

**YANGON UNIVERSITY OF ECONOMICS  
DEPARTMENT OF APPLIED ECONOMICS  
MASTER OF PUBLIC ADMINISTRATION PROGRAMME**

**EFFECT OF PARENTS' SOCIOECONOMIC STATUS ON  
EDUCATIONAL ACHIVEMENT OF STUDENTS  
(CASE STUDY: DAGON MYOTHIT (SOUTH) TOWNSHIP,  
YANGON REGION)**

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EMPA – 27 (19<sup>th</sup> BATCH)**

**JUNE, 2024**

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**A thesis submitted as a partial fulfillment towards the requirement for the  
degree of Master of Public Administration (MPA)**

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**YANGON UNIVERSITY OF ECONOMICS**  
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This is to certify that this thesis entitled “**EFFECTS OF PARENTS’ SOCIOECONOMICS STATUS ON EDUCATIONAL ACHIEVEMENT OF STUDENTS (CASE STUDY: DAGON MYOTHIT (SOUTH TOWNSHIP, YANGON REGION)**”, submitted as a partial fulfillment towards the requirements for the degree of Master of Public Administration has been accepted by the Board of Examiners.

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## **ABSTRACT**

This study analyzes the effect of parents' socioeconomic status on educational achievement of students. The descriptive method is used in this study. Primary data is obtained through structured questionnaires and 200 students are randomly selected from four basic education high school students in Dagon Myothit (South) Township, Yangon Region. The findings from the survey demonstrate a clear correlation between the educational level and socioeconomic status of parents, and the educational achievements of their children. Regarding the parental involvement in children's education, most parents engage in discussions with their children about the importance of education, designate specific areas for studying, regularly review their children's academic progress, and attend educational events. The study suggests that parents should make an effort to visit schools regularly, build a strong support with teachers, and engage in discussions about their children's academic development.

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## **LIST OF ABBREVIATIONS**

CBOs	Community-based Organizations
DAE	Department of Alternative Education
DBE	Department of Basic Education
DE	Distance Education
DEPRT	Department of Educational Research Planning and Training
DHE	Department of Higher Education
DME	Department of Myanmar Examinations
DMNL	Department of Myanmar Nationalities' Language
DTVET	Department of Technical and Vocational Education and Training
ECCD	Early Childhood Care and Development
FBOs	Faith-based Organizations
ICT	Information Communication Technology
INGOs	International Non-governmental Organizations
KG	Kindergarten
MLRC	Myanmar Literacy Resource Centre
MOE	Ministry of Education
MSWRR	Ministry of Social Welfare, Relief and Resettlement
NGOs	Non-governmental Organizations
PTOs	Parent Teacher Organizations
TVET	Technical and Vocational Education and Training

# **CHAPTER I**

## **INTRODUCTION**

Education is the backbone of a strong nation. Education promotes the economic development of a country and empowers its citizens economically. It also plays a crucial role in driving social and political progress, striving to cater to the educational requirements of every child and offering learning opportunities across various fields globally.

The main stakeholders in education include parents, educators, and students. The effectiveness of the educational system relies on the collaboration among these three entities and the evolving responsibilities they hold within their respective communities. Notably, parents are increasingly involved in the educational process, assuming a significant role both at home and within the school setting.

### **1.1 Rational of the Study**

Battle and Lewis (2002) described education as a crucial foundation in an individual's life, leading to various opportunities, higher income, and an improved quality of life. The family background in which a student is raised plays a significant role in determining their future educational achievements. The present study delves into the correlation between socioeconomic status and academic performance. Socioeconomic status is composed of income, education, and occupation (McMillan and Westor, 2002).

Quality relationships between parents and their children can make a significant difference in children satisfaction with their family situation. Parents must also weigh the opportunity costs of investing in their children's education, as some may believe that entering the workforce is a more viable option than pursuing further education.

Education is a priority on Myanmar's national agenda, with a significant interest in education observed among the general population. The current basic education

system in Myanmar consists of primary education from KG to Grade 5, lower secondary education from Grade 6 to Grade 9, and upper secondary education from Grade 10 to Grade 12. Children in Myanmar usually start their schooling at the age of five and complete their matriculation exam at seventeen years old.

Educational achievement of student is demonstrated by their capacity to learn and retain information, as well as their ability to effectively communicate their knowledge verbally or in writing, even under exam conditions. Secondary education is pivotal in establishing the groundwork for students' future academic pursuits. A strong foundation at the secondary level equips students to navigate life's challenges and professional endeavors more adeptly. Various individuals have put forth diverse factors that contribute to students' educational accomplishments.

It has been assumed that educational achievement of students is believed to be influenced not only by the caliber of schools and teachers, but also by the level of parental engagement. Parental involvement, which encompasses both in-home and out-of-home activities, as well as offering tutoring services to enhance their children's learning across various subjects, plays a crucial role in shaping educational outcomes.

This study based on the facts that how parents' parents' socioeconomic status and their children's educational achievement, examining how educational belief expectations, behaviors, and provision of educational materials at home play a role. Therefore, the study aims to explore the associations between parent's socioeconomic status parenting qualities and children's education outcomes.

## **1.2 Objective of the Study**

The objective of the study is to analyze the children educational achievement from parent's socioeconomic status.

## **1.3 Method of Study**

The study used the descriptive statistics analysis method. It comprised of both primary and secondary data. Primary data is obtained through structured questionnaires and the survey method is randomly selected 200 students from four basic education high school students in Dagon Myothit (South) Township, Yangon Region. Secondary

data is obtained from corresponding department such as Township Education Office, School Head of Master Office, General Administration Department at Dagon Myothit (South) Township. The student's educational achievement was taken as the lower secondary level final exam grading in (2022 – 2023) academic year.

#### **1.4 Scope and Limitations of the Study**

The study focuses mainly on who had passed Upper Secondary Level (Grade 11) to attending Upper Secondary Level (Grade 12) in (2023 – 2024) academic year. The sample in this study consisted 200 sample of the students from four Basic Education High Schools in Dagon Myothit (South) Township, Yangon Region.

#### **1.5 Organization of the Study**

This thesis is organized into five chapters where Chapter one expressed as introductory chapter with rationale, objectives, method of study, scope and limitation, and the organization of the study. Chapter two is literature review on definition and concept of educational achievement, factors related to educational achievement, parents' condition on children's educational achievement, parental involvement and parents' expectation in children's educational achievement, impact of family size and children's educational achievement. Chapter three presents the Myanmar Education System. Chapter four is analyzing on survey data. Finally, Chapter five is conclusion with findings and suggestions.

## **CHAPTER II**

### **LITERATURE REVIEW**

#### **2.1 Definition and Concept of Educational Achievement**

Carter (1959) defines educational achievement as the attainment of knowledge and the development of skills in academic subjects, typically measured through test scores or grades given by teachers. Conversely, Chaplin (2010) describes educational achievement as a certain level of proficiency or accomplishment in academic tasks, assessed by teachers, standardized tests, or a combination of both. Educational achievement significantly influences a student's self-perception by reflecting how they are perceived by others and how they compare to their peers. It also affects the amount of time and effort a student can devote to social activities, thereby impacting their sociability.

The educational achievement of students, particularly within the school environment, is a key indicator of the effectiveness of educational institutions and plays a critical role in shaping the future of young individuals and the nation. Academic achievement reflects the educational process and the level of success attained by students, educators, and schools in meeting their educational goals. The emphasis on learning outcomes has garnered widespread interest, prompting scholars to extensively investigate the various factors that impede optimal academic performance (Aremu & Sokan, 2002). The academic success of learners has captured the attention of academics, parents, policymakers, and strategists.

Everyone has attitudes towards learning; some attitudes act as driving forces that propel individuals forward in their educational pursuits, while others serve as obstacles that hinder progress. According to Loftus (1982), attitudes are enduring structures of feelings, beliefs, behaviors, and tendencies towards people, groups, ideas, or objects. These attitudes are not innate but are learned through direct experiences and observations from an early age. Social interactions play a significant role in shaping attitudes, as individuals can adopt attitudes by observing and imitating those around

them, such as parents, siblings, friends, and teachers. Additionally, attitudes can be developed through operant conditioning, where individuals are rewarded for expressing desired views. This conditioning helps explain the correlation between a student's attitude towards school and their academic success (Lassen, Steele, and Sailor, 2006).

If students with a positive outlook towards school outperform their peers with a negative attitude, reinforcing a positive attitude aligns with the principles of operant conditioning theory as outlined by Shah (2009). Educational achievement is typically assessed through exams or ongoing evaluations, yet there is no consensus on the most effective evaluation method or the key components, whether procedural skills or declarative knowledge. Educational achievement is a goal attained by students, educators, or institutions over a specific timeframe, often evaluated through examinations.

Educational achievement is a concept used in educational settings to describe a student's accomplishments in their studies. It refers to excelling in a particular subject or area of school and is crucial in all academic institutions. It encompasses scholarly endeavors carried out within a structured educational setting. Educational achievement is a measurable indicator that reflects a student's cognitive, emotional, and physical abilities in an academic environment. The assessment of students' educational success relies on examinations, which have been and will remain crucial in all educational systems globally. It is unreasonable to imagine education without assessments, measurements, and evaluations. The evaluation of educational achievement is essential for both formal and informal education to be effective (Kpolovie, 2014).

