engagements, including practical demonstrations and interactive exercises, are utilized to facilitate deeper understanding and student engagement with the material. Certain subjects are explained through practical demonstrations, such as displaying real trees when teaching about plants. Additionally, story lessons involve students assuming the roles of characters, supported by engaging activities to improve understanding and maintain attention. Students can read aloud or in groups when studying poetry, and the curriculum includes English songs that encourage group singing as an active way for students to participate and create a happy, dynamic learning environment.

For young primary students, school serves as their second home, and teachers are considered as their role models after parents. Therefore, the behavior, speech, and attire of teachers reflect upon the students. At RPPS, teachers pay close attention to these aspects and aim to model good behavior for their students. They comply with school rules regarding attire and maintain politeness and respectfulness in their interactions with students, parents, and others. Moreover, teachers demonstrate commitment by arriving early and staying late. In case of any pre-existing issues requiring a leave of absence, they arrange in advance with the principal and department head to guarantee that substitute teachers are available to cover their classes.

3.2.5 Teacher Communication Provided by RPPS

In this study, teacher communication refers to the interaction between parents and teachers regarding their children's education, playing a crucial role in fostering comprehensive educational development among students. This approach not only enhances academic achievement but also increases parents' satisfaction levels.

Parents have concerns about their children, especially those with disabilities, who may experience more anxiety than parents of normal children. While their children learn alongside their peers in the same classroom to develop social skills, parents of disabled students worry about potential behavioral issues and other concerns. Similarly, parents of children also have some worries for their children. At RPPS, teachers show empathy and attentively listen to parents' concerns. To reduce parental anxiety, teachers consistently monitor each child's progress and collaborate with parents to address their needs.

Teachers at RPPS prioritize discussing children's needs and always make time to address parents' concerns. Parents can meet with relevant teachers to discuss their

children's academic progress and other issues at any time, and teachers also adjust their available time slots to accommodate meetings with parents. The teachers are approachable, and parents feel comfortable openly discussing their children's issues. For instance, if a child struggles with writing skills, teachers may offer assistance by helping them rewrite unfinished assignments during meal times or at home. Teachers provide opportunities through meetings with parents to address various other issues affecting children.

Teachers at RPPS are careful regarding children's sudden high fevers, injuries such as slipping, stomach aches, or any other issues. In case of emergencies or accidents, parents are promptly notified by teachers. Furthermore, if someone unfamiliar attempts to pick up a student from school, teachers and staff immediately contact the parents to confirm authorization. Additionally, if students do not arrive at school within 30 minutes after it starts and parents have not notified the school of their children's late arrival or absence, the respective class teachers will directly contact their parents or instruct the office staff to inquire about their children's whereabouts.

Teachers at RPPS utilize technology to create online networking groups with parents, such as Viber groups, through which they share class-related news and updates. Information about school holidays and events like Halloween, Christmas, Thidinkyaut Lighting ceremony, and the collective Mahar Bom Kathin ceremony, including dress codes and timings, is communicated through these groups. Exam timetables and excursion topics are also shared via Viber groups. Furthermore, parents can contact the responsible teachers for their children individually through Viber or telephone. The respective teachers address students' needs and school matters either collectively as a group or individually to ensure parents are well-informed about their children's education and school events.

3.2.6 Parental Involvement Provided by RPPS

Parental involvement is a foundation of RPPS's approach to fostering parental satisfaction and supporting children's education both at school and at home. It plays a vital role in ensuring the success and well-being of students by creating a strong partnership between parents and the school.

RPPS highly values and always welcomes input from parents. In response to parental requests, special needs training classes have been offered as weekend sessions on

Saturdays and Sundays. Parents' suggestions for field trips are included in the extracurricular activities to enrich children's learning experiences. Furthermore, private classes for English language proficiency, covering the Starters, Movers, and Flyers levels, are offered during summer school holidays upon parental request. Phonics classes and basic guitar and violin lessons, taught by expert instructors, are also available. Additionally, RPPS offers summer courses based on the national curriculum for elementary school levels upon parental request. These classes make sure children are aware of the material they will be studying in school next year.

RPPS consistently monitors the progress and well-being of students through their class and subject teachers, encouraging parents to support them according to their individual needs. Parents are recommended to help with their children's homework in order to support struggling students in their academic learning. Class teachers, under the direction of RPPS, assist with this by providing lessons and required guidance by phone or Viber for homework. The idea that parents and the school should work together to promote discipline and healthy relationships in addition to academic problems is highlighted. Depending on the child's needs, teachers advise parents to establish rules at home similar to those followed at school. Furthermore, parents of overweight children are also given information on exercise and appropriate eating habits.

RPPS attempts to make things convenient for parents and students. While parents are not permitted to enter the classrooms to maintain the privacy and focus of the students, they are invited to visit the school office for inquiries or discussions. Restroom facilities are available for parents, and seating arrangements are provided for their comfort while they wait. Additionally, the school allows children's birthday parties to be hosted on the classrooms, providing an opportunity for parents to interact with teachers and engage with their children's school environment. Almost every month, nutritional donations are provided to the students, either by the school or through contributions from parents. During these times, parents are welcome to assist with meal preparation and cooking.

RPPS offers parents opportunities to engage in school activities and events. They are encouraged to participate in various functions such as academic award ceremonies and parent-teacher meetings. Real Primary Private School highly values parental involvement and extends opportunities for parents to join excursions. Moreover, the

cooperation of teachers and parents improves the planning of extracurricular activities, guaranteeing the children a comprehensive education.

3.2.7 Principal Effectiveness Provided by RPPS

The effectiveness of the principal is crucial for the success of a school, especially in maintaining parental satisfaction. At RPPS, the principal possesses extensive experience not only in administrative management but also in teaching, enabling effective management of all school operations. The principal works collaboratively with teachers to ensure a supportive and conducive learning environment by actively monitoring students' needs and development.

Moreover, the principal at RPPS takes the initiative to resolve issues brought up by parents and students, which improves the overall school environment. For example, when parents complained about safety concerns, the principal moved quickly to strengthen security measures on school property. Additionally, a significant focus of parental feedback centers on enhancing students' learning skills. The principal collaborates closely with teachers to create effective strategies that meet the diverse needs of students.

Furthermore, the principal promptly and effectively manages operational challenges at the school. For example, when power lines are damaged, causing an electricity outage, the principal instructs the office staff to quickly contact the township electricity office to address the problem. Similarly, the principal serves as a conductor between employees, parents and teachers, and parents and staff to prevent misunderstandings in communication.

The principal at RPPS empathizes with parents' concerns and expectations regarding their children, and is always willing to meeting with them upon request. The principal attentively listens to parents' perspectives and considers their children's needs, collaborating with teachers to address any emerging issues effectively.

Additionally, the principal at RPPS is knowledgeable about the regulations set forth by Myanmar's Ministry of Education, ensuring strict compliance with these guidelines within the school. Alongside the standard curricula, plans are in place to incorporate subjects like music, computer studies, painting, and physical education into the daily timetable to improve learning opportunities for the students. The principal

establishes and enforces the school rules, ensuring that everyone complies with them, including punctuality, leave procedures, and other administrative responsibilities. Attendance records of students, teachers, and staff are collected every day to ensure everyone follows the rules. Moreover, rewards are given for good behavior, while disciplinary actions are enforced to maintain a supportive learning environment.

Moreover, the principal conducts periodic classroom visits to evaluate student learning conditions and ensure adherence to disciplinary standards. With the assistance of committed staff members and professional leadership, RPPS is dedicated to giving parents and students outstanding education and services.

3.2.8 Student Achievement/ Improvement Provided by RPPS

Student achievement is a crucial factor contributing to parental satisfaction. Parents anticipate their child's academic and overall growth when enrolling them in school.

At RPPS, talented teachers gather under the leadership of an effective school principal to systematically enhance the holistic development of students. Teachers employ effective teaching methods, while the friendly office staff ensures everyone receives excellent service. Through these active teaching approaches, most students at RPPS excel in reading, writing, and critical thinking, gradually getting better over time.

Due to the school's systematic administration, teachers are helping students to become more disciplined and organized, significantly improving both aspects. Teachers at RPPS guide students to organize their textbooks, notebooks, and stationery according to their daily timetable and class schedules, and they encourage students to dress themselves properly in their uniforms. They also instruct students on how to organize their backpacks and finish their homework on their own when they get home.

Furthermore, teachers at RPPS educate students not to litter or damage property like breaking trees or handling toys roughly. They also encourage students to listen to their parents' guidance. Additionally, they also teach students to manage their time well, including activities such as doing homework, sleeping, eating, and playing.

The teachers at RPPS promote students to collaborate with each other and engage in teamwork during both classroom and extracurricular activities to enhance the social skills of the students. During the school day, students often work together in groups for

their lessons. The teacher divides them into groups of boys and girls and assigns each group to explain or demonstrate what they have learned. Additionally, students are taught to politely greet their classmates' family members and parents, and to interact with senior students in a friendly manner while offering support to junior students. These social skills are used outside of the classroom as well as taught there, assisting students in developing positive relationships with people in their daily lives.

Students at RPPS come from various backgrounds, with most practicing Buddhism and others following Hinduism, Islam, or Christianity. Teachers teach all students to respect each other's beliefs, even though Buddhism is the primary religion followed in the school. Throughout the academic year, RPPS organizes cultural festivals and encourages children to participate. RPPS celebrates traditional Myanmar events like War So, Thidinkyaut Lighting ceremony, and collective Maher Bom Kathin ceremony. During these events, RPPS donates items to monasteries or invites monks for donations at the school. RPPS also serves traditional food to the children during these occasions.

