



**AN ANALYTICAL STUDY OF PARENTAL MOTIVATIONS FOR  
SELECTING INTERNATIONAL SCHOOLS IN MYANMAR**

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### **Abstract**

This research aims to explore and analyze the motivations of parents in Myanmar for selecting international schools for their children. With the rapid growth of international education in Myanmar, understanding the factors that influence parental decision-making has become increasingly important for educators, policymakers, and stakeholders in the educational sector.

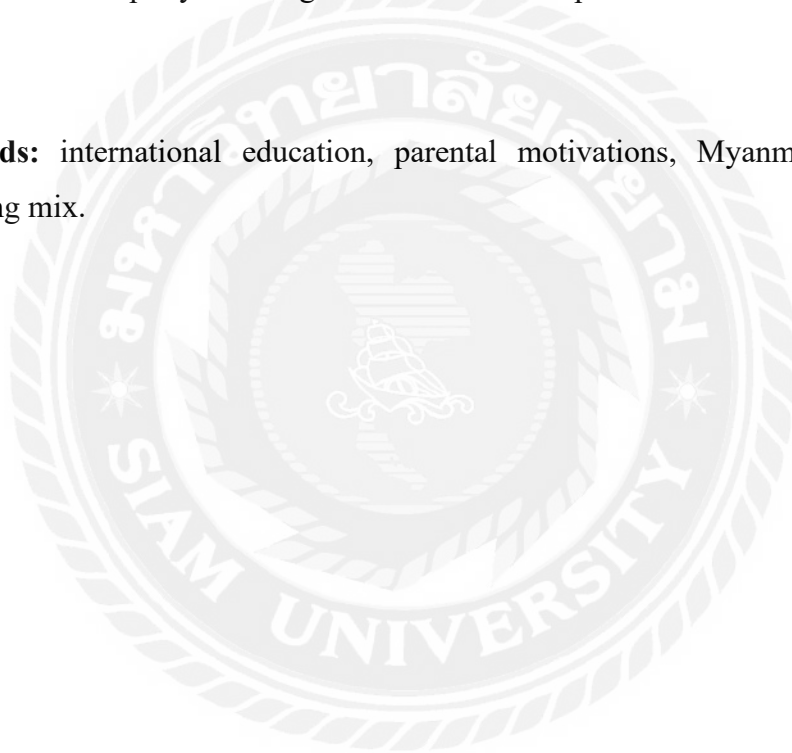
The study employed a comprehensive framework derived from the 7Ps of the Service Marketing Mix—Product, Price, Place, Promotion, People, Process, and Physical Evidence—to examine the various dimensions influencing parental motivations. By utilizing a quantitative approach, data were collected through structured questionnaires with a target population of 400 parents residing in the two major cities, Yangon and Mandalay in Myanmar. The questionnaire was designed to elicit responses on demographic information, perceptions of international schools, and factors influencing their selection decisions.

Preliminary findings indicate that the primary motivations for selecting international schools include the perceived quality of education, the reputation of the institution, and the desire for a globally oriented curriculum. Parents also prioritize factors including the qualifications of educators, the availability of extracurricular activities, and the overall school environment. While cost remains a significant

consideration, many parents are willing to invest in tuition for the perceived long-term benefits of an international education.

The results of this study are expected to provide valuable insights for international school administrators and policymakers, enabling them to better align their offerings with parental expectations and enhance the overall appeal of their institutions. Furthermore, this research contributes to the academic discourse surrounding international education in Myanmar, offering a deeper understanding of parental motivations in a rapidly evolving educational landscape.

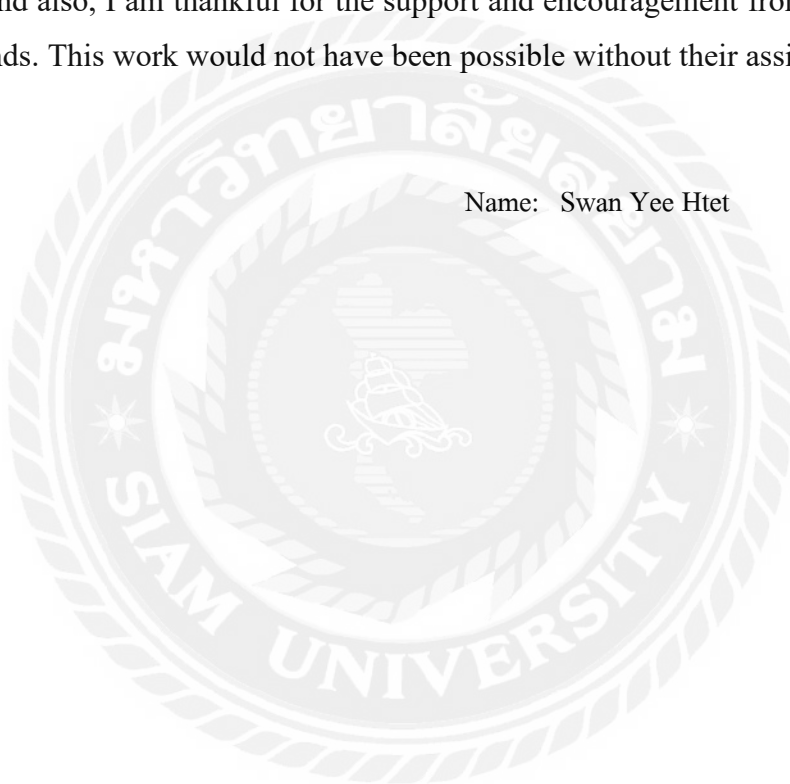
**Keywords:** international education, parental motivations, Myanmar, 7Ps service marketing mix.



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Name: Swan Yee Htet

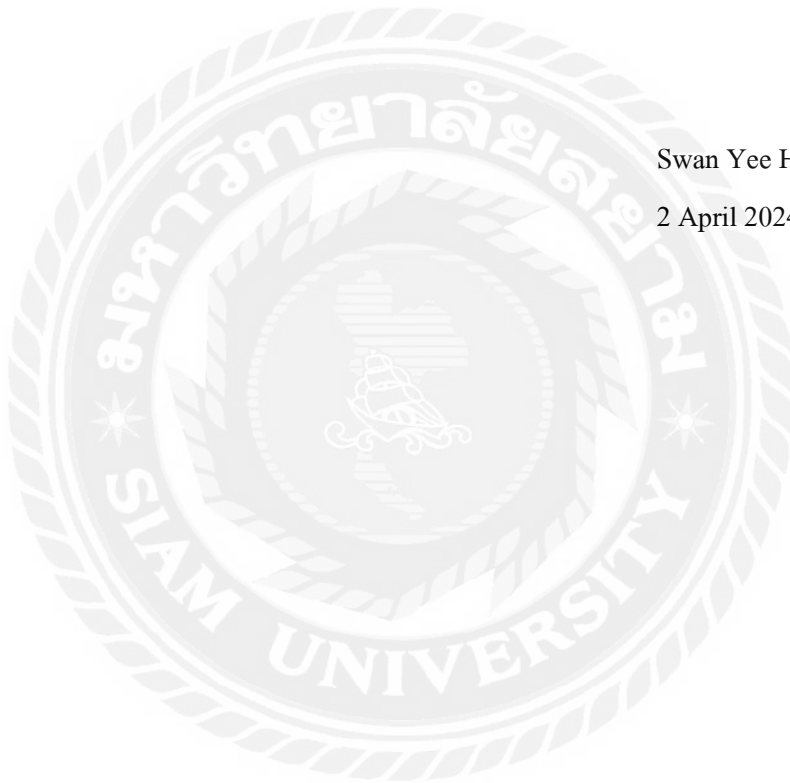


### **Declaration**

I, Swan Yee Htet, hereby certify that the work embodied in this independent study entitled “An Analytical Study of Parental Motivations for Selecting International Schools in Myanmar ” is the result of original research and has not been submitted for a higher degree to any other university or institution.