School administration has a significant impact on the academic success of students (Ololube and Kpolovie, 2012). They are responsible for allocating funds, procuring educational materials and teaching aids, hiring both the number and caliber of teachers, and overseeing all resources brought into the school.

## **2.2 Factors Related to Children's Educational Achievement**

### **2.2.1 Parental Socioeconomic Status**

Parental socioeconomic status is a multifaceted concept that plays a crucial role in the growth, development, health, and education of children. The educational progress of children is closely tied to the socioeconomic status of their parents. Various contextual, family, and individual factors can either offset, enhance, or influence the impact of parental socioeconomic status on children's educational achievements. Baharudin and Luster (1998) emphasized the impact of socioeconomic status on students' academic performance. Economic difficulties can lead to disruptions within families and heightened conflicts. Eamon (2005) suggested that an unsatisfactory socioeconomic status can contribute to depression. Socioeconomic status plays a crucial role in shaping the home environment for children. Despite having low income and holding low-status jobs, parents may still instill high educational goals in their children.

The educational outcomes of individuals can be influenced by the social and economic aspects of their socioeconomic status. Although both components are crucial, social factors have been shown to have a greater impact than economic factors. For instance, a family's ability to buy goods and services may not have as much influence on educational outcomes as the social advantages, educational background, and economic status of the parents. Such families are more likely to support their children psychologically and create environments that promote the development of skills necessary for academic success (Williams, 1993).

The socioeconomic status of parents significantly influences the educational outcomes of their children. Research shows that children from low-income families tend to achieve lower educational success and progress at a slower rate compared to those from high-income families. When the combined effect of parents' higher income and educational achievement is considered, it can create an ideal environment for their children's educational success. Students from disadvantaged socioeconomic backgrounds tend to struggle academically compared to their peers from more affluent backgrounds. Those with higher socioeconomic status often have access to more resources and opportunities for personal growth and development. Research has consistently shown that a child's parents' socioeconomic status is a significant factor in determining their educational success (Reardon, 2011). Evans (2004) determined that children from lower socioeconomic backgrounds face various challenges in life and often do not have a bright future ahead. They are more vulnerable to negative social

influences, such as exposure to criminal activities and violence, as well as lacking adequate social networks. The socioeconomic status of a child's parents has consistently been a strong predictor of the child's educational achievements and educational attainment (Reardon, 2011).

### **2.2.2 Family Background**

The family environment significantly influences children's learning behaviors and academic accomplishments, serving as the primary and most influential setting for children. Research has demonstrated that family background serves as a crucial foundation for shaping children's success in educational settings. The familial environment significantly influences the academic and personal development of students within and beyond the school environment. Factors such as socioeconomic status, single or dual parental households, divorce, parenting styles, material possessions, family size, and the surrounding community all contribute to one's family background (Gul, Ayub, Mazhar, Uddin, & Khanum, 2021).

The upbringing of children is significantly impacted by the family environment, which in turn shapes their future decisions. Socioeconomic status is primarily determined by occupation, education, and income, as discussed by Jeynes (2002). According to Gul and Khilji (2021), children in single-parent households do not fare as well as those in two-parent households. Domina (2005) suggested that parental involvement in the education of students can have ambiguous effects on their academic achievement. It is important to consider both the positive and negative aspects of parental involvement in order to improve the quality of education (Domina, 2005). While parental involvement may have a positive impact on students' academic performance, it is often the case that parents become involved only when their children are facing difficulties.

Domina (2005) proposed that parental engagement plays a crucial role in enhancing students' academic performance. However, addressing behavioral issues can also contribute to better outcomes. Baharudin and Luster (1998) highlighted the impact of a mother's education and upbringing on educational success. They argue that mothers



with higher levels of education are more successful in helping their children achieve good grades compared to less educated mothers.

### **2.2.3 Geographical Location of School**

The geographic location of the school denotes the precise spot where the institution is positioned. The school's placement can have diverse effects on the academic performance of its students. The school's geographical location plays a crucial role in determining the educational success of its students. According to Mbaekwe (1986), the studies contend that it is the responsibility of state authorities to determine the location and size of schools, as well as whether new schools should be constructed. Boylan and Mcswan (1978) noted that rural schools often lack facilities, experience high staff turnover, and struggle with curriculum continuity. Ojoawo (1990) discovered that this significantly impacts the distribution of educational resources.

Kuliman (1977) noted that teachers are reluctant to accept postings in rural areas due to the substandard conditions compared to their social life expectations. The lack of amenities, deficient facilities, playgrounds without equipment, libraries without books, and inadequate laboratories contribute to the restricted social life in these areas. Hallak (1977) conducted a critical analysis of the locational factors affecting the provision of education in rural areas, highlighting difficulties such as qualified teachers declining appointments in isolated villages, villagers hesitating to send their children to school as they rely on them for help, parents being reluctant to entrust their daughters to male teachers, some villages having insufficient children for a regular primary school, and the lack of roads or proper means of communication hindering access to books and teaching materials at schools.

Walters (1998) contended that the academic performance of high school students varies significantly based on the location of the school. Schools in urban areas tend to outperform those in rural areas due to the availability of social services, adequate housing for staff and students, and overall better resources. Conversely, schools in rural areas often lack essential services such as water supply and proper teacher accommodations, leading to a lack of motivation for educators to work in these areas

(Chukwuemeka, 2013). As a result, qualified teachers are reluctant to accept positions in remote villages.

#### **2.2.4 Gender**

Gender has been identified as a personal factor associated with differences in motivation and academic achievement. Research indicates that educational performance can vary based on gender, with boys often experiencing a disadvantage compared to girls, particularly in literacy. This gender gap persists across different socioeconomic levels, with girls consistently outperforming boys regardless of economic status. Furthermore, the connection between boys' academic performance and socioeconomic background is frequently influenced by family dynamics.

Research studies have shown that there are distinct attribution patterns between boys and girls. Girls tend to attribute their performance to effort, while boys tend to attribute their performance to reasoning ability. This is supported by the findings of Lightbody, Siann, Stocks, & Walsh (1996) and Burgner & Hewstone (1993). Numerous studies have indicated that girls tend to attribute successes and failures to external factors, while internal attributions made by girls often relate more to ability than effort (Postigo, Perez & Sanz, 1999). Conversely, boys typically attribute success to stable internal causes such as effort, demonstrating an attributional pattern that helps boost their self-image (Smith, Sinclair & Chapman, 2002). The exploration of gender disparities in cognitive processes, intellectual capabilities, interests, stereotypical views of daily behaviors, and task performance abilities has been an overlooked area of research.

### **2.3 Parents' Condition on Children's Educational Achievement**

#### **2.3.1 Parents' Education**

Parents' level of education significantly influences their children's academic success. Parents who actively engage in educational activities at home contribute positively to their children's educational accomplishments. Parents can also serve as educators for their children. The academic achievement of a student can be impacted

by the educational background of their family. Parents who are well-educated tend to be more engaged in school-related activities and recognize the importance of education. According to Hyde (1989), there is a correlation between the literacy levels of parents and the academic success of their children. This is likely because parents with higher levels of education place a greater emphasis on the educational development of their children.

Parents with a higher level of education are more capable of effectively communicating with their children about school-related matters, such as homework, extracurricular activities, and the curriculum. They are also better equipped to support their children's academic endeavors and engage with the school community (Fantuzzo & Tighe, 2000). Educated parents can create an environment that is conducive to their children's educational achievement (Marzano, 2003). Children from more privileged backgrounds tend to outperform their less fortunate peers. While those from lower socioeconomic status often attend public schools, children from affluent families are typically enrolled in private institutions with greater resources and opportunities (Crosnoe, Johnson & Elder, 2004).

Simon (1981) demonstrated that socioeconomic status, specifically the educational background of parents, plays a crucial role in predicting cognitive achievement. Grasmere (1994) found that students with parents who both have college degrees tend to perform better in their academic pursuits. Furthermore, it was explained that children from highly educated families tend to excel in school due to the similarities between the teaching, learning, and assessment methods used in schools and those they are accustomed to at home. According to Okantey's (2008) research, the family plays a crucial role in shaping students' lives and academic success. Parental educational attainment is a significant factor that positively impacts children's educational achievements. This highlights the strong correlation between parents' educational level and their children's academic performance. A key explanation for this phenomenon is that parents with higher education levels tend to be more engaged in their children's education compared to those with lower levels of education.

Literate families create a conducive learning environment, placing a higher emphasis on education and aspiring for their children to receive a quality education as well. According to Merga (1999), parents with educational backgrounds tend to have a

more enlightened perspective on their children's education and offer a more enriching educational setting compared to parents without formal education. Conversely, illiterate parents often struggle to actively engage and support their children in education as effectively as literate parents do. Low educational level parents are less likely to be actively involved in their children's education compared to middle educational level parents, as suggested by Rothman (1999). Middle level parents are more inclined to monitor their children's progress and engage with schools for information. In contrast, low educational level parents tend to rely on others to make decisions regarding their children's education. The distinctions between low and high educational level families also underscore the differing levels of importance placed on student independence and accountability.