Additionally, teachers explain children about various cultural celebrations such as Halloween, Christmas, Diwali (Deepavali), Eid, the regular New Year, and the Lunar New Year, helping them understand different cultures and traditions. Halloween and Christmas events at school involve singing, dancing, and food arrangements to make the celebrations fun. During the Lunar New Year, the school invites a Chinese Dragon dance group to entertain the children.

Furthermore, on important days in Myanmar like Independence Day and Children's Day, RPPS arranges competitions such as races and food-eating contests for children, with prizes for the winners. The school decorates with Christmas trees, Chinese New Year posters, and Thidinkyaut paper lanterns throughout festival seasons to assist students understand the meaning of festivities. In this way, RPPS helps students understand and participate in the essence of cultural and festive events.

In summary, RPPS not only enhances students' learning skills but also cultivates various other skills essential for their academic and personal achievement.

3.3 Reliability Test

The variable's consistency or stability in the structured questionnaire is measured by reliability. A 5-point Likert scale is used to create questions. The results of the Cronbach's Alpha reliability test are shown in Table (3.1).

Table (3.1) Reliability Test

Sr. No.	Variable	No. of Items	Cronbach's Alpha
1	Facilities/equipment	4	0.855
2	Safety (safe environment)	4	0.853
3	Contact personnel (office staff/non-academic)	4	0.807
4	Teacher effectiveness	4	0.777
5	Teacher communication	4	0.844
6	Parental involvement	4	0.791
7	Principal effectiveness	4	0.875
8	Student achievement/improvement	4	0.851
9	Parental satisfaction	5	0.807
10	Parental trust	5	0.957
11	Parental relationship commitment	5	0.906
12	Parental loyalty	5	0.824

Source: Survey Data (2024)

According to Table (3.1), the Cronbach's Alpha values for each variable show that every score is higher than 0.70. For research purposes, a Cronbach's Alpha coefficient above 0.70 is generally accepted, though the cutoff point may change depending on the situation. As a result, these findings point to strong reliability, supporting the validity of the study's conclusions.

3.4 Demographic Profile of Respondents

In this survey, primary data were collected from 85 randomly selected parents whose child or children attend in RPPS from kindergarten to fifth grade, utilizing a structured questionnaire. The demographic profiles of the 85 respondents are shown in Table (3.2).

Table (3.2) Demographic Profile of Respondents

Demographic		No. of Respondents	Percentage (%)
	Total Respondents	85	100.00
1. Gender	Male	22	25.88
	Female	63	74.12
2. Age (Years)	Under 26	9	10.59
	26 - 35	18	21.18
	36 - 45	40	47.06
	Above 45	18	21.18
3. Custodial status	Father	34	40.00
	Mother	40	47.06
	Grandfather	1	1.18
	Grandmother	5	5.88
	Others	5	5.88
4. Number of children attending in the school (RPPS)	One	65	76.47
	Two	17	20.00
	Three	3	3.53
	Four and above	0	0
5. Highest educational level	High school graduate	31	36.47
	Diploma or Bachelor degree	44	51.76
	Master degree	8	9.41
	Doctoral degree	2	2.35
6. Occupation	Government officer	6	7.06
	Private employee	15	17.65
	Business owner	8	9.41
	Housewife	37	43.53
	Others	19	22.35
7. Household income per	500,000 and Under	14	16.47
	Between 500,000 and 1,000,000	25	29.41
	Between 1000,000 and	26	30.59

month (in kyat)	1,500,000 □		
	1500,000 – and above	20	23.53
8. School level of the child/ children	Kindergarten	22	25.88
	Grade 1	14	16.47
	Grade 2	15	17.65
	Grade 3	13	15.29
	Grade 4	12	14.12
	Grade 5	9	10.59

Source: Survey Data (2024)

According to Table (3.2), the majority of respondents are female, accounting for 74.12 percent of the total, with males comprising the remaining portion. Therefore, most survey participants are female. Additionally, the age group of 36 to 45 years represents the highest proportion of respondents, totaling 47.06 percent, making it the largest age category. The second largest groups include the age group of above 45 years and the age group of 26 to 35 years, both representing 21.18 percent of respondents. The remaining 10.59 percent of respondents are under 26 years old, indicating a minority. Thus, the majority of survey respondents fall within the middle age range.

In regards to the custodial status among the respondents, 47.06 percent are mothers, comprising the largest group. Fathers represent the second largest group, followed by grandmothers and others such as aunts and brother, accounting for 40.00 percent and 5.88 percent of respondents, respectively. The smallest portion consists of grandfathers, representing only 1.18 percent of respondents. It shows that mothers are usually seen as the most understanding and responsible caregivers for children.

When collecting survey data on the number of children attending RPPS, only three groups were identified. The group with one child attending the school comprised the highest percentage at 76.47 percent, while the remaining groups consisted of families with two children (20.00 percent) and three children (3.53 percent) attending the school. This indicates that most families have one child attending in RPPS. Considering that RPPS typically offers primary education from kindergarten to fifth grade, typically

catering to children aged between 5 to 11 years, it is reasonable to assume that their other children may be in higher grades.

The survey collected responses from 85 individuals. Among them, 51.76 percent hold diplomas and bachelor's degrees, comprising the largest portion of respondents. The second largest group is high school graduates, representing 36.47 percent, and the third largest group is master's degree holders at 9.41 percent. Respondents with doctoral degrees represent the smallest group, accounting for just 2.35 percent of participants. These findings indicate that parents are well-educated today. Therefore, it is reasonable to assert that collaboration between parents and teachers can enrich children's education.

In the survey, respondents reported various occupation levels. The largest percentage of respondents, comprising 43.53 percent, identified themselves as housewives. Following this, the second, third, fourth, and fifth most common occupations were as follows: others, which include sailors, merchants, students, and retired individuals, at 22.35 percent, private employees at 17.65 percent, business owners at 9.41 percent, and government officers at 7.06 percent, respectively. The survey results indicate that most housewives among the respondents are likely to be mothers of children. Despite many married women working outside the home today, most mothers still prefer to personally raise their children. Given this data, school teachers should prioritize meeting and discussing with mothers during parent-teacher meetings. Additionally, the school should focus on collaborating with parents, particularly mothers, to address their children's needs.

Regarding household income per month, the majority of respondents, comprising 30.59 percent, report their income to be between 1,000,000 and 1,500,000 MMK, making this the largest income among the respondents. The second largest income consists of 29.41 percent of respondents reporting their monthly household income to be between 500,000 and 1,000,000 MMK. Following that, 23.53 percent of respondents report a monthly income above 1,500,000 MMK, indicating a substantial proportion of households with relatively higher incomes. Conversely, the smallest portion of respondents, constituting 16.47 percent, represent incomes of less than 500,000 MMK. Hence, the surveyed families typically have a comfortable income, and the school fees at RPPS are affordable for most families, suggesting they can manage the educational expenses without much financial difficulty.

According to the survey data, 25.88 percent of the respondents have children at the kindergarten school level, making them the largest group. The second-largest group comprises 17.65 percent of respondents who have children at Grade 2 level. Children at Grade 1 level represent 16.47 percent of respondents, while Grade 3 (15.29 percent) and Grade 4 level (14.12 percent) children each account for a portion of respondents. The remaining 10.59 percent of respondents have children at Grade 5 level. As RPPS is a new primary private school, it is expected that the majority of its students are in kindergarten.

In summary, the demographic profile of respondents at RPPS reveals key insights into the parental community's composition and characteristics. The majority of survey participants are female, representing 74.12 percent of the total, with the highest proportion falling within the age group of 36 to 45 years. Mothers constitute the largest group of respondents, comprising 47.06 percent, followed by fathers at 40.00 percent. Most families at RPPS have one child, as the school mainly serves children aged 5 to 11, implying their other children may be in higher grades. Furthermore, the survey reflects a well-educated parent population, with 51.76 percent holding diplomas and bachelor's degrees. Housewives comprise the largest occupational group at 43.53 percent, emphasizing the importance of engaging mothers in school activities and decision-making processes. Regarding household income, the majority report comfortable incomes between 1,000,000 and 1,500,000 MMK per month, facilitating affordability of RPPS fees for most families. The distribution of children across different grade levels suggests a significant presence of kindergarten students, aligning with RPPS's status as a new primary private school.

Overall, the demographic profile underscores the diverse and educated parental community at RPPS, highlighting opportunities for collaborative engagement between parents and the school to enhance children's educational experiences and outcomes.

CHAPTER 4

ANALYSIS ON FACTORS AFFECTING PARENTAL SATISFACTION AND PARENTAL LOYALTY IN REAL PRIMARY PRIVATE SCHOOL

Descriptive statistics and regression analysis are presented in this chapter. In the descriptive statistics, mean scores are presented based on the results. In the regression analysis, factors affecting parental satisfaction are analyzed, as well as the direct effect of parental satisfaction on parental loyalty. Additionally, this study examines the mediating effects of parental trust and parental relationship commitment.

4.1 Factors Affecting Parental Satisfaction, Parental Trust, Parental Relationship Commitment and Parental Loyalty

This section presents the findings by mean values of factors affecting parental satisfaction, parental trust, parental relationship commitment and parental loyalty based on survey data. A structured questionnaire with a 5-point Likert scale (1: strongly disagree, 2: disagree, 3: neutral, 4: agree, 5: strongly agree) was used to collect primary data.

Best (1977) stated that the following interpretation applies to the mean value of five point Likert scale items.

A score of 1.00 to 1.80 indicates strongly disagree.