Swan Yee Htet

2 April 2024



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# **CHAPTER 1**

## **Introduction**

### **1.1 Background of the Study**

The educational landscape in Myanmar has undergone significant transformations in recent years, driven by socio-economic changes, increased globalization, and a growing demand for quality education. As parents increasingly recognize the importance of a robust educational foundation for their children, the choice of schooling has emerged as a critical decision that shapes their future academic and career trajectories. Among the various educational options available, international schools have gained popularity due to their perceived advantages, including a globally recognized curriculum, diverse learning environments, and the promise of better opportunities for higher education and employment.

International schools in Myanmar, often affiliated with foreign educational systems, have attracted a diverse clientele, including expatriates, upper-middle-class families, and parents seeking to provide their children with an education that aligns with global standards. This trend reflects a broader shift among parents who are motivated by a desire for quality education that encompasses not just academic excellence but also the development of critical thinking, creativity, and cultural awareness. Furthermore, the increasing influx of foreign investments and the presence of multinational companies in Myanmar have heightened the demand for an educated workforce fluent in English and equipped with international perspectives.

However, despite the growing interest in international education, the underlying motivations that drive parental decisions to select these institutions remain inadequately explored in the existing literature. Factors such as perceived quality of education, safety, facilities, teaching staff qualifications, and the social status associated with international schooling may influence parental choices. Additionally, cultural values and individual aspirations play a significant role in shaping parents' perceptions of educational quality and their expectations for their children's future.

This study aims to fill the gap by providing a comprehensive analysis of the motivations behind parental choices for selecting international schools in Myanmar. By employing the framework of the 7Ps of service marketing mix—product, price, place, promotion, people, process, and physical evidence—this research seeks to understand how these elements interact and influence parental decision-making. Through a targeted investigation of the factors that impact parental motivations, this study aspires to contribute valuable insights for educational policymakers, school administrators, and parents, ultimately enhancing the understanding of the dynamics involved in the selection of international schools in the rapidly evolving educational context of Myanmar.

## **1.2 Problem of the Study**

The increasing trend of enrolling children in international schools in Myanmar reflects a significant shift in parental attitudes towards education. However, understanding the underlying motivations driving these choices remains a complex and multifaceted issue that demands thorough investigation. Parents in Myanmar face a myriad of options when it comes to their children's education, particularly with the growing presence of international schools that offer diverse curricula and educational philosophies. This phenomenon raises critical questions regarding the factors that influence parental decisions in this context.

One of the primary challenges is the evolving perception of international education among parents, which is often shaped by socio-economic status, cultural influences, and individual aspirations for their children. Parents may choose international schools for various reasons, such as the perceived quality of education, better preparation for global opportunities, or the desire for a curriculum that emphasizes English language proficiency and international standards. Additionally, the choice might be influenced by the allure of a more holistic educational approach that international schools often promote, which includes extracurricular activities and a focus on character development.

Furthermore, the decision-making process is compounded by the socio-political landscape in Myanmar, where educational reforms and economic changes influence parental expectations and aspirations. The lack of comprehensive research on the motivations of parents in selecting international schools indicates a gap in understanding the intersection of parental values, educational aspirations, and the socio-economic context of Myanmar.

This study aims to investigate the key motivations behind parental choices in selecting international schools for their children in Myanmar. By examining the interplay of personal, cultural, and socio-economic factors, this research seeks to provide insights that can inform educators, policy-makers, and school administrators about the needs and expectations of parents, thereby enhancing the educational landscape in Myanmar. Understanding these motivations is crucial for developing effective marketing strategies for international schools and addressing the broader educational needs of families in the region.

### **1.3 Objectives of the Study**

This research aims to investigate and analyze parental motivations for selecting international schools in Myanmar, utilizing a comprehensive framework to understand the factors influencing their decision-making processes. The main objectives of the study are as follows:

1. To examine the effect of the 7Ps of the service marketing mix on parental motivation for choosing international schools in Myanmar.

## **1.4 Significance of the Study**

This study offers significant insights on the 7Ps of the service marketing mix that affect educational decisions in Myanmar. By investigating the reasons for choosing international schools, stakeholders can gain greater understanding into the economic factors influencing the educational environments. This study highlights the major effect of the service marketing mix and benefits on decision-making, affecting both the affordability and accessibility of high-quality education.

## **1.5 Scope of the Study**

This study explored the various factors influencing parental motivations for selecting international schools in Yangon and Mandalay of Myanmar, focusing on the diverse educational landscape that has emerged in recent years. Utilizing a qualitative research approach, the study investigated the motivations of parents who have chosen international education for their children, examining elements including perceived quality of education, curriculum preferences, cultural considerations, and impact of globalization. The research was conducted in major urban centers in Myanmar, specifically targeting parents with children currently enrolled in international schools. By employing a structured questionnaire, the study aimed to gather comprehensive insights into parental decision-making processes. The scope encompassed a diverse demographic, including parents from different socioeconomic backgrounds, educational levels, and cultural contexts, to ensure a well-rounded understanding of motivations across various segments of society.

## **CHAPTER 2**

### **Literature Review**

#### **2.1 Concept of International School**

An international school is an educational institution that fosters international education within a global context, either by implementing a curriculum like the International Baccalaureate or by adhering to a national curriculum distinct from that of the host country (Thompson & Hayden, 2008).

These institutions frequently serve students of diverse nationalities, providing curricula that prioritise global citizenship, cultural diversity, and multilingualism. International schools seek to deliver a comprehensive education that equips students for a globally interconnected environment, frequently integrating extracurricular activities that promote international awareness and collaboration (Alpaydın & Akgün, 2022).

According to Benjamin Franklin International School (2019), the following are the characteristics that an international School should have :

1. Multicultural and multilingual student body: Students attending international schools usually come from a variety of nations and speak different languages.
2. International curriculum: International schools frequently use internationally recognised curricula, such as the Middle Years Program (MYP) or the International Baccalaureate (IB) Diploma Program.
3. International memberships and accreditation: To demonstrate their dedication to fulfilling global educational standards, international schools may be accredited by groups such as the International Baccalaureate or the Council of International Schools.
4. Multinational teacher population: Teachers from various nations and cultural backgrounds are frequently hired by international schools.

5. English as the primary language of instruction: In international schools, English is frequently used as the main language of instruction, with extra language help for pupils from other countries.

6. Encouragement of international-mindedness: An important characteristic of international schools is their focus on fostering intercultural understanding, global awareness, and a sense of connectivity among students.

7. Focus on moral principles like respect for all people, empathy, tolerance, and compassion: International schools seek to inculcate these principles in their students in order to help them develop into well-rounded global citizens.