Ballantine (1999) proposed that parents with higher levels of education tend to prioritize self-education, self-control, and individual responsibility, while parents with lower levels of education tend to prioritize conformity and obedience. To excel academically, students with parents who have lower levels of education require additional structure and motivational support compared to students with parents who have higher levels of education. Backer (1981) claimed that certain parents impart knowledge while others instill desired behaviors. Kurgan (1988) stated that when parents fail to monitor, supervise, guide, or communicate effectively with their children, there is a high probability that they will end up in a risky situation. In general, the educational attainment of parents is a stronger predictor of student achievement than other family background factors, especially for younger kids.

### **2.3.2 Parents' Occupation**

The profession and dedication of parents play a crucial role in enhancing the productivity of their children. Diverse occupational experiences among parents can significantly impact their approach towards managing time, resources, and support for their children's educational requirements. Due to busy work schedules, many parents struggle to find time to review their children's schoolwork and track their academic development. Parents from various professions tend to have distinct approaches to raising their children, disciplining them, and responding to their behavior. These

variations may not manifest uniformly across all families, but they do impact the general tendencies of families within different occupational groups (Rothstein, 2004).

The educational achievements of children are influenced by the occupational status of their parents. According to Ekstron (2004), parental occupation, which is a component of socio-economic status, plays a significant role in the differences in achievement. Downey (2004) also emphasized the importance of parental occupation in the academic and future success of the child. However, a contrasting view was presented by an unnamed author who argued that the occupation status of parents does not have a significant impact on the educational achievement of children. On the other hand, Brent (1998) suggested that the educational level of parents has a greater influence on the academic success of their children than their occupation status.

Parental occupational status is a strong link between parental occupational status and their children's behavior and attitudes towards school. Brent (1998) found that parents in higher occupational positions are more able to provide their children with educational resources such as computers and tuition, which are often out of reach for children of parents in lower occupational positions. Similarly, Chinapah (1990) discovered a significant correlation between family income and the educational and occupational background of parents. Overall, most studies suggest that a parent's occupation plays a significant role in shaping their children's academic success.

### **2.3.3 Parents' Economic Background**

The educational achievement of children may be impacted by the financial situation of their parents. In addition to the parents' ability to support their children's learning, their economic status significantly influences their own educational opportunities. As noted by Sclafani (2004), parents with lower incomes often have to work longer hours to make ends meet, leaving them with less time and energy to actively participate in their children's education. Consequently, children from low-income families tend to struggle academically and are more likely to experience grade retention and school dropout compared to their peers from middle- and upper-income households (Mc Comics and Pressley, 1997).

Deborah (1995) found a strong correlation between monthly income and parents' educational and occupational background, as well as the family's lifestyle. The income level of parents plays a significant role in determining their ability to support their children's education by influencing the resources they can allocate to their children's educational needs. Additionally, research by McNeal (2001) suggests that income level can have a greater impact on educational outcomes than parental involvement. Low income is believed to have a negative effect on educational achievement due to limited access to essential resources and increased stress within the household. Ballontine and Macaronis (1999) argued that parents' income level consistently predicts intelligence, achievement scores, grades, truancy, as well as drop out and suspension rates.

## **2.4 Parental Involvement and Expectations in Children's Educational Achievement**

Parental engagement in their children's education is crucial for their overall development and academic achievement. Research has shown that parental involvement, whether at home or at school, can significantly impact a child's educational performance (Hill & Craft, 2003). Parents play an active role in improving their children's educational outcomes by providing financial, emotional, and motivational support, as well as access to educational resources such as books, newspapers, and educational toys. Despite its significance, the definition of parental involvement has not been consistent across various research studies.

Parental involvement refers to any form of interaction between parents and their children either at home or within the school setting, aimed at promoting positive educational outcomes for the children. Feurstein (2000) characterizes parental involvement as a broad spectrum of activities that involve discussing school-related matters with children and participating in parent-teacher conferences. Additionally, according to Holloway (2008), parent involvement entails engaging in home-based practices like supervising homework completion, as well as participating in school-related events and maintaining communication with teachers.

### **2.4.1 Home-based Parental Involvement**

Home-based involvement encompasses methods such as parent-child communication, establishing a conducive learning atmosphere at home, and supervising and assisting with homework assignments. According to a study conducted by Zakaria (2013) on high school students, factors such as interaction and communication, parenting styles, recreational activities, openness, and acceptance were identified as predictors of parental involvement, which in turn had a beneficial impact on students' academic performance. When parents are actively engaged, students tend to view their homework tasks as less challenging and more enjoyable. Kimaiga (2014) concluded that parents' behaviors, including their level of competence, beliefs, and positive attitude towards homework, play a crucial role in meeting their children's psychological needs, which are closely linked to the children's intrinsic motivation to complete homework assignments.

Hoover-Dempsey and Sandler (1997) discovered that parents' positive attitude towards their role in their child's education had an impact on their involvement, which in turn affected the child's well-being and academic performance. Meanwhile, Hill and Craft (2003) determined that a parent's involvement in their child's home activities was a significant predictor of math achievement scores in elementary school students. Shui-Chu and Willms (2009) also found that parents from different family backgrounds provided a similar level of home supervision for middle school students. Additionally, they concluded that parents' discussions with their children about school-related activities at home had a stronger relationship with educational achievement than parents' participation at school.

Regnar (2009) discovered that parental educational supervision is a strong predictor of middle school students' mastery goals. When parents monitor their children's activities after school, the likelihood of achieving high grades in school increases. Keith (1993) conducted a study on middle school students and found a positive correlation between parental involvement in checking homework and students' academic performance. This achievement tends to be high when parents monitor their children's activities, such as watching television.

Some researchers have emphasized that parental involvement in home-based activities can lead to neutral or negative results. For instance, a study by Pezdek et al.

(2002) found that parent involvement in homework activities is not correlated with children's academic performance. Similarly, Fan and Chen (2001) reported that parental involvement at home, as measured by parental supervision, is not significantly linked to educational achievement in middle school.

#### **2.4.2 School-based Parental Involvement**

Parents' school-based involvement refers to parents' participation in school activities such as Parent Teacher Organizations (PTOs), volunteer work, visits to classrooms and interaction with class teachers. Numerous research studies indicate that parental engagement in school has a significant impact on children's academic performance. According to Pena (2000), parental involvement in school activities contributes positively to the overall school environment and classroom learning. Furthermore, Henderson (1987) suggests that parental engagement not only improves teacher effectiveness but also fosters a strong relationship between the school and the community. In an elementary school setting, parents are more inclined to visit classrooms and communicate with teachers, leading to a better understanding of the curriculum, improved mutual understanding, and increased effectiveness of parental involvement at home.

Deutcher and Ibe (2000) discovered a positive correlation between parental involvement in school volunteering and students' motivation levels. They also determined that students whose parents maintained regular communication with teachers were more motivated to seek additional information on a topic, both within and outside of the school environment. The study's findings suggest that the level of parental participation in preschool activities was significantly linked to academic achievement and a reduced rate of grade retention in 8th grade. Barnard (2004) stated that parental involvement in school activities, such as school communication, classroom assistance, and participation in school events, was significantly linked to lower high school dropout rates, a higher likelihood of high school completion, and achieving high grades. Additionally, the study revealed that parental involvement in elementary school has long-term benefits for children throughout their high school years.



### **2.4.3 Parental Expectation**

Parental expectations have been identified as a key factor in numerous studies on parental involvement, consistently proving to significantly impact children's academic success. Research, such as the meta-analytical studies conducted by Fan & Chen (2001), has consistently shown that high parental expectations are among the strongest predictors of educational achievement. When parents maintain high expectations for their children, they are more inclined to offer resources like books and educational materials, assist with homework, and participate in activities that promote cognitive development, such as visits to the zoo or library.

Sanders (2009) discovered that students who had parents with high educational expectations, engaged in discussions about school and future plans, and monitored their homework tended to achieve higher grades in English and reading tests. Generally, students with parents who have high expectations perform better in school and are more likely to stay in school compared to those with parents who have lower expectations. Additionally, Eccles et al. (1982) examined parental expectations regarding their children's achievements, self-concepts, and beliefs. They concluded that parental expectations indirectly impact students' achievements through the influence parents have on their children's abilities and skills, leading to an enhanced belief in educational competence and efficacy.

Benner and Mistry (2007) discovered in their research on 9-16 year old children that parental expectations were linked to the students' perception of educational skill and their ability to learn new concepts in math and reading. This, in turn, was associated with the children's academic achievement. Syb (2005) also concluded that parents who have higher expectations and place a greater value on their child's educational success tend to be more involved in activities related to achievement, such as assisting with reading, enrolling them in extracurricular lessons, and monitoring their educational progress. Furthermore, parental educational expectations have an impact on their children's academic performance five years later through the mediating effects of the children's expectations, even when controlling for the children's initial educational achievement.

## **2.5 Impact of Family Size and Children's Educational Achievement**

Family serves as a fundamental social institution, with socioeconomic status being closely intertwined with family dynamics. According to Broderick (2005), a family is comprised of two or more individuals who reside together and are connected through blood, adoption, or marriage. It is through the family unit that cultural values are upheld and passed down through the ages.

Furthermore, families offer affection, support, closeness, and essential security for children. According to Parks (1970), for a student to achieve academic success, they must experience parental love, be treated with respect, and have an equal standing within the family structure. This enables students to understand the concern their parents have for their well-being.