A score of 1.81 to 2.60 indicates disagree.

A score of 2.61 to 3.40 indicates neutral.

A score of 3.41 to 4.20 indicates agree.

A score of 4.21 to 5.00 indicates strongly agree.

4.1.1 Facilities/ Equipment

Facilities/ equipment are measured with four statements. The mean value and overall mean are described in Table (4.1).

Table (4.1) Facilities / Equipment

Sr. No.	Description	Mean Score
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1.	Equipping with suitable furniture and technology in the school office and classroom	4.05
2.	Excellent training facilities for parents' co-curricular activities	4.02
3.	Suitable music room and facilities for the children	4.09
4.	Visual appeal of the school's overall physical facilities	3.87
	Overall Mean	4.01

Source: Survey Data (2024)

According to Table (4.1), the mean scores for facilities fall within the agreement level, ranging from 3.41 to 4.20. Parents perceive that RPPS is equipped with suitable furniture and technology in both classrooms and the school office, as well as a suitable music room, with the overall physical appearance of the school being visually appealing. Additionally, they enjoy accessing the good facilities available for extracurricular activities, seating arrangements, and restroom facilities while waiting for their children at school.

4.1.2 Safety (Safe Environment)

Safety is measured with four statements. The mean value and overall mean value are described in Table (4.2).

Table (4.2) Safety (Safe Environment)

Sr. No.	Description	Mean Score
1.	Absence of bullying among students at RPPS.	4.09
2.	Safe and secure school environment	4.04
3.	The carefulness of teachers and staff regarding student safety and misconduct	3.96
4.	The security staff's friendly and efficient control of traffic	3.98
	Overall Mean	4.02

Source: Survey Data (2024)

According to Table (4.2), the mean scores for safety fall within the agreement level, ranging from 3.41 to 4.20. Parents accept the active prevention of bullying among students both in classrooms and within the school premises, as well as with the safety and

secure environment of the school location. Furthermore, parents recognize that teachers and staff are carefully and effectively controlling traffic and students' misconduct for safety, while the school also instructs school bus drivers and helpers to be extra careful for the safety of children who take the school bus.

4.1.3 Contact Personnel (Office Staff / Non-academic)

Office staff is measured with four statements. The mean value and overall mean are described in Table (4.3).

Table (4.3) Contact Personnel (Office Staff / Non-academic)

Sr. No.	Description	Mean Score
1.	The office staff's prompt response to requests	4.00
2.	Politeness and friendliness towards parents and students	4.11
3.	The neat and smart dressing	3.92
4.	Reliable knowledge of school rules and procedures	3.98
	Overall Mean	4.00

Source: Survey Data (2024)

According to Table (4.3), the mean scores for contact personnel fall within the agreement level, ranging from 3.41 to 4.20. Parents appreciate the office staff's prompt responses to inquiries, as well as their politeness, friendliness, smart appearance, and familiarity with school rules and procedures. Consequently, parents feel confident relying on the office staff for school-related information.

4.1.4 Teacher Effectiveness

Teacher effectiveness is measured with four statements. The mean value and overall mean are described in Table (4.4).

Table (4.4) Teacher Effectiveness

Sr. No.	Description	Mean Score
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1.	Teachers' personal attention to children's needs	4.13
2.	Teachers' professional competence in their respective subjects	4.05
3.	Making excitement and fun in children's learning	4.04
4.	Demonstrating good role model for students	4.01
	Overall Mean	4.06

Source: Survey Data (2024)

According to Table (4.4), the mean scores for teacher effectiveness fall within the agreement level, ranging from 3.41 to 4.20. Parents appreciate the teachers' attention to each child, their professional competence in their respective subjects, and their engaging teaching strategies that promote excitement and happiness in children's learning. Parents also acknowledge that these strategies encourage classroom participation among children. Additionally, parents view teachers at RPPS as good role models for students in their academic learning and value their understanding not only of normal children but also of children with disabilities.

4.1.5 Teacher Communication

Teacher communication is measured with four statements. The mean value and overall mean are described in Table (4.5).

Table (4.5) Teacher Communication

Sr. No.	Description	Mean Score
1.	Attentively listening to parents' concerns with empathy	4.01
2.	Teachers' friendliness and availability when needed	4.06
3.	Quick information regarding children's school issues	4.04
4.	The use of online networking groups for informing parents about class content and updates	4.01
	Overall Mean	4.03

Source: Survey Data (2024)

According to Table (4.5), the mean scores for teacher communication fall within the agreement level, ranging from 3.41 to 4.20. Parents appreciate the teachers' empathetic approach and attentive listening to their concerns regarding their children, as well as their readiness to meet with them when needed and proficiency in using

technology to efficiently update class and student-related information for parents. Moreover, parents acknowledge that they can contact teachers not only by telephone but also through other communication channels such as Viber, Messenger, and Telegram.

4.1.6 Parental Involvement

Parental involvement is measured with four statements. The mean value and overall mean value are described in Table (4.6).

Table (4.6) Parental Involvement

Sr. No.	Description	Mean Score
1.	Consistently welcoming and valuing comments and suggestions	4.08
2.	Guidance on supporting children’s schooling	4.01
3.	Parent-friendly and comfortable school environment	4.07
4.	Opportunities for parent participation in school activities, including events and sports	3.99
	Overall Mean	4.04

Source: Survey Data (2024)

According to Table (4.6), the mean scores for parental involvement fall within the agreement level, ranging from 3.41 to 4.20. Parents perceive that RPPS values their feedback and suggestions and provides guidance to actively support their child's education. Parents acknowledge that RPPS provides opportunities for participation in school activities and offers a familiar, friendly, and comfortable school environment. Parents express enjoyment in participating in the school's extracurricular activities, including events and sports.

4.1.7 Principal Effectiveness

Principal effectiveness is measured with four statements. The mean value and overall mean are described in Table (4.7).

Table (4.7) Principal Effectiveness

Sr. No.	Description	Mean Score
1.	Effective response to student and parent needs	4.08
2.	Effective resolution of complaints and problems	4.02
3.	The principal's availability when needed	3.99
4.	Development of effective ways for maintaining discipline in school	4.05
	Overall Mean	4.04

Source: Survey Data (2024)

According to Table (4.7), the mean scores for principal effectiveness fall within the agreement level, ranging from 3.41 to 4.20. Parents perceive the principal at RPPS as responsive to the needs of the students' parents, capable of effectively resolving problems and complaints, and consistently available to meet with parents when needed. Furthermore, parents acknowledge that an effective principal at RPPS can develop strategies to maintain discipline in the school and offer valuable advice for their children's education.

4.1.8 Student Achievement / Improvement

Student achievement is measured with four statements. The mean value and overall mean are described in Table (4.8).

Table (4.8) Student Achievement / Improvement

Sr. No.	Description	Mean Score
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1.	Significant improvement in children's learning skills after enrollment at RPPS	4.14
2.	The development of organization and discipline in children after enrolling at RPPS	4.09
3.	Significant improvement in children's social skills after enrolling at RPPS	4.08
4.	Cultural sensitivity development in children after enrolling at RPPS	3.96
	Overall Mean	4.07

Source: Survey Data (2024)

According to Table (4.8), the mean scores for student achievement fall within the agreement level, ranging from 3.41 to 4.20. Parents perceive advancements in their children's academic learning, social skills, organization, discipline, and cultural awareness and respect after enrolling at RPPS. Additionally, parents acknowledge that their children are more attentive and polite after attending RPPS.

4.1.9 Parental Satisfaction

Parental satisfaction is measured with five statements. The mean value and overall mean value are described in Table (4.9).

Table (4.9) Parental Satisfaction

Sr. No.	Description	Mean Score
1.	Satisfaction with enrolling children at RPPS	4.13
2.	The feeling of making the right decision in enrolling children at RPPS	4.05
3.	Satisfaction with children's development enrolling at RPPS	4.04
4.	Satisfaction with the service received from RPPS	4.01
5.	Satisfaction with the service provided to children by RPPS	4.01
	Overall Mean	4.05

Source: Survey Data (2024)

According to Table (4.9), the mean scores for parental satisfaction fall within the agreement level, ranging from 3.41 to 4.20. Parents feel they made the right choice for

their children's schooling; they perceive their children's development in academic learning, social skills, and collaboration with others after attending RPPS. Additionally, parents acknowledge that the services offered by RPPS for them and their children contribute to their overall satisfaction with the school. Furthermore, parents express satisfaction with the school's educational teaching skills and its provision of extracurricular activities.

4.1.10 Parental Trust

Parental trust is measured with five statements. The mean value and overall mean value are described in Table (4.10).

Table (4.10) Parental Trust

Sr. No.	Description	Mean Score
1.	Belief in RPPS's handling of unexpected situations such as high fever and injuries	4.19
2.	Belief in RPPS's concern for parents' needs in their children's learning	4.18
3.	Belief in RPPS's prioritization of children as the first priority	4.18
4.	Confidence in RPPS's teaching environment	4.24
5.	Overall trustworthiness of RPPS	4.12
	Overall Mean	4.18

Source: Survey Data (2024)

According to Table (4.10), the mean scores for parental trust show that three statements are within the agreement level, ranging from 3.41 to 4.20, except for one statement, which indicates a strongly agreement level, ranging from 4.21 to 5.00. Parents believe that RPPS always prioritizes their child/children as the school's top priority, can handle unexpected situations of illness or injuries involving their children, cares about fulfilling parents' desires for their child's education, provides a supportive teaching environment for their children, and is trustworthy. Furthermore, parents believe that RPPS can guide their children on the right path to effective learning.