Table 2.1 : Business Landscape of Type Of International School in Yangon and Mandalay, Myanmar

Types of International Schools	Definition
British Curriculum Schools	Institutions adhering to the British educational framework, including programs like the International General Certificate of Secondary Education (IGCSE) and A-Levels.
American Curriculum Schools	Institutions that adhere to the American educational framework, encompassing the Advanced Placement (AP) program and the American High School Diploma.



Types of International Schools	Definition
International Baccalaureate (IB) Schools	Institutions providing the International Baccalaureate (IB) curriculum, encompassing the Primary Years Programme (PYP), Middle Years Programme (MYP), and Diploma Programme (DP).
Bilingual Schools	Institutions that offer education in both English and Thai, with the objective of fostering bilingual fluency among pupils.
French Curriculum Schools	Institutions adhering to the French educational framework and providing programs such as the French Baccalaureate.
German Curriculum Schools	Institutions adhering to the German educational framework, offering instruction in both German and English.
Singaporean Curriculum Schools	Institutions adhering to the Singaporean educational framework, recognized for its focus on mathematics and scientific instruction.

Source: (Pearce, 2023)

Myanmar, formerly known as Burma, has already experienced learning English language under British colonial rule. Despite the evils of colonialism, the British left Burma with one of the best universities in Asia and many English-language schools in Yangon. Unfortunately, education in Burma has been deliberately destroyed by brutal dictatorship for years. Although the country seemed to turn things around between 2010 and 2020, history repeated itself in 2021, causing the dreams of Burmese youths to collapse. During this short period of the country's reform, the international investment

including international schools entered the country, offering a higher quality of education, which is a significant factor driving their popularity, particularly in a developing country like Myanmar where the lesson plans, resources and the quality of teachers are often decades out of date and limited (Suriya, 2019)

## **2.2 7Ps Marketing Mix in School Selection**

The 7Ps Marketing Mix comprises seven marketing factors, serving as a collection of controllable, tactical tools that assist a business in satisfying customer demands and meeting their expectations (Kotler, 2000).

The seven elements of the marketing mix for International schools are as follow:

### **Product**

"Product" is a fundamental component of the marketing mix and it includes the tangible product or intangible service provided to clients to satisfy a need or desire. In addition to its physical characteristics, product encompasses features, benefits, branding, packaging, quality, and supplementary services or components that enhance its entire value proposition, representing all that the client acquires in return for their financial investment, time, and attention (Kotler & Keller, 2016). The product of an international school within the marketing mix is the educational experience it provides, which includes a globally acknowledged curriculum, a diverse learning environment, an emphasis on 21st-century skills, English language skill and preparation for global citizenship, all designed to provide students with a well-rounded education that prepares them for success in a globalized context. In addition, the product of an international school includes its strategic focus on innovation and technology integration, which are increasingly critical in modern education. Schools are now leveraging digital tools and platforms to enhance learning experiences, making education more interactive and accessible ( International Commission on the Futures of Education, 2021). The inclusion of digital resources and personalized learning pathways helps meet diverse student needs and preferences, facilitating differentiated instruction and fostering independent learning.

International schools often adopt internationally recognized curriculum, such as the International Baccalaureate (IB), British, or American systems. These curricula are designed to foster critical thinking, creativity, and global awareness among students. The emphasis on a well-rounded education means that international schools not only focus on academic excellence but also on the holistic development of students, which includes character education and the cultivation of soft skills such as teamwork, communication, and problem-solving (Hopfenbeck, 2020). As parents increasingly seek educational environments that provide their children with a competitive edge, the appeal of such comprehensive programs becomes evident.

Furthermore, the quality of educators is a pivotal aspect of the educational product. International schools typically employ teachers with diverse backgrounds and qualifications, many of whom possess international teaching credentials and experience. This diversity not only enhances the learning experience for students but also provides them with exposure to various teaching methodologies and cultural perspectives. The qualifications and expertise of the teaching staff are often seen as indicators of the school's commitment to academic excellence and the overall quality of education provided (MacDonald & Kirk, 2021). Schools that prioritize hiring experienced and qualified educators can significantly enhance their reputation and attract more parents who are keen on giving their children the best educational opportunities.

Moreover, the physical infrastructure of international schools plays a critical role in defining the educational product. Facilities such as modern classrooms, well-equipped laboratories, libraries, and sports complexes contribute to creating an enriching learning environment. A well-designed campus that integrates technology and promotes interactive learning experiences can significantly enhance student engagement and academic performance. The presence of state-of-the-art facilities not only reflects the school's commitment to providing quality education but also communicates a message of prestige and exclusivity, which can be a decisive factor for parents when choosing a school (Shmis et al., 2019). Extracurricular activities are another vital aspect of the product offering at international schools. These activities, which can range from sports

and arts to clubs focused on technology and community service, provide students with opportunities to explore their interests outside of the traditional academic curriculum. Participation in extracurricular activities fosters teamwork, leadership skills, and social interactions among peers, contributing to the overall personal development of students. Parents often view the availability of a well-rounded extracurricular program as a significant advantage, as it complements academic learning and helps develop well-rounded individuals (The World Economic Forum, 2024)

In today's globalized world, international schools also emphasize the importance of fostering global citizenship among students. This involves teaching students about cultural diversity, social responsibility, and environmental sustainability. Schools that integrate these values into their curricula not only prepare students to be informed global citizens but also align their educational offerings with the expectations of parents who prioritize social consciousness and ethical considerations in education (Hughes, 2020). Such initiatives can enhance the school's appeal and differentiate it from competitors. Additionally, the reputation and brand equity of an international school significantly influence its product offering. Word-of-mouth referrals, testimonials from current and past students and parents, and the school's ranking in educational assessments can all contribute to the perceived value of the educational product. A strong brand image built on trust, quality, and positive experiences can lead to increased enrollment and a loyal parent community. As parents often rely on the experiences of others when making decisions about their children's education, schools that effectively manage their reputation and communicate their successes can attract more families (Rameshkkumar & Alagappan, 2022)

In conclusion, the product aspect of the marketing mix in international schools encompasses a multifaceted approach that includes curriculum offerings, educator qualifications, physical infrastructure, extracurricular activities, global citizenship education, brand reputation, and effective marketing strategies. Each of these elements plays a vital role in shaping parental motivations and influencing their decisions regarding school selection.

## **Price**

Price, within the marketing mix, denotes the meticulously determined monetary value that customers provide in return for goods or services, embodying a strategic balance among customer affordability, perceived value, competitive positioning, and the company's profit objectives (Kotler & Keller, 2016). In this study, the price refers to the tuition charge that parents are prepared to pay.

International schools typically employ various pricing strategies that reflect their unique positioning in the education market. These strategies often include tiered tuition rates based on the educational programs offered, additional fees for extracurricular activities, and varying costs for different grade levels. The pricing structure can also reflect the school's reputation, the qualifications of the faculty, and the facilities provided, which can all significantly impact parents' perceptions of quality (Baker & Sweeney, 2021). Moreover, many international schools offer scholarships, financial aid, or discounts for siblings, aiming to attract a broader range of families and enhance accessibility to quality education (Kim & Lee, 2020).