Steelman and Doby (1983) discovered that children from smaller families with fewer siblings tend to exhibit higher levels of cognitive development and educational achievement in comparison to children with more siblings. Nuttal (1992) proposed that the size of the family is correlated with academic performance. The researchers observed that parents with fewer children are more capable of creating an intellectually enriching environment for their offspring, as opposed to parents with numerous children, since time, attention, and resources are more thinly spread in larger families.

Downey (2010) suggested that educational achievement in children tends to decrease as family size increases, due to the limited time and resources available for each child. The researcher emphasized that a larger number of children necessitates more resources and time. Additionally, Zajon (1992) observed that the most academically successful children are often those born first in smaller families, potentially benefiting from greater individual attention from adults during their formative years. Furthermore, a higher number of children in a household results in reduced attention and less optimal financial support for each child.

Admasu (2004) discovered that in families with many children, there is a tendency for parents to prioritize the education of boys over girls. This is since girls are often required to assist with household chores, leaving them with limited time for academic activities such as homework, assignments, and studying with classmates. Boys from larger families generally achieve higher levels of education compared to

girls. The size of the family appears to be somewhat linked to the below-average intellectual development and academic performance of students. However, the size of the family does not directly impede cognitive development, but rather influences it through its impact on the home environment or serves as an indicator of environmental conditions that hinder learning.

Children without siblings tend to have lower academic achievement compared to those with at least one sibling. According to Stafford (1987), having an older sibling can provide an additional source of learning at home. Additionally, Marjoribanks (2007) identified various reasons for the achievement gap between children from single-parent households and those from two-parent households. Single-parent families often face financial constraints, lack of support, increased stress, and conflicts. Moreover, single parents may struggle with time management as they juggle multiple responsibilities alone. Research also suggests that single parents may be less involved in their children's education, leading to lower expectations and less encouragement compared to two-parent households.

Additionally, research has shown that divorce can have a detrimental impact on academic performance. A study conducted by Williams and Jones in 2005 revealed that children of divorced parents tended to perform poorly on standardized tests. This correlation may be attributed to the decline in the family's socioeconomic status and weakened parental support following a divorce.

## **2.6 Review on Previous Studies**

Phyu Phyu Han Tun (2013) examined the influence of parents' income and educational background on parenting practices, including parental beliefs, expectations regarding education, behaviors that support children's education, and the provision of educational resources. The study found that mothers' educational status has a stronger correlation with parenting behaviors and children's educational outcomes compared to fathers' educational status.

Aye Aye Khine (2014) found that the educational outcomes of a school are more closely linked to the quality and type of students it enrolls rather than the school's size or its specific educational policies and practices. Jovinius (2015) revealed that students'

academic performance in Muleba District is affected by various factors such as peer group influence, family dynamics, school environment, parents' socioeconomic status, school culture, and learning resources. Additionally, efforts to enhance students' educational performance involve the construction of hostels and dormitories, altering the attitudes of parents and students towards remote schools, ensuring equitable distribution of resources, establishing clear policies, and providing meals for students.

Faaz and Khan (2017) demonstrated that academic performance is influenced by the socio-economic status of students. Students from high socio-economic backgrounds tend to attain higher grades and marks in their academic endeavors, whereas those from middle and lower socio-economic backgrounds typically achieve average to lower marks in their schooling.

Kyaw Thiha (2018) studied children's academic achievement from the parents' socioeconomic status (Case study of BEHS level of students in Hinthada Township). The findings of the study indicate that parents with higher levels of education are better equipped to offer necessary guidance to their children. Moreover, the financial status of parents has a direct correlation with the academic success of their children. It was also observed that poverty or financial constraints can have a negative impact on children's academic performance.

Liu, Gao & Ping (2019) found that the surrounding community plays a crucial role in shaping students' academic success. Their research revealed that students residing in rural areas tend to exhibit weaker language skills compared to their urban counterparts. Furthermore, the study highlighted the positive impact of community characteristics on parental engagement in education and their expectations regarding their children's academic performance.

## **CHAPTER III**

### **MYANAMR EDUCATION SECTOR**

#### **3.1 Myanmar Education System**

Myanmar's education system is integral to the nation's future, emphasizing education to foster social and economic development. The system comprises several levels:

1. **Early Childhood Education:** For children aged 3-5 years, pre-primary schools help develop essential skills and prepare them for formal education.
2. **Primary Education:** Compulsory and lasting six years, primary education focuses on foundational subjects such as mathematics, language, and social studies.
3. **Secondary Education:** After primary school, students move on to lower secondary (Grades 7-9) and upper secondary (Grades 10-12), culminating in the Basic Education High School Examination (BEHS) or equivalent.
4. **Tertiary Education:** Includes universities, colleges, and vocational training institutions offering various academic and vocational programs.

Despite advancements in educational access, Myanmar faces challenges such as inadequate resources, disparities between rural and urban education quality, and gaps in teacher training. Nevertheless, ongoing reforms aim to enhance the quality and inclusivity of the education system. The Ministry of Education comprises seven departments: Department of Basic Education (DBE), Department of Higher Education (DHE), Department of Alternative Education (DAE), Department of Myanmar Nationalities' Language (DMNL), Department of Myanmar Examinations (DME), Department of Technical and Vocational Education and Training (DTVET), and Department of Educational Research Planning and Training (DEPRT).

##### **3.1.1 Preschool and Kindergarten Education**

The Myanmar government is committed to improving access to quality preschool and kindergarten education, which includes early childhood care and development (ECCD). This initiative is part of broader social sector reforms and national economic growth plans. Recent progress has been made in expanding ECCD services, led by the Ministry of Education (MOE), Ministry of Social Welfare, Relief and Resettlement (MSWRR), other ministries, NGOs, faith-based organizations (FBOs), and community-based organizations (CBOs). However, many young children, particularly those in remote areas, with special needs, or from ethnic backgrounds, still face barriers to accessing ECCD services.

Myanmar lags many Asia Pacific countries in ECCD service access, with services primarily available in urban areas where only 30 percent of the population resides. This highlights the need for investments to reach children with the greatest needs. The government supports preschools through community- and school-based service delivery models. International research suggests that partnerships and funding from non-profits, civil society, and the private sector could help expand preschool services, particularly for marginalized children. Myanmar has valuable experience in community-managed and faith-based preschool services, which can be further developed.

**Table (3.1) ECCD Centers in Myanmar**

<b>State/Region</b>	<b>Number</b>
Kachin	2
Kayah	1
Kayin	1
Chin	2
Mon	4
Rakhine	1
Shan	6

Bago	3
Magway	5
Mandalay	7
Nay Pyi Taw	3
Sagaing	3
Ayeyarwaddy	2
Tanintharyi	1
Yangon	28

Source: Department of Social Welfare (2024)

**Table (3.2) Number of Preschool Enrollment**

<b>Academic Year</b>	<b>Rural</b>	<b>Urban</b>	<b>Total</b>
2018-2019	19765	10271	30036
2019-2020	18509	10254	28763
2020-2021	18710	10304	29014
2021-2022	18254	9789	28043
2022-2023	17020	10105	27125

Source: Department of Social Welfare (2024)

### **3.1.2 Basic Education**

The Department of Basic Education oversees Myanmar's primary education system, managing educational offices at state/region, district, and township levels. The Basic Education Council, Basic Education Curriculum, Syllabus and Textbook Committee, and Teacher Education Supervisory Committee collaborate to coordinate the functions of the departments within Basic Education.

The current system comprises five years of primary education (KG to standard 4), four years of lower secondary, and two years of upper secondary education. The Department of Basic Education supervises most schools, but many students also receive education from monastic, private, community, and ethnic schools.

Preschools cater to children aged 2 and above, while kindergarten starts at age 5 (minimum age 4 years and 8 months). Primary education is mandatory and lasts five years, culminating in a comprehensive examination. Secondary education includes lower and upper secondary levels, with students taking the University Entrance Examination, known as the matriculation exam, at the end of Grade 12. Students who excel in this exam often secure placements in Myanmar's medical universities, which are the most selective institutions. Exam scores are typically released nationwide in June.

**Table (3.3) Structure of Basic Education System**

<b>Level/Standard</b>	<b>Typical Age (Year)</b>
Kindergarten	5
<b>Primary Level</b>	
Grade 1	6
Grade 2	7
Grade 3	8
Grade 4	9
Grade 5	10
<b>Lower Secondary Level</b>	
Grade 6	11
Grade 7	12
Grade 8	13
Grade 9	14
<b>Upper Secondary Level</b>	
Grade 10	15
Grade 11	16
Grade 12	17

Source: Department of Basic Education (2024)



Recent reforms by the Ministry of Education include the introduction of free and compulsory primary education, national school grants and stipends programs, restructuring to include kindergarten and 12 years of schooling, and increased wages for teachers and civil servants. Teacher salary subsidies are now provided within the monastic education sub-sector. These reforms have positively impacted enrollment in primary and secondary schools, reducing the cost of education for parents.

**Table (3.4) Number of Basic Education Schools**

<b>Academic Year</b>	<b>Primary Schools</b>	<b>Middle Schools</b>	<b>High Schools</b>
2018-2019	36274	5631	2600
2019-2020	35881	6547	2854
2020-2021	35881	6547	2854
2021-2022	35598	7085	3042
2022-2023	35461	7274	3132

Source: Central Statistical Organization (2024)

The following Table (3.5) shows the number of basic education teachers in Myanmar from (2018 to 2023).