4.1.11 Parental Relationship Commitment

Parental relationship commitment is measured with five statements. The mean value and overall mean value are described in Table (4.11).

Table (4.11) Parental Relationship Commitment

Sr. No.	Description	Mean Score
1.	Maintaining the importance of a long-term partnership with RPPS	4.13
2.	Participation in RPPS-organized activities	4.08
3.	Willingness to give extra time and effort to RPPS	4.06
4.	Pride in having children in RPPS	4.14
5.	Enjoyment in making friends with teachers and parents at RPPS	3.96
	Overall Mean	4.08

Source: Survey Data (2024)

According to Table (4.11), the mean scores for parental relationship commitment fall within the agreement level, ranging from 3.41 to 4.20. This indicates that most parents agree on their commitment to the parental relationship at RPPS. Parents express willingness to maintain a long-term connection with RPPS for their children's education, actively participate in school activities, and invest their extra time and effort in school-related activities. Additionally, parents take pride in having their children enrolled at RPPS and enjoy making friends with other parents and teachers at the school. Parents are committed to help the school succeed by offering as much assistance as they can.

4.1.12 Parental Loyalty

Parental loyalty is measured with five statements. The mean value and overall mean value are described in Table (4.12).

Table (4.12) Parental Loyalty

Sr. No.	Description	Mean Score
1.	Never considering a transfer of children to another primary school	4.09
2.	Recommendation to anyone inquiring about RPPS	4.11
3.	Continued choice of RPPS even with a reduction in fees at another school	3.87
4.	Continued choice for RPPS even with other children needing schooling	3.88
5.	Choosing RPPS even with the increase in school fees	3.98
	Overall Mean	3.99

Source: Survey Data (2024)

According to Table (4.12), the mean scores for parental loyalty fall within the agreement level, ranging from 3.41 to 4.20. Parents express that they are not considering to transfer their children to another school during their primary education. They are willing to recommend the school to others for their children and choose RPPS for their other children's primary education. Additionally, parents continue to select RPPS regardless of its school fees compared to other private primary schools.

4.2 Analysis on Factors Affecting Parental Satisfaction

In this section, factors affecting parental satisfaction are examined based on the conceptual framework. Using SPSS, the survey data from respondents is analyzed using a multiple regression model to see how it affects parental satisfaction in RPPS. The multiple regression model's output is displayed in Table (4.13).

Table (4.13) Effect of Factors Affecting Parental Satisfaction

Variable	Unstandardized Coefficients		Standardized Coefficients	t	Sig	VIF
	B	Std. Error	Beta			
(Constant)	0.084	0.088		0.952	0.344	
Facilities / Equipment	-0.012	0.028	-0.016	-0.421	0.675	3.303
Safety (safe environment)	0.007	0.034	0.010	0.217	0.829	4.763
Contact personal (office staff/non-academic staff)	0.006	0.041	0.008	0.156	0.877	5.602
Teacher effectiveness	0.732***	0.043	0.735	17.189	0.000	4.186
Teacher communication	0.048	0.030	0.065	1.610	0.111	3.769
Parental involvement	-0.038	0.037	-0.043	-1.037	0.303	4.011
Principal effectiveness	0.094***	0.029	0.121	3.198	0.002	3.297
Student achievement/improvement	0.139***	0.040	0.156	3.459	0.001	4.651
R Square	0.967					
Adjusted R Square	0.963					
F-Value	276.740***					
Durbin-Watson	1.859					

Source: Survey Data (2024)

*** Significant at 1% level, ** Significant at 5% level, * Significant at 10% level

According to Table (4.13), the R squared value is 0.967 and the adjusted R-squared value is 0.963. This means the model can explain 96.3% of the variance in parental satisfaction in RPPS. Thus, the model is considered strong. The F test value, which shows the overall significance of the model, is highly significant at the 1% level. This means the model is valid. The Durbin-Watson value is 1.859, which falls within an

acceptable range (between 1.5 and 2.5). All the VIFs (Variance Inflation Factor) for independent variables are less than 10, indicating no multicollinearity issues among them.

According to the results in Table (4.13), among the eight factors analyzed, three factors of teacher effectiveness, principal effectiveness, and student achievement/ improvement have a significant effect on parental satisfaction at the 1% level, while the remaining five factors do not affect parental satisfaction in RPPS. These results reveal that teacher effectiveness, principal effectiveness, and student achievement/ improvement are key contributors to parental satisfaction in RPPS. Specifically, teacher effectiveness has the strongest influence on parental satisfaction, followed by principal effectiveness and student achievement/improvement. Consequently, RPPS achieves higher levels of parental satisfaction due to the effectiveness of its teachers and principals, as well as the active involvement of students in academic success. These findings emphasize the significant effect of these factors on increasing parental satisfaction.

According to the results, teacher effectiveness has a significant and positive effect on parental satisfaction at the 1% level, indicating a positive relationship between teacher effectiveness and parental satisfaction. This means that parental satisfaction will increase with improvements in teacher effectiveness, holding all other variables constant. Parents acknowledge that RPPS provides effective teachers who are skilled in teaching, proficient in their respective subjects, and capable of creating a supportive and enjoyable learning environment that fosters excitement and happiness in students. Moreover, parents perceive that teachers actively engage students in academic learning, encourage their participation in extracurricular activities, and serve as good role models for students. This contributes to enhanced parental satisfaction.

According to the results, student achievement/ improvement has a significant and positive effect on parental satisfaction at the 1% level, indicating a positive relationship between student achievement/improvement and parental satisfaction. This means that parental satisfaction will increase with improvements in student achievement/ improvement, holding all other variables constant. Parents observe significant improvements in their children's learning skills, social skills, organizational skills, discipline, and respect for culture as a result of enrolling them in RPPS. These developments contribute to increased parental satisfaction.

According to the results, principal effectiveness has a significant and positive effect on parental satisfaction at the 1% level, indicating a positive relationship between principal effectiveness and parental satisfaction. This means that parental satisfaction will increase with improvements in principal effectiveness, holding all other variables constant. Parents perceive that an effective school principal manages the overall school operations at RPPS. They acknowledge that the principal at RPPS is responsive to the needs of both students and parents, adept at resolving problems and complaints, consistently ready to meet with parents, and capable of developing policies and maintaining discipline. This effectiveness fosters parental satisfaction.

According to the results, the remaining five factors—facilities/equipment, safety (safe environment), contact personnel (office staff/non-academic), teacher communication, and parental involvement—do not have a significant effect on parental satisfaction. Despite this, the overall mean score of these five factors, as recorded in the survey, indicates that parents are generally content with each aspect. However, they perceive these elements as standard expectations that any private school should meet as part of its operational framework. For parents, these factors do not significantly affect their satisfaction with the services and activities provided by RPPS, as they do not perceive substantial improvements compared to those offered by other schools. Parents consider that the services and activities available at RPPS are not unique and can be found in any other private school they might choose to send their children to. Consequently, while these factors may not strongly influence parental satisfaction, they collectively contribute to a positive perception of the school and its adherence to basic standards of operation.

4.3 Analysis on Effect of Parental Satisfaction on Parental Loyalty

In this section, the effect of parental satisfaction on parental loyalty is analyzed by using multiple regression analysis. Parental satisfaction serves as the independent variable, while parental loyalty is considered the dependent variable. The finding of the analysis is shown in Table (4.14).

Table (4.14) Effect of Parental Satisfaction on Parental Loyalty

Variable	Unstandardized Coefficients		Standardized Coefficients	t	Sig	VIF
	B	Std. Error	Beta			
(Constant)	0.599	0.297		2.012	0.047	
Parental Satisfaction	0.838***	0.073	0.783	11.450	0.000	1.000
R Square	0.612					
Adjusted R Square	0.608					
F-Value	131.094***					
Durbin-Watson	1.868					

Source: Survey Data (2024)

*** Significant at 1% level, ** Significant at 5% level, * Significant at 10% level

According to Table (4.13), the R squared value is 0.612 and the adjusted R-squared value is 0.608. This means the model can explain 60.8% of the variance in parental loyalty in RPPS. Thus, the model is considered strong. The F test value, which shows the overall significance of the model, is highly significant at the 1% level. This means the model is valid. The Durbin-Watson value is 1.868, which falls within an acceptable range (between 1.5 and 2.5). The VIF (Variance Inflation Factor) for independent variable is less than 10, indicating no multicollinearity issues.

The result in Table (4.14) indicates that the effect of parental satisfaction on parental loyalty is highly significant at the 1% level, with a significance value of 0.000. This finding highlights the substantial influence of parental satisfaction on parental loyalty in RPPS. Parents express satisfaction with their children's developments in academic and life skills after enrolling them at RPPS. Consequently, they feel confident that they have made the right decision in choosing their children's schooling. Moreover,

parents are content with the services provided by RPPS for both themselves and their children. Increased parental satisfaction often leads to greater parental loyalty in the educational sector. As a result, contented parents tend to remain loyal to RPPS and are less likely to consider changing schools for their children. They are inclined to choose RPPS for their other child's primary education, provide recommendations to others, and continue selecting RPPS regardless of school fees.

4.4 Analysis on Mediating Effect of Parental Trust between Parental Satisfaction and Parental Loyalty

To test the mediating effect of parental trust on the relationship between parental satisfaction and parental loyalty, the following steps are followed:

1. Determine the total effect of the independent variable on the dependent variable through regression analysis.
2. Use regression analysis to examine how an independent variable affects a mediating variable.
3. Use regression analysis to examine the effects of independent and mediating variables on dependent variables.
4. Utilize the Sobel test to determine the significance of the mediating variable.
5. Calculate the total effect, direct effect, and indirect effect.