The economic landscape plays a crucial role in shaping pricing strategies. In regions where parents face economic challenges, schools may need to adapt their pricing models to maintain enrollment while ensuring the sustainability of their operations (Smith & Jones, 2022). During economic downturns, parents often become more price-sensitive, prompting schools to communicate the value and long-term benefits of their educational offerings more effectively. Therefore, institutions must clearly articulate how their pricing reflects the quality of education, potential future opportunities for students, and the overall value proposition (Martin, 2023). Furthermore, schools must consider competitive positioning when determining their tuition fees. A thorough analysis of what similar institutions charge can help schools avoid pricing themselves out of the market while still positioning themselves as premium educational providers (Taylor & Anderson, 2020). This comparative analysis is essential for international schools

looking to attract expatriate families who may have specific expectations regarding the quality and cost of education.

Ultimately, the price of education in international schools is not merely a reflection of monetary value but a complex interplay of perceived quality, competitive positioning, and economic realities. Schools that successfully navigate this intricate landscape can enhance their appeal, foster parent trust, and secure long-term enrollment.

## References

### Place

In the context of the 7Ps marketing mix, the place element pertains to the distribution methods and strategies employed by educational institutions to ensure accessibility and convenience for prospective students and their families. For international schools, the "Place" component encompasses both the physical location of the institutions and the broader strategies that facilitate their outreach to the target audience. A strategic geographical positioning is crucial for international schools, as schools located in urban centers or regions with a high expatriate population can attract a more diverse student body. Accessibility to public transportation, safety of the neighborhood, and the surrounding community's amenities are key considerations for parents when selecting a school. The proximity of international schools to residential areas where expatriates or affluent families reside is also a significant factor. Parents often prefer schools that are conveniently located to minimize commuting time and ensure the safety of their children (Chaffey & Chadwick, 2020).

In addition to physical proximity, international schools are leveraging digital platforms to enhance their reach and accessibility. The integration of modern technology allows schools to maintain an engaging online presence through user-friendly websites, social media platforms, and virtual campus tours. These digital tools enable prospective families to gather information about the school's offerings, curriculum, and admission processes from the comfort of their homes (Jobber & Ellis-Chadwick, 2023). Schools that prioritize their online presence can effectively engage with a wider audience,

showcasing their unique value propositions to attract potential students. Participation in educational fairs and recruitment events also plays a vital role in the "Place" strategy for international schools. These events provide schools with the opportunity to meet prospective students and their families face-to-face, allowing them to showcase their facilities, programs, and educational philosophy (Homburg et al., 2021). Such direct interactions can significantly enhance the school's visibility and reputation in the community. Furthermore, partnerships with educational consultants and agencies facilitate access to international markets, connecting schools with families seeking quality education abroad. This approach helps schools navigate different cultural expectations and educational requirements, thereby expanding their reach (Kannan & Li, 2020). Moreover, the use of data analytics is becoming increasingly important in optimizing the "Place" strategies of international schools. By analyzing data on inquiries and applications, schools can identify key geographic regions for recruitment and tailor their marketing efforts accordingly (Chen & Chang, 2012). This data-driven approach enables institutions to refine their outreach strategies continually, ensuring that they remain competitive in the global education market.

In conclusion, the place component of the marketing mix for international schools encompasses a multifaceted approach that integrates strategic geographical positioning, digital engagement, participation in recruitment events, and data analytics. By optimizing these elements, international schools can effectively reach and attract a diverse array of students, ultimately fostering sustained enrollment and growth in a competitive educational landscape.

## **Promotion**

Promotion, as part of the marketing mix, includes all the cohesive communication techniques employed by a firm to communicate the value of its products or services to the target market and affect purchasing decisions. Effective promotional methods provide a clear, consistent, and persuasive message that resonates with the target audience and fulfills the intended marketing objectives (Kotler et al., 2016). This study defines the "Promotion" of an international school as the many methods used to convey

its value proposition, which includes advertising programs, interacting with prospective families at events, utilizing social media, and highlighting student success stories to attract and enroll students.

In the context of international schools, promotional activities typically include advertising, public relations, social media engagement, and events that allow prospective students and parents to experience the school's environment firsthand. Schools utilize both traditional and digital marketing channels to reach their target audience effectively. Advertising in local newspapers, educational magazines, and online platforms enables schools to present their unique value propositions, such as international curricula, skilled faculty, and diverse extracurricular opportunities (Hossain et al., 2021).

Social media has become an indispensable promotional tool for international schools, allowing them to engage with potential families through platforms like Facebook, Instagram, and LinkedIn. These platforms provide a space for schools to share success stories, showcase student achievements, and promote upcoming events. By utilizing visually appealing content, such as videos and photos of classroom activities, cultural events, and community service projects, schools can create an authentic narrative that resonates with prospective families. Additionally, interactive social media campaigns can foster community engagement, encouraging current students and parents to share their positive experiences, thereby enhancing the school's reputation through word-of-mouth marketing (Baker et al., 2020).

Open houses and school tours are vital promotional strategies that allow parents and students to explore the school environment, meet faculty, and understand the curriculum firsthand. These events not only showcase the school's facilities and educational offerings but also provide an opportunity for personal interaction, which can significantly influence parental perceptions. During these visits, schools can highlight their unique features, such as small class sizes, innovative teaching methods, and the incorporation of technology in the classroom, all of which are important factors for parents when selecting a school (Shah et al., 2021). Public relations also play an



essential role in the promotion of international schools. Positive media coverage, partnerships with local organizations, and participation in community events can enhance the school's visibility and credibility. Schools can issue press releases about noteworthy achievements, such as high student test scores, awards, or partnerships with prestigious institutions, to garner positive attention from the community and potential families (Khan et al., 2020). Furthermore, engaging alumni in promotional activities can bolster the school's image, as successful alumni can serve as powerful advocates for the institution, showcasing the value of the education received.

Another effective strategy is the use of targeted promotions, such as scholarships or financial aid programs, which can make international education more accessible to a broader audience. By highlighting these opportunities in promotional materials, schools can attract families who may have perceived financial constraints as a barrier to enrollment (Rahman et al., 2020). Additionally, offering early enrollment discounts or referral bonuses can incentivize existing families to promote the school within their networks.

To optimize promotional efforts, international schools should continuously assess the effectiveness of their strategies through feedback mechanisms such as surveys and focus groups. Understanding the preferences and concerns of prospective families can help schools tailor their promotional activities to better meet the needs of their target audience (Mackenzie & Green, 2021). By adopting a comprehensive and adaptive approach to promotion, international schools can enhance their appeal and increase enrollment rates, ultimately contributing to their success in a competitive educational landscape.

## **People**

The term “people” in the marketing mix represents the humans engaged in the production, distribution, and representation of a firm and its products, including employees, management, customer service agents, and consumers, all of whom impact the customer experience (Dally et al., 2011). The people component of an international school's marketing mix encompasses its committed faculty and staff, featuring highly qualified educators central to its educational strategy, along with enthusiastic parents, involved students, and supportive alumni, all of whom enhance the school's dynamic learning environment and impact its overall reputation.

Highly qualified and motivated educators are at the heart of any successful educational institution. Parents often seek assurance that their children will be taught by experienced and skilled teachers who can deliver high-quality instruction and foster a positive learning environment. Research by Aryana and Lestari (2020) underscores the importance of teacher qualifications and teaching effectiveness in enhancing student outcomes, which in turn influences parental satisfaction and trust in the school. Furthermore, the commitment of teachers to their professional development and their ability to engage students can significantly affect the school's reputation. In addition to educators, the administrative and support staff play a critical role in the overall school experience. From the admissions team to the front office personnel, every interaction contributes to the perception of the school's brand. A friendly and efficient admissions process can enhance parental confidence in the institution. As pointed out by Shakya et al. (2021), the role of staff in providing a welcoming atmosphere and maintaining effective communication with parents is essential for fostering trust and building a strong school community.