**Table (3.5) Number of Basic Education Teachers**

<b>Academic Year</b>	<b>No. of Teachers</b>		
	<b>Primary</b>	<b>Middle</b>	<b>High</b>
2018-2019	240862	108903	42137
2019-2020	236174	115709	45204
2020-2021	212735	128468	41604
2021-2022	162108	103615	30316
2022-2023	186186	98127	32979

Source: Central Statistical Organization (2024)

The following Table (3.6) shows the number of basic education students in Myanmar from (2018 to 2023).

**Table (3.6) Number of Basic Education Students**

	<b>No. of Students</b>

<b>Academic Year</b>	<b>Primary</b>	<b>Middle</b>	<b>High</b>
2018-2019	4951199	3011643	1048865
2019-2020	4847542	3087770	1040030
2020-2021	-	-	-
2021-2022	3051512	1370620	367086
2022-2023	4686406	1454980	429364

Source: Central Statistical Organization (2024)

### **3.1.3 Higher Education**

The Department of Higher Education oversees higher education institutions, which include colleges, degree colleges, and universities. The Universities Central Council and the Council of Universities Academic Bodies collaborate to manage academic and administrative policies, coordinated by the Minister for Education. Higher education institutions, regulated by various ministries, contribute to the nation's workforce, fostering critical and innovative thinking essential for economic growth.

Myanmar has 176 higher education institutions, including colleges, degree colleges, and universities, overseen by eight ministries. These institutions specialize in fields such as arts and science, law, economics, business education, teacher education, foreign languages, engineering, computer studies, maritime studies, defense, agriculture, forestry, veterinary science, and culture and fine arts. They offer undergraduate, postgraduate diploma, master's degree, and doctorate programs. Human Resource Development centers under the Ministry of Education provide various programs, including short-term certificates and master's degrees. The academic year comprises two semesters: December to March and June to September.

The governance of Myanmar's higher education system is transitioning from a centralized approach to a more corporate model, requiring institutions to assume greater responsibility and accountability. Enhancing the capabilities of senior officials, administrative managers, and academics is crucial for adapting to this new model. Investment is needed to improve infrastructure, including libraries, laboratories, e-

learning centers, and teaching resources. Training for laboratory staff and hiring more technicians are also essential.

Research capabilities in higher education institutions need to be strengthened to foster innovation. Academic staff should engage in research, integrating findings into teaching programs. Investment in primary data collection, dissemination of research findings, and research tools is necessary. Improving the quality of Distance Education (DE) involves redesigning programs, enhancing teaching resources, and leveraging modern technology to deliver content effectively.

**Table (3.7) Number of Teachers in Higher Education**

<b>Institutions</b>	<b>2018- 2019</b>	<b>2019- 2020</b>	<b>2020- 2021</b>	<b>2021- 2022</b>	<b>2022- 2023</b>
Yangon University	867	908	746	371	424
Mawlamyine University	397	346	355	303	331
Patheingyi University	359	365	351	339	396
Sittoung University	239	323	281	285	344
Mandalay University	489	486	454	307	353
Magway University	390	305	306	273	336
Myittha University	329	331	333	207	278
Taunggyi University	363	310	325	237	317
Monywa University	516	390	376	272	313
University of Distance Education	335	338	325	251	312
University of Foreign Languages	274	244	353	175	205
Dagon University	963	896	860	439	461
Pyaw University	297	303	296	245	288
Meiktila University	328	302	320	283	343
Taungtha University	276	282	269	229	254
Dawei University	211	288	262	167	201
Yadanabon University	700	547	489	317	399

University of East Yangon	500	475	454	287	305
Pakokku University	333	298	317	224	259
Hpa-An University	216	238	237	202	248
Lashio University	178	185	190	144	200
Kalay University	289	266	264	144	191
University of West Yangon	414	412	373	217	254
Kyaukse University	305	321	340	209	235
Hinthada University	238	276	253	235	291
Ba Maw University	172	200	197	149	198
Keng Tung University	161	176	168	130	185
Myeik University	204	247	230	167	227
Panglong University	183	277	229	174	208
Maubin University	228	282	252	203	251
Loikaw University	210	262	248	116	169
Bago University	268	273	270	200	251
Shwebo University	308	311	307	194	237
Sagaing University	239	297	263	174	212
Yenangyaung University	150	160	194	171	213
Myingyan University	178	167	209	176	203
Mohnyin University	141	140	175	143	189
Toung Gok University	122	143	201	197	221
Mandalay University	214	192	258	151	199
Hakha University	47	43	141	78	71
National Management College	47	45	45	35	33

Source: Central Statistical Organization (2024)

The following Table (3.8) shows the number of students in higher education in Myanmar from (2018 to 2023).

**Table (3.8) Number of Students in Higher Education**

<b>Institutions</b>	<b>2018- 2019</b>	<b>2019- 2020</b>	<b>2020- 2021</b>	<b>2021- 2022</b>	<b>2022- 2023</b>
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Yangon University	7,402	7,737	-	5,804	2,864
Mawlamyine University	16,111	17,546	-	15,354	8,041
Patheingyi University	7,424	7,171	-	6,432	5,147
Mandalay University	5,142	4,972	-	2,595	1,215
Magway University	7,726	8,042	-	5,972	3,759
Taunggyi University	8,452	8,549	-	7,327	5,286
Myittha University	6,838	7,005	-	5,483	3,038
Sittoung University	3,575	4,096	-	4,926	6,700
Monywa University	20,225	20,779	-	14,759	1,471
University of Distance Education	511,893	624,045	-	570,321	361,424
Dagon University	28,237	28,041	-	22,147	9,052
Pyaw Oo University	7,935	8,319	-	8,260	5,779
Meiktila University	9,529	10,260	-	9,159	6,944
University of East Yangon	12,139	11,745	-	11,228	2,901
Taungtha University	7,389	7,885	-	6,651	3,681
Dawei University	4,984	5,998	-	4,928	313
Yadanabon University	21,618	21,921	-	16,307	6,524
Pakokku University	10,150	10,383	-	7,506	1,177
Kyaukse University	8,407	8,929	-	7,454	4,446
University of West Yangon	12,082	11,830	-	11,531	3,697
Hinthada University	5,062	4,929	-	4,862	3,864
Hpa-An University	8,084	9,333	-	8,333	3,888
Lashio University	3,395	3,278	-	2,627	1,794
Kalay University	7,669	7,887	-	5,711	814
Ba Maw University	2,588	2,643	-	2,860	2,194
Panglong University	927	995	-	1,061	659
Maubin University	4,444	4,331	-	3,836	2,414
Myeik University	4,904	5,691	-	4,850	2,097
Loikaw University	2,074	2,318	-	1,741	517
Keng Tung University	1,187	1,272	-	1,447	993

Bago University	9,812	10,459	-	9,036	3,093
Shwebo University	9,902	10,038	-	7,090	1,666
Sagaing University	4,494	4,734	-	3,510	681
Yeanangyanung University	4,072	4,044	-	3,348	1,836
Myingyan University	7,013	7,387	-	5,957	1,637
Mohnyin University	2,320	2,258	-	1,886	1,224
Toung Gok University	2,189	2,432	-	2,727	2,752
Mandalay University	5,895	6,026	-	4,739	1,285
Hakha University	735	1,043	-	871	24
National Management College	1,591	1,536	-	293	842

Source: Central Statistics Organization (2024)

### 3.1.4 Technical and Vocational Education and Training

TVET aims to equip learners with the necessary knowledge, skills, and competencies to secure employment and achieve their career goals. It is essential that TVET aligns with labor market demands and national socioeconomic development strategies. Effective TVET programs are tailored to meet the needs of the business sector and require collaboration between business owners and TVET providers. Additionally, successful TVET programs depend on strong coordination among various government ministries. In Myanmar, access to TVET is provided by relevant ministries and the private sector through 372 centers.

Myanmar's TVET system needs a more inclusive approach that offers various pathways for young people. Currently, there is a lack of preparatory courses for both formal and informal TVET programs, and competency-based training opportunities are limited, especially for youth in rural and isolated areas. It is crucial to develop TVET programs tailored to local community needs and to establish polytechnic schools/institutes that offer diverse vocational training options in a single location.

**Table (3.9) Number of Students in Technical and Vocational Education and Training**

<b>Institutions</b>	<b>2018- 2019</b>	<b>2019- 2020</b>	<b>2020- 2021</b>	<b>2021- 2022</b>	<b>2022- 2023</b>
Government Technical High School	6,370	6,477	-	838	1,987
Government Technical Institutes	12,366	3,268	-	-	4,270
Agricultural Institutes	1,977	618	-	994	-
Yezin Agricultural University	678	233	-	236	143
Technical Schools for Nationalities					
Youth in Border Areas	948	110	180	183	410
Vocational Training School of Domestic Science for Women	6,159	2,060	732	780	-

Source: Department of Technical and Vocational Education and Training

### **3.1.5 Alternative Education**

Alternative education systems are essential for addressing the complexities of modern society, ensuring access to education for all children and lifelong learning for all adults. These systems are flexible, student-centered, and cater to diverse learner groups with limited access to traditional schooling. However, they must maintain equivalent learning standards to facilitate smooth transitions between formal and alternative education.