As a first step, the total effect of parental satisfaction (independent variable) on parental loyalty (dependent variable) is analyzed. The result is already shown in Table (4.14).

As shown in Table (4.14), the total effect of parental satisfaction on parental loyalty is 0.838. Then, the effect of parental satisfaction (independent variable) on parental trust (mediating variable) is analyzed and the result is shown in Table (4.15).

Table (4.15) Effect of Parental Satisfaction on Parental Trust

Variable	Unstandardized Coefficients		Standardized Coefficients	t	Sig	VIF
	B	Std. Error	Beta			
(Constant)	-0.021	0.521		-0.041	0.968	

Parental Satisfaction	1.038***	0.128	0.664	8.097	0.000	1.000
R Square	0.441					
Adjusted R Square	0.435					
F-Value	65.562***					
Durbin-Watson	2.191					

Source: Survey Data (2024)

*** Significant at 1% level, ** Significant at 5% level, * Significant at 10% level

As shown in Table (4.15), the coefficient value is 1.038 and standard error is 0.128 for the effect of parental satisfaction (independent variable) on parental trust (mediating variable). After doing analysis on effect of parental satisfaction (independent variable) on parental trust (mediating variable), the third step of testing mediating effect is continued. In this step, the independent variable are parental satisfaction and parental trust and dependent variable is parental loyalty. The result is shown in Table (4.16).

Table (4.16) Effect of Parental Satisfaction and Parental Trust on Parental Loyalty

Variable	Unstandardized Coefficients		Standardized Coefficients	t	Sig	VIF
	B	Std. Error	Beta			
(Constant)	0.604	0.271		2.230	0.028	
Parental Satisfaction	0.585***	0.089	0.547	6.569	0.000	1.790
Parental Trust	0.244***	0.057	0.355	4.267	0.000	1.790
R Square	0.683					
Adjusted R Square	0.675					
F-Value	88.243***					
Durbin-Watson	1.814					

Source: Survey Data (2024)

*** Significant at 1% level, ** Significant at 5% level, * Significant at 10% level

As shown in Table (4.16), the coefficient value of parental trust on parental loyalty is 0.244 with standard error value 0.057. To test mediating effect of parental trust

between parental satisfaction and parental loyalty, the Sobel test is conducted. The result is shown in Table (4.17).

Table (4.17) Sobel Test Result for Mediating Test for Parental Trust between Parental Satisfaction and Parental Loyalty

Input:			Test Statistic:	Std. Error:	<i>p</i> -value:
a	1.038	Sobel test:	3.78564209	0.06690331	0.00015331
b	0.244	Aroian test:	3.76333046	0.06729996	0.00016767
Sa	0.128	Goodman test:	3.80835532	0.0665043	0.00013989
Sb	0.057	Rest all	Calculate		

Source: Survey Data (2024)

*** Significant at 1% level, ** Significant at 5% level, * Significant at 10% level

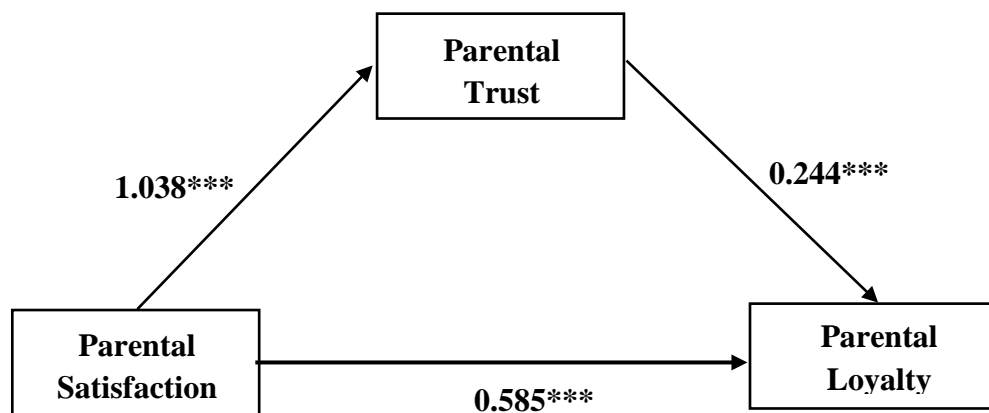
P Value 0.00015331 is less than 0.01. Thus, there is mediating effect of parental trust between parental satisfaction and parental loyalty at the 1% significant level.

The total effect, direct effect and indirect effect are as follows:

$$\begin{aligned}
 \text{Total Effect} &= 0.838 \\
 \text{Direct Effect} &= 0.585 \\
 \text{Indirect Effect} &= 1.038 \times 0.244 = 0.253 \\
 \text{Direct Effect} + \text{Indirect Effect} &= \text{Total Effect} \\
 0.585 + 0.253 &= 0.838
 \end{aligned}$$

The direct effect and indirect effect can be seen in Figure (4.1).

Figure (4.1) Mediating Effect of Parental Trust between Parental Satisfaction and Parental Loyalty



Source: Own Compilation (2024)

*** Significant at 1% level, ** Significant at 5% level, * Significant at 10% level

According to Figure (4.1), there is a significant positive effect of parental satisfaction on parental loyalty in RPPS. Additionally, an indirect effect analysis reveals that parental satisfaction also positively influences parental trust, subsequently affecting parental loyalty. Thus, a mediation effect of parental trust is found in the relationship between parental satisfaction and parental loyalty. This mediation effect highlights the importance of both satisfaction and trust in achieving and maintaining high levels of parental loyalty.

The direct relationship between parental satisfaction and parental loyalty emphasizes the importance of meeting parental expectations and needs for their children. When parents perceive that RPPS provides factors contributing to high-quality education and services, their overall satisfaction increases, leading to higher parental loyalty. In the indirect relationship between parental satisfaction and parental trust, satisfied parents

develop trust in RPPS's operations, administration, and faculty. Trust is cultivated through consistent positive experiences, transparency, reliability, and effective problem-solving by the school. Parents who trust RPPS believe it prioritizes their children's best interests and consistently meets or exceeds their expectations. Trust acts as a crucial intermediary, strengthening the bond between satisfaction and loyalty. When parents trust the school, they are more likely to remain loyal, advocating for the school within the community and keeping their children enrolled.

In the context of RPPS, this mediation effect highlights the importance of cultivating both satisfaction and trust to achieve high parental loyalty. Ensuring parental satisfaction and fostering parental trust helps RPPS maintain high parental loyalty and benefit the entire school community.

4.5 Analysis on Mediating Effect of Parental Relationship Commitment between Parental Satisfaction and Parental Loyalty

As a first step, total effect of parental satisfaction (independent variable) on parental loyalty (dependent variable) is analyzed. The result is already shown in Table (4.14).

As shown in Table (4.14), the total effect of parental satisfaction on parental loyalty is 0.838. Then, the effect of parental satisfaction (independent variable) on parental relationship commitment (mediating variable) is analyzed and the result is shown in Table (4.18).

Table (4.18) Effect of Parental Satisfaction on Parental Relationship Commitment

Variable	Unstandardized Coefficients		Standardized Coefficients	t	Sig	VIF
	B	Std. Error	Beta			
(Constant)	-0.248	0.406		-0.611	0.543	
Parental Satisfaction	1.068***	0.100	0.761	10.700	0.000	1.000
R Square	0.580					
Adjusted R Square	0.575					
F-Value	114.491***					

Durbin-Watson	2.174
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Source: Survey Data (2024)

*** Significant at 1% level, ** Significant at 5% level, * Significant at 10% level

As shown in Table (4.18), the coefficient value is 1.068 and standard error is 0.100 for the effect of parental satisfaction (independent variable) on parental relationship commitment (mediating variable). After doing analysis on effect of parental satisfaction (independent variable) on parental relationship commitment (mediating variable), the third step of testing mediating effect is continued. In this step, the independent variable are parental satisfaction and parental relationship commitment and dependent variable is parental loyalty. The result is shown in Table (4.19).

Table (4.19) Effect of Parental Satisfaction and Parental Relationship Commitment on Parental Loyalty

Variable	Unstandardized Coefficients		Standardized Coefficients	t	Sig	VIF
	B	Std. Error	Beta			
(Constant)	0.678	0.270		2.507	0.014	
Parental Satisfaction	0.498***	0.102	0.465	4.867	0.000	2.379
Parental Relationship Commitment	0.318***	0.073	0.417	4.364	0.000	2.379
R Square	0.685					
Adjusted R Square	0.678					
F-Value	89.321***					
Durbin-Watson	1.662					

Source: Survey Data (2024)

*** Significant at 1% level, ** Significant at 5% level, * Significant at 10% level

As shown in Table (4.19), the coefficient value of parental relationship commitment on parental loyalty is 0.318 with standard error value 0.073. To test mediating effect of parental relationship commitment between parental satisfaction and parental loyalty, the Sobel test is conducted. The result is shown in Table (4.20).