Moreover, the concept of "customer service" in educational settings must not be overlooked. Just as businesses prioritize exceptional customer service, schools must ensure that their staff is well-trained in interpersonal skills and conflict resolution. This includes being responsive to inquiries, addressing parents' concerns, and providing timely information regarding school policies and student progress. Research highlights that parents who perceive strong support from school staff are more likely to be satisfied

with their choice of school, leading to positive word-of-mouth referrals (O'Donovan & O'Leary, 2020). Another critical aspect of the "People" element is the involvement of parents and alumni within the school community. Engaged parents not only support school initiatives but also contribute to a positive school culture. Alumni networks can also serve as powerful advocates for the school, sharing their success stories and reinforcing the school's reputation. Involving these stakeholders in school activities and decision-making processes can create a sense of belonging and community, which is appealing to prospective families (Harris & Goodall, 2020). Furthermore, the cultural and social diversity of the staff can enhance the appeal of international schools. A multicultural faculty can provide students with varied perspectives and experiences, fostering a global mindset that aligns with the ethos of international education. This diversity can also resonate with parents who value an inclusive environment that reflects their own backgrounds and aspirations for their children (Eisenberg & Wainryb, 2020).

In summary, the people component of the marketing mix is crucial in the selection of international schools. The qualifications, interpersonal skills, and cultural diversity of staff, along with the active participation of parents and alumni, significantly influence parental perceptions and decisions. By prioritizing a supportive and engaging community, international schools can enhance their attractiveness and build lasting relationships with families.

### **Physical Evidence**

In the marketing mix, physical evidence indicates the tangible components that customers experience when engaging with a service or product, including the environment, packaging, and any physical manifestations that communicate the quality and credibility of the offering, thus shaping customer perceptions and experiences (Adeleke, 2020). Within the context of international schools, physical evidence consists of tangible components, including campus facilities, classrooms, educational resources, signage, and the overall surroundings including safety and security, which communicate the institution's quality and values, thereby shaping the perceptions and decisions of parents and students.

Firstly, the physical environment of an international school, including the architecture and layout of the campus, significantly impacts parents' initial impressions. Well-designed facilities that are spacious, modern, and conducive to learning tend to evoke a sense of trust and assurance among parents regarding the quality of education offered. According to Hwang and Kim (2020), facilities that incorporate natural light, green spaces, and flexible learning environments can enhance students' learning experiences and promote well-being. This emphasis on a nurturing environment not only attracts parents but also aligns with modern educational philosophies that prioritize holistic development.

Secondly, the availability of educational resources is a critical aspect of physical evidence. International schools are often expected to provide cutting-edge technology, well-stocked libraries, and specialized learning spaces, such as science laboratories and art studios. The presence of up-to-date educational materials and resources reinforces the school's commitment to high-quality education. As noted by Jang and Lee (2021), schools that invest in advanced educational technology and resources are better positioned to meet the diverse learning needs of students, thereby enhancing their overall educational experience.

Branding and marketing materials also contribute to the physical evidence of an international school. This includes signage, brochures, and online presence, which communicate the school's identity and values. Effective branding can create a strong visual identity that resonates with the target audience and fosters a sense of belonging among students and parents. According to Zhan and Wang (2020), a consistent and appealing brand image can significantly influence parents' perceptions and their decision-making processes when selecting a school for their children. Schools that leverage professional branding strategies can effectively convey their unique selling propositions, setting themselves apart in a competitive educational landscape. Moreover, the physical evidence also encompasses the school's safety and security measures. In today's educational environment, parents prioritize the safety of their children, making it essential for schools to demonstrate their commitment to providing

a secure learning environment. Features such as secure access points, surveillance systems, and well-trained staff contribute to the perception of safety. As highlighted by (Tan & Thong, 2021), schools that proactively communicate their safety measures and foster a secure environment can alleviate parental concerns, thereby enhancing their overall appeal.

Finally, the aesthetic appeal of the school environment, including cleanliness and maintenance, plays a significant role in shaping perceptions of quality. An inviting and well-maintained campus indicates that the school values its facilities and the educational experience it provides. Regular maintenance and attention to detail in the physical environment reflect the school's dedication to creating a positive learning atmosphere. Research by (Lim & Lee, 2022) underscores that parents are more likely to choose schools that prioritize the upkeep of their facilities, as this signals a commitment to excellence in all aspects of education.

In conclusion, physical evidence is a pivotal aspect of the marketing mix for international schools. By focusing on the design of facilities, the availability of resources, branding efforts, safety measures, and overall cleanliness, schools can effectively communicate their commitment to quality education and enhance parental trust in their offerings.

## **Process**

The process element of the marketing mix is essential for creating a comprehensive and cohesive customer experience, guiding consumers from the initial awareness stage through to post-purchase interactions. This aspect encompasses the methodologies, systems, and sequences of activities that ensure a consistent and positive experience. As Wirtz and Lovelock (2021) highlighted, the process not only involves the educational journey of students but also plays a significant role in fostering satisfaction among parents and other stakeholders. The effectiveness of these processes can greatly influence customer perceptions and brand loyalty, making it crucial for organizations to refine them continuously.

A well-defined process begins before the customer even expresses interest in a product or service. For instance, in educational institutions, this might involve outreach programs, informational webinars, and engagement through social media platforms that inform and attract potential students and their families. According to Lemon and Verhoef (2020), mapping out the customer journey helps organizations identify critical touchpoints where they can enhance interactions and address customer needs effectively. By understanding the various stages of the customer journey—from awareness and consideration to purchase and post-purchase—companies can tailor their processes to ensure a seamless experience that meets or exceeds expectations.

Moreover, the integration of technology plays a pivotal role in optimizing these processes. (Kumar & Reinartz, 2020) emphasize that data analytics can be utilized to personalize experiences, anticipate customer needs, and streamline operations. For instance, automated communication tools can provide timely updates and reminders, enhancing the customer experience while reducing the burden on staff. This technological integration not only improves efficiency but also allows for more meaningful interactions, fostering a sense of connection between the brand and its customers.

Collaboration across different organizational functions is another critical factor in refining the Process. As noted by Homburg et al. (2021) marketing, sales and customer service teams must work together to deliver a unified message and experience. This cross-functional synergy ensures that customers receive consistent information and support, reinforcing their trust and confidence in the brand. Additionally, establishing feedback mechanisms—such as surveys and customer reviews—enables organizations to gather insights into the effectiveness of their processes. This feedback loop is vital for continuous improvement, allowing companies to adapt to changing consumer preferences and market dynamics. Furthermore, the importance of a customer-centric approach cannot be overstated. Organizations that prioritize the needs and expectations of their customers tend to see higher satisfaction rates and increased loyalty. By focusing on creating value at every stage of the customer journey, businesses can differentiate

themselves in a competitive landscape. As consumers increasingly seek personalized experiences, the ability to adapt processes to meet these demands becomes a significant advantage.

In summary, the process element of the marketing mix is a dynamic and multifaceted component that requires careful consideration and ongoing refinement. By leveraging technology, fostering cross-functional collaboration, and maintaining a customer-centric focus, organizations can create an engaging and satisfying experience that not only meets the immediate needs of customers but also builds lasting relationships that drive brand loyalty and advocacy.