Alternative education includes equivalency programs, basic and functional literacy programs, alternative education learning programs, and basic vocational skills training programs. These programs are managed by the Department of Alternative Education (DAE) under the Ministry of Education, with technical support from the Myanmar Literacy Resource Centre (MLRC).

The Ministry of Education is currently implementing two primary alternative education initiatives: the Non-formal Primary Education Equivalency Program (NFPE EP) and a Summer Basic Literacy and Functional Literacy Program for youth and adults. In addition to these official programs, various alternative education programs are conducted by NGOs, international non-governmental organizations (INGOs), and

community-based organizations (CBOs), covering basic and functional literacy, vocational training, life skills, and NFPE EP.

Challenges in accessing high-quality alternative education in Myanmar include inadequate teaching and learning, limited availability of programs, and barriers such as poverty, gender, disability, language, and conflict. To address these challenges, the Ministry of Education must establish high-quality, accessible, adaptable, and certified alternative education programs tailored to the diverse needs of learners at various stages of their education and career paths.

Many young people in Myanmar who have left school possess skills, potential, and dreams for a brighter future. Providing them with well-structured alternative education pathways leading to educational and employment opportunities, such as high school, TVET, higher education, and jobs, would help address the nation's skills shortage and enhance productivity and competitiveness. These youth deserve opportunities to succeed, but available pathways must focus on equipping them with the necessary competencies and qualifications for better-paying jobs and career advancement.

**Table (3.10) Number of Students in Alternative Education**

Academic Year	Students	Teachers
2015-2016	3450	650
2016-2017	4200	720
2017-2018	4800	850
2018-2019	4650	910
2019-2020	-	-
2020-2021	-	-
2021-2022	1385	275
2022-2023	2630	520

Source: Department of Alternative Education (2024)



### **3.2 Myanmar National Education Strategic Plan (2021-2030) Goal**

The Ministry of Education is dedicated to accomplishing the following objectives by the conclusion of the 2029-2030 fiscal year:

#### **3.2.1 High Expectations from Parents, Students, and Their Communities**

The Ministry of Education fully recognizes the aspirations of parents for their children to gain essential knowledge and skills from the national education system, enabling them to pursue rewarding and meaningful careers and to contribute positively to their families and communities. Reflecting these expectations, the Ministry has prioritized the enhancement of student learning as a central goal of the National Education Strategic Plan (NESP). Furthermore, the Ministry is committed to implementing a broad range of reforms aimed at introducing innovative strategies and programs over the next decade to improve teaching and learning outcomes across all educational institutions, including schools, colleges, universities, and technical and vocational education and training (TVET) establishments.

#### **3.2.2 Teachers as Key Agents in Implementing NESP (2021-2030) Reforms**

The successful implementation of NESP educational reforms relies on the need for head teachers, teachers, and education managers to embrace new behaviors across all levels of the national education system. This shift involves adopting new approaches and fostering innovation, such as striving to meet updated national school quality standards, reinforcing the integration of the revised basic education curriculum, using a broader range of instructional techniques in classrooms, incorporating blended learning methods, and encouraging parental involvement in their child's education. Consequently, educators in all educational institutions will play a crucial role in the successful realization of NESP strategies and components.

#### **3.2.3 The Essential Role of TVET and Higher Education in Myanmar's Long-term Social and Economic Development and the Achievement of the SDGs**

Building on the core competencies acquired through primary education, it is vital to emphasize the importance of high-quality TVET in developing a skilled and competitive workforce essential for sustainable socioeconomic progress at both national and local levels. The demand for skilled workers and technicians in sectors such as agriculture, energy, manufacturing, infrastructure, and tourism is expected to grow in the near future. Therefore, the TVET system must equip learners with the necessary knowledge and skills to achieve their career goals and contribute to Myanmar's economic development. Moreover, higher education plays a critical role in cultivating advanced human capital needed in government, business, and industry. Higher Education Institutions (HEIs) are also key in conducting research and fostering the innovative and creative thinking required for a thriving economy and a well-established society.

#### **3.2.4 The Significant Impact of the COVID-19 Health and Economic Crisis on the Myanmar Education System**

The COVID-19 pandemic has caused substantial disruptions to the traditional education system in Myanmar, affecting students at all levels. The Ministry of Education is currently focused on establishing the necessary infrastructure to support online learning nationwide. However, developing digital learning materials and implementing reliable information and communication technology systems will take time. To make digital learning more accessible, the Ministry will also need to establish Digital Learning Centers where students can access the tools and equipment required for online education.

**CHAPTER IV**  
**SURVEY ANALYSIS**

**4.1 Survey Profile**

Dagon Myothit (South) Township is located between North Latitude 16 degree 46 minutes - 16 degree 49 minutes and East Longitude 96 degree 11 minutes - 96 degree 13 minutes at Yangon Region, Myanmar. The township area is 30.54 square miles and total lengths are east to west 3 miles and south to north 12 miles. This township is 14.4 feet above sea level as it is in the low-lying plains. The climate of Dagon Myothit (South) Township is tropical wet and dry season with the maximum temperature at 42° C and the minimum temperature at 15° C.

Dagon Myothit (South) Township is borders with Dagon Myothit (Seikkan) Township in the East, Hlegu Township in the North, Dagon Myothit (East) Township and Dagon Myothit (North) Township in the West, Thaketa Township and Theingangyun in the South. According to the Dagon Myothit (South) Township General Administration Department report, the township population is 325886 people on 44 wards. The following Table (4.1) is number of wards, houses, households, population of Dagon Myothit (South) Township

**Table (4.1) Wards, Houses, Households, and Population**

<b>Particular</b>	<b>Urban (No.)</b>
No. of House	56949
No. of Household	59725
No. of Wards	44
Total Male Population	156363
Total Female Population	169523
Total Population	325886

Source: Dagon Myothit (South) Township General Administration Department, 2024

In Dagon Myothit (South) Township, there are 2 Universities, 8 Basic Education High Schools, 11 Basic Education Middle Schools, 12 Basic Education Primary Schools and 1 Pre-Primary School were established.

Table (4.5) shows the number of students, number of teachers and teacher-student ratio at Basic Education of High School of Dagon Myothit (South) Township, Yangon Region.

**Table (4.2) Students, Teachers, Teacher-Student Ratio at BEHS**

<b>Name of School</b>	<b>Number of Teacher</b>	<b>Number of Student</b>	<b>Teacher-Student Ratio</b>
BEHS (1)	78	2829	1:36
BEHS (2)	98	3438	1:35
BEHS (3)	46	1595	1:40
BEHS (4)	63	2714	1:43
BEHS (5)	71	2745	1:39
BEHS (6)	57	2097	1:37
BEHS (Seikmwe)	46	1394	1:37
BEHS (Laythaung Kan)	66	2492	1:30
<b>Total</b>	<b>525</b>	<b>19304</b>	<b>1:37</b>

Source: Dagon Myothit (South) Township Education Department, 2024

## **4.2 Survey Design**

The study to explore the associations between parent’s socioeconomic status parenting qualities and children’s education outcomes of the Upper Secondary Level (Grade 11) final exam grading in (2022 – 2023) academic year and attending Upper Secondary Level (Grade 12) in (2023 - 2024) academic year in four basic education high school students at Dagon Myothit (South) Township, Yangon Region. The sample in this study collected 200 sample of the students from four Basic Education High Schools in Dagon Myothit (South) Township, Yangon Region.

The survey design for the study involves the use of quantitative data collection by conducting a survey. The structure questionnaire had used multiple question and five-point Likert designed and administered to respondents to gather factual information and opinions about their children educational achievement. This survey questionnaire included characteristic of respondents, parents’ providing and

expectation for children education, behavior of parents for children education, and parents' involvement in children educational achievement. The survey questionnaire constructed in Myanmar Language and translate to English Language.

**Table (4.3) Sample of the Study**

<b>Name of School</b>	<b>No. of Respondents</b>
BEHS (1)	50
BEHS (2)	50
BEHS (3)	50
BEHS (4)	50

Source: Survey data, 2024

### **4.3 Survey Results**

This section presents the analysis and interpretation of the results of statistical techniques carried out to answer the survey questionnaire.

#### **4.3.1 Characteristics of the Respondents**

This section presents characteristics of respondents such as gender, age level, education qualification, occupation status, income per month and marital status.