Table (4.20) Sobel Test Result for Mediating Test for Parental Relationship Commitment between Parental Satisfaction and Parental Loyalty

Input:			Test Statistic:	Std. Error:	p-value:
a	1.068	Sobel test:	4.03354338	0.08419991	0.00005494
b	0.318	Aroian test:	4.018469	0.08451577	0.00005858
Sa	0.100	Goodman test:	4.04878867	0.08388287	0.00005148
Sb	0.073	Rest all	Calculate		

Source: Survey Data (2024)

*** Significant at 1% level, ** Significant at 5% level, * Significant at 10% level

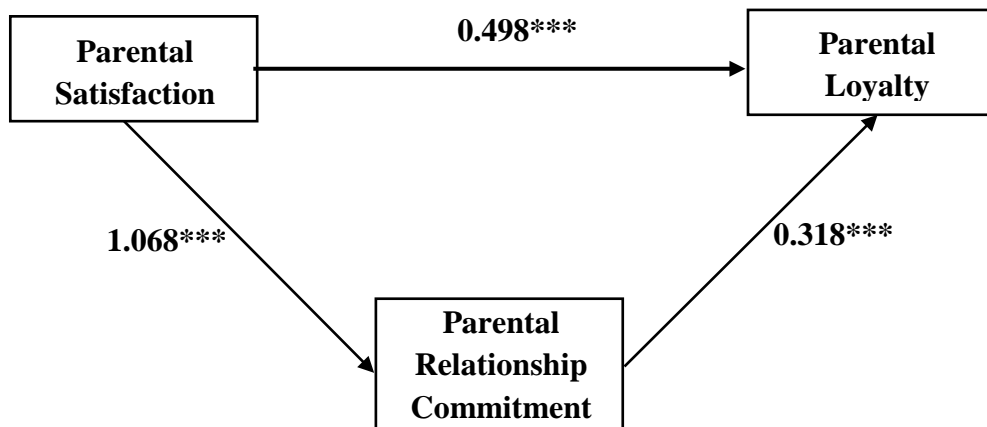
P Value 0.00005494 is less than 0.01. Thus, there is mediating effect of parental relationship commitment between parental satisfaction and parental loyalty at the 1% significant level.

The total effect, direct effect and indirect effect are as follows:

$$\begin{aligned}
 \text{Total Effect} &= 0.838 \\
 \text{Direct Effect} &= 0.498 \\
 \text{Indirect Effect} &= 1.068 \times 0.318 = 0.340 \\
 \text{Direct Effect} + \text{Indirect Effect} &= \text{Total Effect} \\
 0.498 + 0.340 &= 0.838
 \end{aligned}$$

The direct effect and indirect effect can be seen in Figure (4.2).

Figure (4.2) Mediating Effect of Parental Relationship Commitment between Parental Satisfaction and Parental Loyalty



Source: Own Compilation (2024)

*** Significant at 1% level, ** Significant at 5% level, * Significant at 10% level

According to Figure 4.2, there is a significant positive effect of parental satisfaction on parental loyalty in RPPS. Additionally, an indirect effect analysis reveals that parental satisfaction also positively influences parental relationship commitment, which subsequently affects parental loyalty. Thus, a mediation effect of parental relationship commitment is found in the relationship between parental satisfaction and parental loyalty. This mediation effect of parental relationship commitment is evident in RPPS.

This study reveals that parental satisfaction not only directly impacts parental loyalty but also exerts a positive influence on parental relationship commitment. In the indirect relationship between parental satisfaction and parental relationship commitment, satisfied parents commit to maintain a long-term relationship with the school. These parents are more likely to participate in school activities and invest their extra time and effort to contribute to the school's success. Parental relationship commitment acts as a crucial intermediary in the relationship between parental satisfaction and parental loyalty within RPPS.

In the context of RPPS, the mediation of parental relationship commitment highlights the special connection parents form with the school beyond just being satisfied. It shows that parents feel a part of the school's values, culture, and educational mission.

In summary, parental satisfaction plays an essential role in parental loyalty within the private school sector. It directly influences parental loyalty significantly. Additionally, through indirect effects, parental satisfaction positively affects parental trust and parental relationship commitment, which in turn has a positive effect on parental loyalty. This indicates mediation effects of both parental trust and parental relationship commitment in the relationship between parental satisfaction and parental loyalty and highlights the importance of these intermediaries in achieving and maintaining high levels of parental loyalty.

According to the findings, enhancing parental satisfaction can lead to increased parental loyalty. Furthermore, fostering strong parental trust and commitment to

relationships between parents and the school is vital for improving parental loyalty. Therefore, it is important for school administrators to actively involve parents and encourage them to establish strong relationships with the school. By focusing on these relationships, the school can create a supportive environment that helps students succeed and keeps parents loyal. Consequently, school management should prioritize building parental satisfaction by creating a supportive learning environment that contributes to students' success, fosters parental trust and relationship commitment, and maintains parental loyalty to the school.

CHAPTER 5

CONCLUSION

This chapter consists of three sections. The first section presents the findings and discussion based on the analysis mentioned in the previous chapter. The second section includes suggestions and recommendations to enhance factors influencing parental satisfaction, parental trust, parental relationship commitment, and parental loyalty in RPPS. Finally, it addresses the need for further research in this area.

5.1 Findings and Discussions

This study aims to analyze factors affecting parental satisfaction and parental loyalty in RPPS and analyze the mediating effect of parental trust and parental relationship commitment on relationship between parental satisfaction and parental loyalty. Used a structured questionnaire with 5 point Likert scales to collect the primary data. 85 parents were selected as the sample population by using the Raosoft formula. Applied the simple random sampling method to obtain the primary data.

The majority of respondents are females, with the highest proportion belonging to the age group of 36 – 45 years. Most of the respondents are mothers and most respondents have one child. Additionally, most of the respondents are holding diplomas and bachelor's degrees. Furthermore, most respondents are housewives and the majority

of respondents' monthly income is between 1,000,000 and 1,500,000 MMK. Moreover, most respondents' children are attending kindergarten in RPPS.

According to the descriptive statistics, all statements for each variable in this study indicate the agreement level, except for one statement which indicates a strongly agree level. Most respondents agree that the school's facilities, including furniture, technology, and music equipment, are in good condition and encourage parental involvement in extracurricular activities, thereby enhancing the overall physical environment. Additionally, most parents agree with RPPS's safety measures, such as anti-bullying initiatives, the school's location, and the attentive supervision by teachers and staff ensuring students' safety, as well as effective traffic management. Furthermore, respondents agree on the office staff's promptness in responding to questions, polite manner, neat appearance, and thorough understanding of school policies and procedures. They also recognize the effectiveness of RPPS teachers, who demonstrate personalized attention to each student, professional competence, engaging teaching methods, and serve as positive role models for academic learning.

Moreover, parents agree on the effectiveness of teacher communication, valuing empathy, attentiveness, availability, promptness, technological adeptness, and effective online communication. Similarly, respondents appreciate RPPS's focus on parental involvement, fostering a welcoming environment, and offering numerous opportunities for parent-child activities. Additionally, respondents agree on the effectiveness of the RPPS principal, noting responsiveness to parental needs, efficient problem resolution, availability for meetings, and strategic discipline maintenance. Furthermore, most respondents agree on the positive effect of enrolling their children at RPPS, witnessing significant enhancements in learning skills, organization, discipline, social skills, and cultural awareness.

They also express satisfaction with their decision to enroll their children at RPPS, their children's development, and appreciation for the school's services, all contributing to their overall satisfaction. Moreover, respondents express a high level of parental trust in RPPS, expressing confidence in the school's ability to handle unforeseen circumstances, align with parents' educational aspirations for their children, prioritize children's well-being, and provide a supportive teaching environment, thereby enhancing overall trustworthiness. Similarly, most parents emphasize parental relationship commitment, highlighting the importance of maintaining a long-term partnership, willingness to

actively participate in school activities, pride in having their children enrolled, and enjoyment in forming connections with teachers and other parents. Lastly, most parents agree on parental loyalty to RPPS, indicating their reluctance to transfer their children elsewhere, willingness to recommend the school to others, intention to continue choosing RPPS despite potential fee increases, and commitment to selecting RPPS for their other children's primary education.

Among eight factors affecting parental satisfaction, three factors such as teacher effectiveness, principal effectiveness and student achievement/improvement have significant effect on parental satisfaction in RPPS and the remaining five factors of facilities/ equipment, safety (safe environment), contact personnel (office staff/non-academic), teacher communication and parental involvement have no the significant effect on parental satisfaction.

Teacher effectiveness is the most effective factor for ensuring satisfaction in private school business. Talented teachers have the ability to effectively share knowledge in their respective subjects, making learning engaging and enjoyable for children. Additionally, they serve as role models for children. Thus, the highest level of parental satisfaction with the school depends on the effectiveness of its teachers.

Furthermore, according to the findings, student achievement/improvement and principal effectiveness are important factors that contribute to parental satisfaction. They play crucial roles in satisfying parents. After enrolling at RPPS, not only the development of students' learning skills, but also other aspects such as social skills, organization, discipline, and cultural awareness contribute to students' achievement, which in turn contributes to parental satisfaction. Moreover, effective management is crucial for the well-organization of any institution. Similarly, in a school setting, effective management by the principal ensures smooth operations, establishes school regulations, and maintains discipline, all of which contribute to parental satisfaction

The findings reveal that parental satisfaction has a significant direct effect on parental loyalty in RPPS. When parents are satisfied with the factors provided by the school, they are more likely to offer positive recommendations to others and continue choosing the school for their children. Consequently, higher parental satisfaction is associated with increased parental loyalty. Therefore, for a school to establish a long-

term, sustainable business success, it must prioritize parental satisfaction, thereby fostering loyal parental support.

The findings reveal that there is a mediating effect of parental trust between parental satisfaction and parental loyalty. It is found that there is mediation between parental satisfaction and parental loyalty when parental trust acts as a mediator. Therefore, parental trust mediates the relationship between parental satisfaction (independent variable) and parental loyalty (dependent variable). A mediator, parental trust, completely explains the relationship between parental satisfaction and parental loyalty.