### **2.3 Brand Image**

Brand image describes the consumer's view of a brand, including the associations and beliefs formed from their experiences and interactions with it (Kelle, 1993). A strong brand image is essential in the current saturated market, as it profoundly affects customer behaviour, influencing purchasing decisions and cultivating loyalty by eliciting positive feelings and perceptions that lead to trust and reliability (Soutar & Turner, 2002). This phenomenon is especially evident in Thailand as well as Myanmar, where customers have a distinct preference for established brands in multiple industries, including education. This preference underscores the significant influence of brand image on consumer decision-making in the Thai and Burmese market, where familiarity and reputation are essential in establishing confidence. Consequently, developing a strong brand image is not just a marketing strategy but a strategic need for firms aiming to succeed in the current competitive environment.

### **2.4 Perceived Quality**

According to Aaker (1991), perceived quality is the subjective assessment of a product or service's comprehensive excellence or superiority by a consumer. It is dependent upon personal experiences, brand reputation, and marketing strategies, and it relies on individual perceptions. The perceived quality of international schools is frequently linked to their offering of globally recognized curricula such as the International Baccalaureate (IB), the presence of highly qualified and internationally experienced

educators, advanced facilities that support a variety of extracurricular activities, a multicultural environment that promotes global awareness, a strong focus on multilingual education, typically with English as the primary language, and their accreditation and reputation acknowledged by international educational organizations, making them particularly appealing to expatriate families in search of superior educational standards for their children (Hayden & Thompson, 2008)

## **2.5 Demographic Variables**

### **Age**

Age is a crucial demographic variable that influences consumer behavior and decision-making, particularly in the context of education and product preferences. Younger parents, typically in their twenties and thirties, may emphasize contemporary educational strategies and innovative curricula that align with modern pedagogical practices. In contrast, older parents, often in their forties or fifties, may prioritize traditional education values and may prefer schools that follow established curricula. This generational divide can significantly impact the motivations behind choosing educational institutions, as younger parents often seek international schools that offer a global perspective and modern teaching methodologies. Additionally, younger parents may be more receptive to technology integration in education, reflecting broader societal trends toward digital learning environments (Williams et al., 2014).

### **Gender**

Gender plays a significant role in shaping educational choices and consumer behavior. Research indicates that mothers often take a more active role in educational decision-making compared to fathers, especially in contexts where early childhood education is concerned. Mothers may prioritize factors such as emotional and social development, while fathers may focus on academic performance and future career prospects. The differing perspectives can lead to varied motivations for selecting international schools, as mothers might emphasize a nurturing environment that promotes well-rounded development, whereas fathers might lean toward institutions with a strong track record



of academic excellence (Jacques , 2019). This gender dynamic highlights the importance of understanding the roles that both parents play in educational choices, influencing the overall decision-making process.

### **Household Income**

Household income is a critical demographic factor that directly affects educational choices, particularly regarding the selection of international schools. Families with higher income levels are generally more likely to afford the tuition fees associated with international education, which often comes with a premium price tag due to the perceived quality and global recognition of the curriculum. Higher-income households often seek schools that provide a comprehensive educational experience, including advanced facilities, extracurricular activities, and international exposure. Conversely, families with lower income levels may face challenges in accessing high-quality education, leading them to prioritize affordability over other factors. This disparity can create a significant divide in educational opportunities, with wealthier families able to invest in their children's education while lower-income families may have limited options (Li, 2023). Understanding the impact of household income on educational choices is essential for policymakers and educators aiming to create equitable access to quality education.

### **Educational Background**

The educational background of parents significantly influences their perceptions of education and the types of schools they choose for their children. Parents with advanced degrees often place a higher value on education and may seek out international schools that provide a rigorous academic curriculum. They are likely to prioritize factors such as the school's reputation, faculty qualifications, and the availability of advanced placement or international baccalaureate programs. These parents may also have a better understanding of the long-term benefits of an international education, including improved career prospects and global mobility. In contrast, parents with lower educational attainment may have different priorities, focusing more on practical

concerns such as proximity to home or affordability. This variation in educational background can lead to differing expectations and motivations in selecting educational institutions for their children (Cantu et al., 2021).

### **Cultural Background**

Cultural background is another vital demographic variable that shapes parental motivations for selecting international schools. Families from diverse cultural backgrounds may have unique expectations regarding education, often influenced by their values, traditions, and beliefs. For instance, expatriate families may choose international schools to provide their children with an education that aligns with their home country's curriculum while also offering a multicultural environment. On the other hand, local families may seek international schools for their perceived quality and the opportunity for their children to learn in a global context. This cultural dimension can affect not only the choice of school but also the expectations parents have regarding curriculum, language of instruction, and the overall educational experience (Reimers, 2020). Understanding the cultural factors at play can help educators and policymakers better address the needs and aspirations of diverse families in the educational landscape.

### **2.6 Behavioral Intention to Choose International Curriculum Institutions**

Behavioral intentions regarding the choice of international curriculum institutions are shaped by various factors, including perceived quality, cultural alignment, and expectations for future opportunities. Parents often exhibit specific intentions when selecting international schools, which are influenced by their aspirations for their children's education and the perceived benefits of an international curriculum.

One significant factor is the perceived quality of education. Parents tend to believe that international institutions offer superior academic standards, diverse curricula, and experienced faculty, which can enhance their children's learning experiences (Mackenzie et al., 2003). This perception prompts parents to exhibit a strong intention to enroll their children in international schools, as they associate these institutions with

better educational outcomes and future success. Cultural alignment also plays a crucial role in shaping behavioral intentions. Parents from diverse backgrounds value international schools for their multicultural environments, which promote global citizenship and intercultural understanding. This appreciation for cultural diversity influences parents' intentions to choose international curricula that align with their values and provide their children with a holistic education (Baker, 2020). Moreover, parents' aspirations for their children's future significantly impact their decision-making process. The desire for global opportunities, such as higher education abroad and competitive job prospects, drives parents to prioritize international schools (Park, 2024). By selecting institutions that offer recognized international curricula, parents aim to equip their children with the skills and qualifications necessary for success in a globalized world.

In conclusion, behavioral intention to choose international curriculum institutions is influenced by perceived educational quality, cultural alignment, and aspirations for future opportunities. Understanding these motivations can provide valuable insights for educators and policymakers in enhancing the appeal of international schools

## 2.7 Conceptual Framework



Figure 2.1: Conceptual Framework

## **CHAPTER 3**

### **Methodology**

#### **3.1 Research Design**

Using a quantitative research approach, the study gathered data by means of a questionnaire. Incorporating five-point scale questions, a questionnaire was developed based on the 7Ps of the marketing mix. The next phase consisted in gathering data from parents in Myanmar who, in both urban and suburban locations, had chosen international schools for their children's education. After that, the obtained data underwent a descriptive study according to the conceptual framework.

#### **3.2 Population and Sample**

##### **Target Population**

For this study, the focus was placed on parents who resided in Yangon and Mandalay, with a particular emphasis on those who had selected international schools as the educational path for their children.

##### **Sample Size Determination**

Taro Yamane offers a formula that is designed to simplify the process of calculating sample sizes. The greatest variance ( $p = 0.05$ ) and a confidence level of 95% are assumed by this simplified calculation. The formula is presented in the following format:

$$n = \frac{N}{1 + N(e^2)}$$

Where  $n$  is the samplesize.