**Table (4.4) Characteristics of the Respondents**

<b>Particular</b>	<b>No. of Respondents</b>	<b>%</b>
<b>Gender</b>		
Male	13	6.5
Female	187	93.5
<b>Total</b>	<b>200</b>	<b>100</b>
<b>Age (Years)</b>		
21 to 30	62	31.0
31 to 40	94	47.0
41 to 50	44	22.0
<b>Total</b>	<b>200</b>	<b>100</b>
<b>Marital Status</b>		
Married	178	89.0
Widow/Widower	17	8.5
Divorce	5	2.5
<b>Total</b>	<b>200</b>	<b>100</b>

<b>Education Level</b>		
Middle school	68	34.0
High school	93	46.5
Graduate	31	15.5
Postgraduate	8	4.0
<b>Total</b>	<b>200</b>	<b>100</b>
<b>Occupation Status</b>		
Government Employee	27	13.5
Private Employee	62	31.0
Self-owned Business	9	4.5
Others	102	51.0
<b>Total</b>	<b>200</b>	<b>100</b>
<b>Monthly Income (Kyat)</b>		
Less than 500,000	117	58.5
More than 500,000	83	41.5
<b>Total</b>	<b>200</b>	<b>100</b>
<b>Monthly Expenses for Children Education (Kyat)</b>		
100,000 – 200,000	126	63.0
200,001 – 300,000	48	24.0
300,001 – 400,000	26	13.0
<b>Total</b>	<b>200</b>	<b>100</b>

Source: Survey data, 2024

According to results of 200 respondents (Table 4.4), females are more than males. The majority of the respondents were between 31 years to 40 years, followed by between 21 years to 30 years and between 41 years to 50 years. Most of the respondents are married. In the study of education level, 68 respondents (34%) are middle school level, 93 respondents (46.5%) are high school level, 31 respondents (15.5%) are graduates and 8 respondents (4%) are postgraduate. Within 200 respondents, 27 respondents (13.5%) are government employees, 62 respondents (31%) are private employees, 9 respondents (4.5%) are self-owned businesses and 102 respondents (51%) are working on other income-generating activities. Most of the respondents have got less than 500,000 kyat per month. In the study of monthly expenses for children education, 126 respondents (63%) spent between 100,000 kyat to 200,000 kyat for

children education, 48 respondents (24%) spent between 200,001 kyat to 300,000 kyat and 26 respondents (13%) spent between 300,001 kyat to 400,000 kyat.

**Table (4.5) Educational Achievement of Children**

No.	Description	Education level / Occupation Status / Monthly Income	No. of parents	Grade		
				A	B	C
1.	Education Level	Middle school	68	8	35	25
		High school	93	15	62	16
		Graduate	31	12	18	1
		Postgraduate	8	3	5	0
2.	Occupation Status	Government Employee	27	8	12	7
		Private Employee	62	10	40	12
		Self-owned Business	9	3	5	1
		Others	102	17	63	22
3.	Monthly Income (Kyat)	Less than 500,000	117	20	67	30
		More than 500,000	83	18	53	12

Source: Survey data, 2024

In the designated area of study, the majority of students have achieved an educational level of Grade B. It has been demonstrated that the educational level of parents and their socioeconomic status is directly linked to the academic success of their children. A lower socioeconomic status negatively affects the educational achievements of children by limiting their access to crucial resources and increasing stress in their lives. The study has provided significant empirical and theoretical evidence supporting the connection between socioeconomic factors and children's academic performance. Typically, parents with lower incomes have limited formal education and often encounter difficulties in helping their children navigate through the educational system. Additionally, the research has indicated that parents with low incomes frequently lack the necessary knowledge, time, energy, and resources to impact their children's experiences in the school and classroom setting.

### 4.3.2 Parents' Providing and Expectation for Children Education

Parental expectations play a crucial role in shaping a child's educational journey, as parents have a deep understanding of their children's capabilities and the environments they are exposed to. Therefore, parents' aspirations for their children's academic success are closely linked to their actual educational accomplishments. The following Table (4.6) shows the parents' providing and expectation for children education.

**Table (4.6) Parents' Providing and Expectation for Children Education**

No.	Particular	Mean	S.D
1	Support the external training course for development of children education.	3.07	0.978
2	Provide the education materials for the development of children education.	3.47	0.879
3	Separately save money from income for the future of children education.	3.06	0.998
4	Willing to support the school equipment for the development of children education.	3.30	0.796
5	Willing to promote children education better than parents' education level.	3.52	0.756
6	Want to spend more children education expenditure.	3.81	0.543
7	Children education is first priority for parents.	3.27	0.729
8	Development of children education is depending on the parents.	3.41	0.765
9	Children education is important for development of socioeconomic status.	3.42	0.915
10	Development of children education is depending on family economy and social classes.	3.29	0.975
<b>Overall Mean Value</b>		<b>3.36</b>	

Source: Survey data, 2024

Regarding Table (4.6), the mean value 3.07 indicated that the respondents provided reasonable support for the external training course for the development of



children's education. The mean value educational showed that the respondents provide good educational materials for the development of children's education. The mean value 3.06 mentioned that the respondents appropriated separately to save money from income for the future of children's education. The mean value 3.30 showed that the respondents are more willing to support the school equipment for the development of children education. The mean value 3.52 showed that the respondents are more willing to promote children's education better than parents' education level. The mean value 3.81 showed that the respondents wanted to spend more children's education expenditure. The mean value of 3.27 indicates that respondents are not sure that children's education is the first priority for parents. The mean value 3.42 showed that the respondents agreed to children education is important for development of socioeconomic status. The mean value 3.29 showed that development of children education is not depending on family economy and social classes.

The survey result indicate that parents play a crucial role in shaping the lives of their children. Therefore, actively involved parents have the capacity to mold, support, and nurture their children, who will then become curious, innovative, and open-minded individuals, thanks to their positive participation in the educational process and related activities. The education of children is not only influenced by their parents' personal and educational backgrounds, but these experiences are also closely tied to their economic circumstances. Conversely, parents who are not involved in their children's education due to various reasons are also capable of hindering and undermining their children's motivation and potential through neglect and indifference towards their accomplishments. Additionally, many children struggle in school due to their family's social issues and economic situation.

### **4.3.3 Behavior of Parents for Children Education**

Parents play a crucial role in choosing the educational subjects for their children, as it is essential to provide them with a diverse range of options. This encompasses not only the conventional academic subjects such as Mathematics, Science, and English, but also less traditional subjects like art, music, and physical education. It is important for parents to take into account their children's interests and strengths when making these decisions, and to support them in exploring various areas of study.

As children grow and develop, their interests and strengths change. At this stage, parents need to pull their children from the current situation and motivate them to explore new subjects, providing resources and support in the areas where they struggle. The foresight of the parents directs their children towards the right path, considering their long-term goals and aspirations.

The parents need to involve actively role in assisting their children with homework, engaging in discussions about schoolwork, staying updated on their educational progress, and maintaining open communication with teachers. By actively participating in their children's academic journey, parents can play a crucial role in keeping them motivated and interested in learning.

**Table (4.7) Behavior of Parents for Children Education**

<b>No.</b>	<b>Particular</b>	<b>Mean</b>	<b>S.D</b>
1	Learn the strength and weakness in subject of children education.	2.84	0.805
2	Discuss with children that education is important in their life.	3.32	0.878
3	Discuss with teacher for children education status.	3.64	0.524
4	Accept and discuss with children for the daily program of school situation.	3.37	0.858
5	Participate the children education ceremony.	3.57	0.726
6	Provide for location of children read silently.	3.71	0.626
7	Supervise the daily children studying time.	3.37	0.858
8	Help and explain the children school exercise.	3.42	0.804
9	Support for children eating time and sleeping time in their education carefully.	3.48	0.844
10	Consider and regularly look the children education report card.	3.47	0.776
<b>Overall Mean Value</b>		<b>3.42</b>	

Source: Survey data, 2024

Regarding Table (4.7), the mean value strengths 2.84 showed that the respondents did not learn much about the strengths and weaknesses in the subject of

children's education because the parents are busy for their job and to support for the family sustenance. The mean value 3.32 showed that the respondents are respectful in discussing with children that education is important in their lives. The mean value of teachers 3.64 showed that the respondents agreed to discuss with teachers' children's education status. The mean value of 3.37 showed that the respondents agreed to accept and discuss with children the daily program of school situation. The mean value of 3.57 showed that the respondents are participating in the children's education ceremony. The mean value of 3.71 showed that the respondents provided the location of children reading silently. The mean value of 3.37 showed that the respondents appropriated to supervise the children's daily studying time. The mean value of 3.42 showed that the respondents helped and explained the children's school exercise. The mean value 3.48 showed that the respondents are providing more for children's eating time and sleeping time in their education carefully. The mean value of 3.47 showed that the respondents agreed to consider and regularly look at the children's education report card.

The survey result found that the educational background of parents plays a crucial role in the level of supervision they offer their children at home. Conversely, parents with limited education may struggle to support their children academically and may not prioritize providing supervision at home. In the questionnaire focusing on parental involvement in children's education at home, a majority of parents emphasized the significance of discussing the importance of education with their children, creating a conducive environment for studying, regularly reviewing their children's academic progress, and actively participating in educational events.

#### **4.3.4 Parents' Involvement in Children Educational Achievement**

Parents play a critical role in their children's education. Being actively involved in their school life is essential for their academic and social success. Studies have shown that children with involved parents are more likely to have good attendance, higher self-esteem, improved grades, and better behavior both inside and outside the classroom. Moreover, parental engagement can contribute to a positive learning environment, enhance communication among parents, teachers, and students, and keep parents informed about their child's progress and any challenges they may be encountering. Ultimately, parents who are engaged in their child's school life can have a significant impact on their academic and personal development. Parental involvement in a child's

early education consistently correlates with higher academic performance, highlighting the importance of parental support in a child's educational journey.