Additionally, the findings reveal that there is also a mediating effect of parental relationship commitment between parental trust and parental loyalty. It is also found that there is mediation between parental satisfaction and parental loyalty when parental relationship commitment acts as a mediator. Therefore, parental relationship commitment mediates the relationship between parental satisfaction and parental loyalty. A mediator, parental relationship commitment, completely explains the relationship between parental satisfaction (independent variable) and parental loyalty (dependent variable).

In summary, parental satisfaction directly influences parental loyalty and also indirectly impacts it by significantly influencing parental trust and parental relationship commitment. Therefore, parental trust and parental relationship commitment act as mediators in the relationship between parental satisfaction and parental loyalty.

5.2 Suggestions and Recommendations

The study identified factors influencing parental satisfaction in private school businesses within the education sector and provides relevant suggestions and recommendations to enhance these factors, aiming to achieve parental satisfaction and loyalty.

Based on the findings, teacher effectiveness is crucial for meeting parents' expectations regarding their children's educational development. School management should prioritize to improve the children's education by providing qualified and experienced teachers. Therefore, it is important for school management to retain qualified teachers, and during the selection and appointment process, they must systematically recruit and assess candidates. Additionally, as school management, it is essential to

monitor the quality of teaching provided by teachers and consistently work on improving their skills.

According to the findings, student achievement/ improvement is crucial for the success of a private school business. Therefore, management should prioritize to monitor each student's progress and status by collaborating with both class teachers and subject teachers. While class teachers hold the primary responsibility for continuously monitoring and evaluating students' progress, subject teachers should also provide feedback on students' learning within their respective subjects and during their teaching time. This entails not only assessing students' learning skills but also their ability to collaborate, follow discipline, demonstrate social skills, and respect different cultures. When necessary, management should facilitate collaboration with parents to address any issues. Practically, improving student achievement can increase parental satisfaction, ultimately leading to improved parental loyalty.

Based on the findings, principal in private schools should be strong, experienced and proficient in the education sector and management roles. The principal should have a strong understanding of educational principles and practices, effective communication skills, and the ability to motivate others. Moreover, an effective principal can create a positive and supportive school environment where students are nurtured with care and engage in collaborative learning.

According to the findings, parental trust serves as a mediator for private school management, emphasizing the importance of building trust with parents to ensure the success of the school. Additionally, it's important to recognize that parents are the primary decision-makers when choosing a school for their children, often based on trust. Therefore, management should prioritize students as the top priority of the school, ensuring preparedness and responsiveness to any unexpected health issues. Furthermore, it is crucial to understand and address parents' desires for their children's learning. Ultimately, management should strive to establish the school as a trustworthy institution in the eyes of parents for the well-being and education of their children.

Regarding parental relationship commitment, private school management should concentrate on gaining parents' commitment to nurturing a strong connection with the school. This involves actively involving parents in school activities and decision-making, such as arranging parent-teacher meetings, encouraging participation in school events,

and seeking their input on educational matters. Furthermore, maintaining regular communication channels like email, Viber, and other platforms can ensure parents stay informed and engaged in their child's education. Ultimately, school management should prioritize creating a friendly and supportive environment for parents, which can enhance their commitment to the school community.

5.3 Needs for Further Research

This study has focused solely on the factors affecting parental satisfaction and loyalty within Real Primary Private School, examining only one private school at the primary level. Consequently, it does not encompass all the different private schools across Myanmar. Therefore, future research should broaden its scope to include private schools across the entire country, aiming to comprehensively identify factors affecting parental satisfaction and loyalty in private schools.

Furthermore, the current study has focused solely on eight factors: facilities/equipment, safety, contact personnel, teacher effectiveness, teacher communication, parental involvement, principal effectiveness, and student achievement/ improvement. However, there are likely additional factors affecting parental satisfaction that have not been explored in this study. Therefore, further investigations should encompass these potential factors to better understand why parents are satisfied and loyal to private schools nationwide. Moreover, it is important to develop statements for the structured questionnaire based on the actual activities of private schools. This ensures that the questionnaire addresses relevant factors that influence parental perceptions and experiences effectively.

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APPENDIX A

QUESTIONNAIRE SURVEY

Dear parents,

I have been attending Yangon University of Economics in Myanmar. This questionnaire is a component of my Master of Business Administration (MBA) course, specifically for my thesis as part of the graduation requirements. The survey aims to analyze the factors affecting parental satisfaction and loyalty at Real Primary Private School (RPPS). The information provided by you will be kept highly confidential and used for academic purposes only. Your cooperation in taking the time to answer this questionnaire is greatly appreciated.

Additionally, parents with more than one student at RPPS are kindly requested to respond to only “ONE” set of questions.

Part 1: Demographic profile

1. Gender

- Male Female

2. Age (Years)

- Under 26 26 – 35 36 – 45
 Above 45

3. Custodial status

- Father Mother Grandfather
 Grand Mother Specific if any other (.....)

4. Number of children attending in the school (RPPS)

- One Two Three
 Four and above

5. Your highest educational level

- High school graduate Diploma or Bachelor degree
 Master degree Doctoral degree

Part 2: Factors Affecting Parent Satisfaction

The meanings of numbers are as follows:

(5 – Strongly Agree, 4 – Agree, 3 – Neutral, 2 – Disagree, 1 – Strongly Disagree)

Please MARK the number that represent your feelings about RPPS.

No.	Questions					
	Facility / Equipment	5	4	3	2	1
1.	The school office and classroom are equipped with suitable furniture and technology.					
2.	The parents' co-curricular activities have excellent training facilities.					
3.	The music room and music facilities are suitable for the children.					
4.	The overall physical facilities of the school are visually appealing.					
	Safety (Safe environment)	5	4	3	2	1
5.	There is no bullying among students at RPPS.					
6.	The school environment feels safe and secure.					
7.	The teachers and staff are very careful with student's safety and their misconducts.					
8.	Security staff are friendly and efficient in controlling traffics.					
	Office staff / Non-academic staff (Contact personnel)	5	4	3	2	1
9.	Office staff always respond to my request quickly.					
10.	Office staff are polite and friendly to parents and students.					
11.	Office staff dress neatly and smartly.					

12.	Office staff have reliable knowledge about school rules and procedures.					
	Teacher effectiveness	5	4	3	2	1
13.	Teachers give personal attention to my child's need.					
14.	Teachers show their professional competence in the respective subjects.					
15.	Teachers are making learning exciting and fun for the children.					
16.	Teachers demonstrate good role model for students.					
	Teacher communication	5	4	3	2	1
17.	The teachers are empathetic and listen to my concern attentively.					
18.	Teachers are friendly and available when I need to see them.					
19.	The teachers inform me quickly when my child has some problem at school.					
20.	The teachers use online networking groups to inform parents with requirement of class content and updated information.					
	Parental involvement	5	4	3	2	1
21.	The school always welcomes and values my comments and suggestions.					
22.	The school always tells me how to help my child with his/her school.					
23.	The school environment is parent-friendly and comfortable for parents.					
24.	The school provides opportunities for parents to					

	participate in school activities, such as open house, fun fair.					
	Principal effectiveness/ School management	5	4	3	2	1
25.	The principal is effective in responding to the needs of students and parents.					
26.	The principal is effective in resolving complaints and problems.					
27.	The principal has time available for me when I need to see him/her.					
28.	The principal is effective in developing ways to maintain disciplines in school.					
	Student improvement/ achievement	5	4	3	2	1
29.	My child's learning skill has improved significantly after I put him/her at RPPS.					
30.	My child has become well-organized and disciplined after I put him at RPPS.					
31.	My child has improved his/her social skills significantly after I put him/her at RPPS.					
32.	My child has become culturally sensitive after I put him/her at RPPS.					

Part 3: Parental Satisfaction

(5 – Strongly Agree, 4 – Agree, 3 – Neutral, 2 – Disagree, 1 – Strongly Disagree)

No.	Parental satisfaction	5	4	3	2	1
1.	I am satisfied with my decision to put my child at RPPS.					
2.	I feel I did the right thing when I decided to put my child at RPPS.					
3.	I am satisfied with my child’s development after I put him/her at RPPS.					
4.	I am satisfied with the service that I get from RPPS.					
5.	I am satisfied with the service that my child/children receive from RPPS.					

Part 4: Parental Trust

(5 = Strongly Agree, 4 = Agree, 3 = Neutral, 2 = Disagree, 1 = Strongly Disagree)

No.	Parental trust	5	4	3	2	1
1.	I believe that RPPS is able to handle unexpected situations such as high fever and injuries.					
2.	I believe that RPPS cares about parents’ needs for their children’s learning.					
3.	I believe that RPPS’s first priority is the children					
4.	I have confidence in the teaching environment provided by RPPS.					
5.	Overall, I think RPPS is trustworthy.					

Part 5: Parental Relationship Commitment

(5 = Strongly Agree, 4 = Agree, 3 = Neutral, 2 = Disagree, 1 = Strongly Disagree)

No.	Parental relationship commitment	5	4	3	2	1
1.	I think it is important to maintain a long-term partnership with RPPS.					
2.	I am committed to participating in the activities organized by RPPS.					
3.	I am willing to give extra time and effort to RPPS.					
4.	I am proud of having my child in RPPS.					
5.	I enjoy making friends with teachers and parents at RPPS.					

Part 6: Parental Loyalty

(5 = Strongly Agree, 4 = Agree, 3 = Neutral, 2 = Disagree, 1 = Strongly Disagree)

No.	Parental loyalty	5	4	3	2	1
1.	I would never consider transferring my child to another primary school.					
2.	I would recommend RPPS to anyone who asks me about it.					
3.	I would continue to choose RPPS even if the fees of another school were reduced.					
4.	I will continue to choose RPPS if I have other children who need to go to school.					
5.	I would still choose RPPS even if the school fees were increased.					