$N$  is the population size

$e$  denotes the required degree of precision, where  $e = 1 - \text{precision}$  The estimated target population in Yangon and Mandalay is roughly 5,685,737 individuals (as per worldmeters.info).

$$n = \frac{N}{1 + N(e^2)}$$

Where n is the sample size.

N is 5,685,737

e specifies the desired level of precision, where  $e = 1 - 95\% = 0.05$

$$n = \frac{5,685,737}{1 + 5,685,737 (0.05^2)} = 399.83 \approx 400 \text{ samples}$$

The computation revealed that the sample size (n) is around 400, indicating that 414 is considered the appropriate sample size for this research.

### 3.3 Hypothesis

This study aims to find how different components of the marketing mix affect parental motivation. The following describes the hypotheses :

H1: Product has a significant impact on parental motivation.

H2 : Price has a significant impact on parental motivation.

H3 : Place has a significant impact on parental motivation.

H4: Promotion has a significant impact on parental motivation.

H5: People have a significant impact on parental motivation.

H6: Physical evidence has a significant impact on parental motivation.

H7: Process has a significant impact on parental motivation.

### **3.4 Research Instrument**

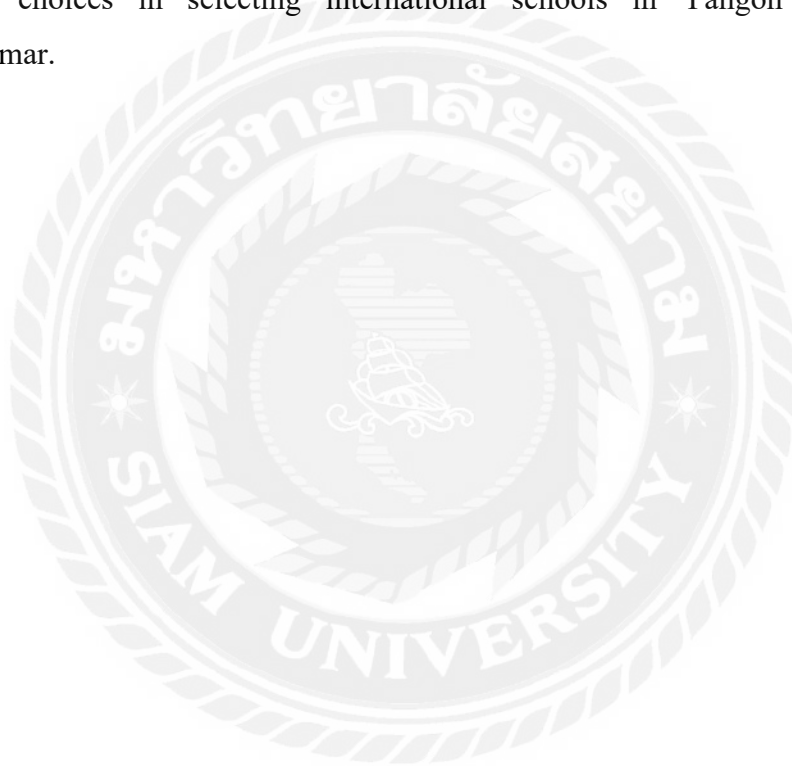
The questionnaire aimed to gather data from parents living in Yangon and Mandalay of Myanmar with children attending international schools. The survey was split into two sections. Initially, participants were requested to furnish personal information, encompassing demographic characteristics and their children's school history. Using the 7Ps paradigm, the second part investigates parental reasons for selecting international schools in Myanmar. "Product" is the caliber of instruction and varied program these institutions present. "Price" is the tuition and related expenses parents are ready to pay for the future of their children. "Place" emphasizes the schools' accessible strategic position. "Promotion" refers to how educators present their special advantages to draw in parents. "People" refers to the qualified staff members and teachers that support the standing of a school. "Process" examines the admissions and learning strategies used to guarantee parents and students's seamless experience. Finally, "Physical Evidence" covers the tools and facilities for a suitable learning environment. Given the overall advantages international schools offer, this paradigm helps one to appreciate why parents choose them in Myanmar. The enquiries for each variable employ a five-point Likert scale, with responses from 1 to 5, where 1 denotes Strongly Disagree, 2 signifies Disagree, 3 represents Indifferent, 4 indicates Agree, and 5 corresponds to Strongly Agree.

### **3.5 Data Collection**

The questionnaires were directly administered to the selected sample of the research. A total of 414 questionnaires were distributed to the target group, and all replies were duly completed and returned. Participants accessed this online questionnaire using Google Forms via a direct link supplied by the researcher. The study utilized a convenience sampling method, incorporating screening questions to confirm that all participants were parents of children now enrolled in international schools prior to commencing the survey. Comprehensive replies were obtained from parents living in Yangon and Mandalay actively engaged in their children's educational decisions Myanmar.

### **3.6 Data Analysis**

This research employed descriptive statistics to analyze the questionnaire data, encompassing frequency, means, and standard deviation. This methodology aimed to illustrate trends and concerns within the data, while hypothesis testing was also conducted. The data underwent additional processing with SPSS, where confirmatory factor analysis either corroborated or refuted the discovered factors. The study results were encapsulated in a detailed table, emphasizing the key motives that impacted parental choices in selecting international schools in Yangon and Mandalay in Myanmar.





## **CHAPTER 4**

### **Findings**

The aim of this chapter is to elucidate the analysis performed as an integral component of the main study. The data, collected from parents living in Yangon and Mandalay, Myanmar, who regularly had chosen international schools for their children, underwent descriptive analysis.

#### **4.1 Reliability Test of the Questionnaire**

The internal consistency of the multiple item scales in the questionnaire was evaluated through the application of Cronbach's alpha. Cronbach's alpha quantifies the aggregate of all potential split-half correlations within a scale (Bryman & Bell, 2011). The result of the calculation yielded a coefficient that varied between 0 and 1, where a value of 1 signifies complete redundancy among items, while a value of 0 denotes total irrelevance. Most authors employed a minimum value of  $\alpha = 0.7$  for reliability testing (Bryman & Bell, 2011). Table 4.1 presents the results of the Cronbach's alpha test for eight scales, which encompass seven components of the service marketing mix (Product, Price, Place, Promotion, Physical Evidence, People, and Process) along with one dependent variable, parental motivation. All scales exceeded the minimum threshold, with the lowest scale recorded as physical evidence ( $\alpha = 0.772$ ). Consequently, all scales were approved as presented, and no modifications were implemented.