**Table (4.8) Parents' Involvement in Children Educational Achievement**

No.	Particular	Mean	S.D
1	Parents teach their children what they don't understand in their school subjects.	2.90	0.857
2	Parents provide their children with what they don't understand in their school subject's tuition.	3.43	0.877
3	Parents make time to teach their children carefully in their school subjects.	2.95	0.855
4	When children study at home, parents no longer ask them to do chores at home.	3.06	0.727
5	Parents always encourage children to do homework on time at home.	3.64	0.570
6	Parents make their children study other subjects in addition to school subjects.	3.37	0.779
7	Parents set a time for their children to do homework and playtime at home.	3.58	0.772
8	Parents support their children in education as well as sports.	3.23	0.802
9	Parents always monitor the educational status of their children.	3.46	0.973
10	Parents praise and celebrate their children's academic success.	3.52	0.515
<b>Overall Mean Value</b>		<b>3.32</b>	

Source: Survey data, 2024

Regarding Table (4.8), the mean value of 2.90 showed that parents neutrally teach their children in school subjects what they do not understand in their school because most of the parents in the study area have high school level educational qualification and they are working a living for their families. The mean value 3.43 showed that parents are extra providing their children with what they don't understand in their school subject's tuition. The mean value 2.95 showed that parents neutrally

make time to teach their children carefully in their school subjects because parents themselves are working in food and clothing, so they can't spend time with them because they have only a high school level. The mean value 3.06 showed that the children study at home, parents uncertain no longer ask them to do chores at home. The mean value 3.64 showed that parents always encourage children to do homework on time at home. The mean value 3.37 showed that parents neutrally make their children study other subjects in addition to school subjects. The mean value 3.58 showed that parents great set a time for their children to do homework and playtime at home. The mean value 3.23 showed that parents relevant support their children in education as well as sports. The mean value 3.46 showed that parents always monitor the educational status of their children. The mean value 3.52 showed that parents always praise and celebrate their children's academic success.

The survey results indicate that parents with higher levels of education possess the necessary knowledge and understanding of educational matters, enabling them to be more informed than their less educated counterparts. Educated parents are better equipped to offer guidance to their children and are more adept at establishing connections with teachers, which in turn allows them to support their children's academic efforts. Even if they did not pursue higher education themselves, educated parents still encourage their children to strive for academic success by providing essential support. Furthermore, the level of parental involvement in a school directly impacts the school's atmosphere and its connection to the surrounding community. Additionally, parental involvement has been shown to influence the capacity for change within schools and local communities, with more formal types of parental participation and collaboration having the greatest impact.

## **CHAPTER V**

### **CONCLUSION**

#### **5.1 Findings**

Educational achievement of student is demonstrated by their capacity to learn and retain information, as well as effectively communicate their knowledge through oral or written means, even under examination conditions. Secondary education is pivotal in establishing the groundwork for students' future academic pursuits.

The study to explore the associations between parent's socioeconomic status parenting qualities and children's education outcomes of the Upper Secondary Level (Grade 11) final exam grading in (2022 – 2023) academic year and attending Upper Secondary Level (Grade 12) in (2023 - 2024) academic year in five basic education high school students at Dagon Myothit (South) Township, Yangon Region.

The study shows that a significant number of parents possess educational backgrounds at the high school and middle school levels. Additionally, most children have achieved an educational level of Grade B. The survey results reveal a strong link between the educational background and socioeconomic status of parents, and the academic accomplishments of their children. Limited education and low socioeconomic status can negatively impact children's educational performance by restricting their access to resources and raising stress levels. The study provides convincing empirical and theoretical evidence to substantiate the relationship between socioeconomic factors and the education achievement of children.

The results of the survey emphasize the vital role that parents play in shaping and impacting their children's lives. Therefore, parents who are actively involved have the ability to shape, support, and nurture their children, encouraging their curiosity, imagination, and acceptance through positive involvement in the educational process and school-related activities. The educational level of parents not only affects their children's schooling but is also closely linked to their financial situation. It is crucial for

parents to take an active role in helping their children with homework, discussing schoolwork, staying updated on their academic progress, and maintaining open communication with teachers. Through active participation in their children's education, parents can ensure that their children remain motivated and eager to learn.

Most of the respondents did not gain a deep understanding of the strengths and weaknesses within the realm of children's education as a result of parents being preoccupied with work and supporting the family. Furthermore, concerning parental participation in their children's education, the majority of parents partake in conversations with their children regarding the significance of education, allocate specific spaces for studying, consistently monitor their children's academic development, and participate in educational activities. Well-educated parents who may not have progressed far in their own education inspire their children to succeed by providing crucial support.

## **5.2 Suggestions**

The study revealed indicated that parents have a significant influence on molding their children's futures. Therefore, dedicated parents exhibit their dedication by actively engaging in their children's academic progress. The financial status of parents directly affects the academic success of students. Consequently, parents are advised to seek ways to enhance their income through different avenues. It is recommended for educational institutions to keep comprehensive student records, which include their parents' employment details and family size. Parents are urged to regularly visit schools, establish a positive relationship with educators, and participate in conversations regarding their children's educational growth.

It is recommended that the government increase financial support for students, offer scholarships, free textbooks, and other educational materials to disadvantaged families to improve their academic achievements. Furthermore, education improves individuals' educational results, thus, it is crucial for the government to guarantee the accessibility of educational resources in schools. Additionally, parental engagement and involvement have a substantial influence on students' academic accomplishments, therefore, promoting better communication and cooperation between parents and educators is vital for enhancing students' results.

Furthermore, it is essential for parents to recognize the importance of establishing a supportive educational setting at home for their children, along with supervising their homework. Teachers can stress to parents the impact of the home environment on academic achievement. Finally, parents should be motivated to interact with their children at home by setting up a organized schedule to guarantee their children are progressing towards becoming accomplished students.



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# SURVEY QUESTIONNAIRE

I am studying Master of Public Administration in Yangon University of Economics. I would appreciate if you filled out this short survey questionnaire for **“EFFECT OF PARENTS’ SOCIOECONOMIC STATUS ON EDUCATIONAL ACHIVEMENT OF STUDENTS (CASE STUDY: DAGON MYOTHIT (SOUTH) TOWNSHIP, YANGON REGION)”**and answer as honestly as possible. **Your responses will be kept confidential.** Please note that by continuing on, you are consenting that you are willingly participating. Please make (✓) a box for each question.

## Part (A) Characteristics of Respondents

### 1. Gender

- (a) Male
- (b) Female

### 2. Relationship

- (a) Father
- (b) Mother
- (c) Aunty
- (d) Uncle
- (e) Grandfather
- (f) Grandmother

### 3. Age (Years)

(a) Under 30	(b) 31 to 40	(c) 41 to 50	(d) 51 to 60	(e) Above 60

### 4. Marital Status

- (a) Married
- (b) Widow/Widower
- (c) Divorce

5. Education Level

- (a) Primary school
- (b) Middle school
- (c) High school
- (d) Diploma
- (e) Graduated
- (f) Post Graduated

6. Occupation Status

- (a) Self-owned Business
- (b) Private Employee
- (c) Government Employee
- (d) Others

7. Monthly Income

- (a) 150000 - 300000
- (b) 300001- 500000
- (c) 500001 - 750000
- (d) 750001- 1000000
- (e) More than 1000000

8. Monthly Expenses for Children Education

- (a) Less than 100,000 Kyat
- (b) 100,000 – 200,000 Kyat
- (c) 200,001 – 300,000 Kyat
- (d) 300,001 – 400,000 Kyat
- (e) 400,001 – 500,000 Kyat
- (f) More than 500,000 Kyat

9. **Characteristics of Student**

1. Name of School ( )
2. Age ( ) Years
3. Attending Grade ( )
4. Educational Achievement Level ( )

**Part (B) Parents' Providing and Expectation for Children Education**

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

<b>Statement</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
You support the external training course for development of children education.					
You provide the education materials for the development of children education.					
You separately save money from income for the future of children education.					
You are willing to support the school equipment for the development of children education.					
You are willing to promote children education better than parents' education level.					
You want to spend more children education expenditure.					
Children education is first priority for parents.					
Development of children education is depending on the parents.					
Children education is an important to development of socioeconomic status					

### Part (C) Behavior of Parents for Children Education

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

Statement	1	2	3	4	5
You learn the strength and weakness in subject of children education.					
You often discuss with your children that education is important to their life.					
You discuss with teacher for children education status.					
You participate with your children in their school activities.					
You participate in the children in education ceremony.					
You provide the location for children to learn the studies effectively.					
You supervise their daily for studying time.					
You help and explain the children's school exercise					
You plant the schedule for studying time of the children.					
You look into the assignments done by children regularly.					
You agree that children education is an essential thing for society.					



**Part (D) Parents' Involvement in Children Educational Achievement**

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

<b>Statement</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
Parents teach their children in subjects they don't understand.					
Parents support their children with subjects they don't understand in tuition.					
Parents make time to teach their children in their school subjects carefully.					
When children study at home, parents no longer ask them to do chores at home.					
Parents always encourage children to do homework at home.					
Parents make their children study other subjects in addition to school subjects.					
Parents set a time for their children to do homework and playtime at home.					
Parents support their children in education as well as sports.					
Parents always monitor the educational status of their children.					
Parents praise and celebrate their children's academic success.					

Thank you for participation.