APPENDIX B

1. The Effect of Factors Affecting Parental Satisfaction

Model Summary^b

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.983 ^a	.967	.963	.07699

a. Predictors: (Constant), SACM, FACM, PAIM, PEFM, TCOM, SAFM, TEFM, OFFIM

ANOVA^a

Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	13.121	8	1.640	276.740	.000 ^b
Residual	.450	76	.006		
Total	13.572	84			

a. Dependent Variable: SATM

b. Predictors: (Constant), SACM, FACM, PAIM, PEFM, TCOM, SAFM, TEFM, OFFIM

Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
	B	Std. Error	Beta			Tolerance	VIF
1 (Constant)	.084	.088		.952	.344		
FACM	-.012	.028	-.016	-.421	.675	.303	3.303
SAFM	.007	.034	.010	.217	.829	.210	4.763
OFFIM	.006	.041	.008	.156	.877	.179	5.602
TEFM	.732	.043	.735	17.189	.000	.239	4.186
TCOM	.048	.030	.065	1.610	.111	.265	3.769
PAIM	-.038	.037	-.043	-1.037	.303	.249	4.011
PEFM	.094	.029	.121	3.198	.002	.303	3.297
SACM	.139	.040	.156	3.459	.001	.215	4.651

a. Dependent Variable: SAT Mean

2. The Effect of Facilities / Equipment on Parental Satisfaction

Model Summary^b

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.642 ^a	.412	.405	.31010

a. Predictors: (Constant), FACM

ANOVA^a

Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	5.590	1	5.590	58.136	.000 ^b
Residual	7.981	83	.096		
Total	13.572	84			

a. Dependent Variable: SATM

b. Predictors: (Constant), FACM

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
		B	Std. Error	Beta			Tolerance	VIF
1	(Constant)	2.158	.250		8.633	.000		
	FACM	.471	.062	.642	7.625	.000	1.000	1.000

a. Dependent Variable: SATM

3. The Effect of Safety on Parental Satisfaction

Model Summary^b

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.685 ^a	.469	.462	.29470

a. Predictors: (Constant), SAFM

ANOVA^a

Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	6.363	1	6.363	73.272	.000 ^b
Residual	7.208	83	.087		
Total	13.572	84			

a. Dependent Variable: SATM

b. Predictors: (Constant), SAFM

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
		B	Std. Error	Beta			Tolerance	VIF
1	(Constant)	1.998	.241		8.276	.000		
	SAFM	.510	.060	.685	8.560	.000	1.000	1.000

a. Dependent Variable: SATM

4. The Effect of Office Staff on Parental Satisfaction

Model Summary^b

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.753 ^a	.566	.561	.26625

a. Predictors: (Constant), OFFIM

ANOVA^a

Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	7.688	1	7.688	108.452	.000 ^b
Residual	5.884	83	.071		
Total	13.572	84			

a. Dependent Variable: SATM

b. Predictors: (Constant), OFFIM

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
		B	Std. Error	Beta			Tolerance	VIF
1	(Constant)	1.567	.240		6.533	.000		
	OFFIM	.620	.060	.753	10.414	.000	1.000	1.000

a. Dependent Variable: SATM

5. The Effect of Teacher Effectiveness on Parental Satisfaction

Model Summary^b

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.971 ^a	.943	.942	.09671

a. Predictors: (Constant), TEFM

ANOVA^a

Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	12.795	1	12.795	1367.946	.000 ^b
Residual	.776	83	.009		
Total	13.572	84			

a. Dependent Variable: SATM

b. Predictors: (Constant), TEFM

Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
	B	Std. Error	Beta			Tolerance	VIF
1 (Constant)	.123	.107		1.157	.251		
TEFM	.967	.026	.971	36.986	.000	1.000	1.000

a. Dependent Variable: SATM

6. The Effect of Teacher Communication on Parental Satisfaction

Model Summary^b

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.738 ^a	.544	.539	.27305

a. Predictors: (Constant), TCOM

ANOVA^a

Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	7.384	1	7.384	99.035	.000 ^b
Residual	6.188	83	.075		
Total	13.572	84			

a. Dependent Variable: SATM

b. Predictors: (Constant), TCOM

Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
	B	Std. Error	Beta			Tolerance	VIF
1 (Constant)	1.849	.223		8.293	.000		
TCOM	.546	.055	.738	9.952	.000	1.000	1.000

a. Dependent Variable: SATM

7. The Effect of Parental Involvement on Parental Satisfaction

Model Summary^b

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.739 ^a	.547	.541	.27224

a. Predictors: (Constant), PAIM

ANOVA^a

Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	7.420	1	7.420	100.125	.000 ^b
Residual	6.151	83	.074		
Total	13.572	84			

a. Dependent Variable: SATM

b. Predictors: (Constant), PAIM

Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
	B	Std. Error	Beta			Tolerance	VIF
1 (Constant)	1.441	.262		5.496	.000		
PAIM	.645	.065	.739	10.006	.000	1.000	1.000

a. Dependent Variable: SATM

8. The Effect of Principal Effectiveness on Parental Satisfaction

Model Summary^b

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.811 ^a	.658	.654	.23650

a. Predictors: (Constant), PEFM

ANOVA^a

Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	8.929	1	8.929	159.646	.000 ^b
Residual	4.642	83	.056		
Total	13.572	84			

a. Dependent Variable: SATM

b. Predictors: (Constant), PEFM

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
		B	Std. Error	Beta			Tolerance	VIF
1	(Constant)	1.520	.202		7.538	.000		
	PEFM	.626	.050	.811	12.635	.000	1.000	1.000

a. Dependent Variable: SATM

9. The Effect of Student Achievement on Parental Satisfaction

Model Summary^b

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.875 ^a	.765	.762	.19591

a. Predictors: (Constant), SACM

ANOVA^a

Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	10.386	1	10.386	270.613	.000 ^b
Residual	3.186	83	.038		
Total	13.572	84			

a. Dependent Variable: SATM

b. Predictors: (Constant), SACM

Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
	B	Std. Error	Beta			Tolerance	VIF
1 (Constant)	.872	.194		4.494	.000		
SACM	.780	.047	.875	16.450	.000	1.000	1.000

a. Dependent Variable: SATM

10. The Effect of Parental Satisfaction on Parental Loyalty

Model Summary^b

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.783 ^a	.612	.608	.26949

a. Predictors: (Constant), SATM

b. Dependent Variable: LOYM

ANOVA^a

Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	9.521	1	9.521	131.094	.000 ^b
Residual	6.028	83	.073		
Total	15.548	84			

a. Dependent Variable: LOYM

b. Predictors: (Constant), SATM

Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
	B	Std. Error	Beta			Tolerance	VIF
1 (Constant)	.599	.297		2.012	.047		
SATM	.838	.073	.783	11.450	.000	1.000	1.000

a. Dependent Variable: LOYM

11. The Effect of Parental Satisfaction on Parental Trust

Model Summary^b

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.664 ^a	.441	.435	.47218

a. Predictors: (Constant), SATM

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	14.617	1	14.617	65.562	.000 ^b
	Residual	18.505	83	.223		
	Total	33.122	84			

a. Dependent Variable: TRUM

b. Predictors: (Constant), SATM

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
		B	Std. Error	Beta			Tolerance	VIF
1	(Constant)	-.021	.521		-.041	.968		
	SATM	1.038	.128	.664	8.097	.000	1.000	1.000

a. Dependent Variable: TRUM

12. The Effect of Parental Satisfaction and Parental Trust on Parental Loyalty

Model Summary^b

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.826 ^a	.683	.675	.24526

a. Predictors: (Constant), TRUM, SATM

ANOVA^a

Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	10.616	2	5.308	88.243	.000 ^b
Residual	4.932	82	.060		
Total	15.548	84			

a. Dependent Variable: LOYM

b. Predictors: (Constant), TRUM, SATM

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
		B	Std. Error	Beta			Tolerance	VIF
1	(Constant)	.604	.271		2.230	.028		
	SATM	.585	.089	.547	6.569	.000	.559	1.790
	TRUM	.244	.057	.355	4.267	.000	.559	1.790

a. Dependent Variable: LOYM

13. The Effect of Parental Satisfaction on Parental Relationship Commitment

Model Summary^b

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.761 ^a	.580	.575	.36782

a. Predictors: (Constant), SATM

ANOVA^a

Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	15.489	1	15.489	114.491	.000 ^b
Residual	11.229	83	.135		
Total	26.718	84			

a. Dependent Variable: R-COMM

b. Predictors: (Constant), SATM

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
		B	Std. Error	Beta			Tolerance	VIF
1	(Constant)	-.248	.406		-.611	.543		
	SATM	1.068	.100	.761	10.700	.000	1.000	1.000

a. Dependent Variable: R-COMM

14. The Effect of Parental Satisfaction and Parental Relationship Commitment on Parental Loyalty

Model Summary^b

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.828 ^a	.685	.678	.24424

a. Predictors: (Constant), R-COMM, SATM

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	10.657	2	5.328	89.321	.000 ^b
	Residual	4.892	82	.060		
	Total	15.548	84			

a. Dependent Variable: LOYM

b. Predictors: (Constant), R-COMM, SATM

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
		B	Std. Error	Beta			Tolerance	VIF
1	(Constant)	.678	.270		2.507	.014		
	SATM	.498	.102	.465	4.867	.000	.420	2.379
	R-COMM	.318	.073	.417	4.364	.000	.420	2.379

a. Dependent Variable: LOYM