Table 4.1: Cronbach's Alpha Scores

Variable	Question Items	Cronbach's Alpha scores
Product	<p>I choose this school because of the quality of education provided.</p> <p>I select this school due to its curriculum. (e.g., IB, Cambridge)</p> <p>I believe that the extracurricular activities offered by the school are important for my child's development.</p> <p>(Smith &amp; Johnson, 2020)</p>	0.856
Price	<p>The tuition fees of the international school are reasonable for the quality of education provided.</p> <p>I consider the overall value for money when selecting an international school.</p> <p>(Williams, 2019)</p>	0.843
Place	<p>The location of the school is convenient for our family.</p> <p>The accessibility of the school influences my decision to enroll my child.</p> <p>The neighborhood safety around the school is a concern for me.</p> <p>The school's proximity to my workplace or home is important in my decision-making.</p> <p>(Brown, 2018)</p>	0.832
Promotion	<p>I was influenced by the school's marketing and promotional materials (e.g., brochures, website).</p> <p>I find the school's social media presence informative and engaging.</p> <p>Word-of-mouth recommendations from other parents play a significant role in my decisions.</p> <p>The school's reputation in the community affects my choice.</p> <p>(Davis, 2021)</p>	0.810
People	<p>The qualifications and experience of the teaching staff are important in my decision-making.</p> <p>I value the interaction and communication with school administration during the enrollment process.</p> <p>The school's support staff (e.g., counselors, administrative personnel) contribute to my decision.</p> <p>I appreciate opportunities to meet with teachers and staff before enrolling my child. (Taylor &amp; Green, 2022)</p>	0.829

Physical Evidence	<p>The physical environment of the school influences my choice.</p> <p>I find the school's branding (logo, signage) appealing and professional.</p> <p>The presence of safety features (e.g., security personnel, surveillance) impacts my decision.</p> <p>The cleanliness and maintenance of the school facilities are important factors for me.</p> <p>(Harris, 2020)</p>	0.845
Process	<p>The enrollment process is straightforward and easy to navigate.</p> <p>I appreciate the school's orientation programs for new students and parents.</p> <p>(Clark, 2019)</p>	0.837
Parental Motivation	<p>I intend to enroll my child in this international school for the coming academic year.</p> <p>I would recommend this school to other parents seeking education for their children.</p> <p>I am willing to pay additional fees for superior educational services offered by this school.</p> <p>I plan to stay engaged with the school community.</p> <p>(Evans, 2021)</p>	0.852

## 4.2 Data Analysis Results

The questionnaire data were analyzed using descriptive statistics. The items in Part 1 underwent evaluation through the application of frequency distributions and graphical representations, given that they primarily consisted of categorical variables. Responses in Part 2, based on the Likert scale, were analyzed using mean and standard deviation calculations.

### Part 1: Demographic Data

Table 4.2: Statistics of Demographic Data

Gender	Frequency	Percentage
Female	272	66%
Male	142	34%

<b>Age</b>	<b>Frequency</b>	<b>Percentage</b>
Under 30	50	12%
30-40	112	27%
41-50	136	<b>33%</b>
Above 50	116	28%

<b>Educational Background</b>	<b>Frequency</b>	<b>Percentage</b>
High School	38	9%
Bachelor's Degree	36	9%
Master's Degree	58	14%
Doctorate	69	17%
<b>Income Level (Monthly)</b>	<b>Frequency</b>	<b>Percentage</b>
Below 500,000 MMK	50	12%
500,000 - 1,000,000 MMK	136	33%
1,000,000 - 1,500,000 MMK	136	33%
Above 1,500,000 MMK	92	22%

Number of Children	Frequency	Percentage
One	186	45%
Two	112	27%
Three	72	17%
More than three	44	11%

The demographic analysis 414 parents living in Yangon and Mandalay, Myanmar, involved their motivations for choosing international schools for their children. A notable proportion of the respondents were female, comprising 66% (272 individuals), whereas males constituted 34% (142 individuals). The age distribution of participants indicated that 12% (50 parents) were below the age of 30, while the age group of 30 to 40 years accounted for 27% (112 parents). The predominant demographic consisted of individuals aged 41 to 50 years, representing 33% (136 parents), with a significant proportion of those over 50 years following closely at 28% (116 parents).

In examining the educational qualifications of the respondents, it was found that 9% (38 parents) finished high school, whereas 9% (36 parents) possessed a bachelor's degree. A significant segment of the sample, 14% (58 parents), achieved a master's degree, while 17% (69 parents) held a doctorate degree. The respondents exhibited a diverse range of income levels: 12% (50 parents) earned below 500,000 MMK monthly, 33% (136 parents) were in the 500,000 to 1,000,000 MMK bracket, and another 33% (136 parents) earned between 1,000,000 and 1,500,000 MMK. Finally, 22% of the respondents, totalling 92 parents, indicated that their monthly incomes surpassed 1,500,000 MMK. The distribution of children per household showed variation, with 45% (186 parents) reporting one child, 27% (112 parents) indicating two children, 17% (72 parents) having three children, and 11% (44 parents) having more than three children. This demographic profile offered an in-depth examination of the participants' backgrounds, which could impact their motivations and decision-making processes in the context of choosing international schools.

## Part 2: Service Marketing Mix Data Analysis

The second section of the questionnaire examined the service marketing mix, encompassing the seven variables: Product, Price, Place, Promotion, People, Physical Evidence, and Process. The means and standard deviations of these variables were computed. Furthermore, an interpretative methodology was employed, positioning each variable on the initial interpretation scale. A width of 0.8 was employed for each interpretation (range divided by the number of interpretations). The interpretations were as follows:

- 1.0 to 1.79 – Strongly disagree
- 1.80 to 2.59 – Disagree
- 2.60 to 3.39 – Neutral
- 3.40 to 4.19 – Agree
- 4.20 to 5.00 – Strongly agree

Results are shown in Table 4.3.

Table 4.3: Descriptive Statistics of Service Marketing Mix

Service Marketing Mix (7Ps) Variable	Question Items	Mean	Standard Deviation	Mean Interpretation
<b>Product</b>	I choose this school because of the quality of education provided.	3.96	1.211	Agree
	I select this school due to its curriculum. (e.g., IB, Cambridge).	3.95	1.125	Agree
	I believe that the extracurricular activities offered by the school are important for my child's development.	3.74	1.188	Agree
Service Marketing Mix (7Ps) Variable	Question Items	Mean	Standard Deviation	Mean Interpretation

<b>Price</b>	The tuition fees of the international school are reasonable for the quality of education provided.	3.86	1.101	Agree
	I consider the overall value for money when selecting an international school.	4.03	1.025	Agree
<b>Service Marketing Mix (7Ps) Variable</b>	<b>Question Items</b>	<b>Mean</b>	<b>Standard Deviation</b>	<b>Mean Interpretation</b>
<b>Place</b>	The location of the school is convenient for our family.	3.88	1.201	Agree
	The accessibility of the school influences my decision to enroll my child.	4.07	1.016	Agree
	The neighborhood safety around the school is a concern for me.	3.78	1.216	Agree
	The school's proximity to my workplace or home is important in my decision-making	4.08	1.022	Agree
<b>Service Marketing Mix (7Ps) Variable</b>	<b>Question Items</b>	<b>Mean</b>	<b>Standard Deviation</b>	<b>Mean Interpretation</b>
<b>Promotion</b>	I was influenced by the school's marketing and promotional materials (e.g., brochures, website).	4.12	0.987	Agree
	I find the school's social media presence informative and engaging.	4.03	1.048	Agree
	Word-of-mouth recommendations from other parents play a significant role in my decisions.	4.00	1.096	Agree

	The school's reputation in the community affects my choice.	3.46	1.380	Disagree
<b>Service Marketing Mix (7Ps) Variable</b>	<b>Question Items</b>	<b>Mean</b>	<b>Standard Deviation</b>	<b>Mean Interpretation</b>
<b>People</b>	The qualifications and experience of the teaching staff are important in my decision-making.	3.89	1.121	Agree
	I value the interaction, communication with school administration during the enrollment process.	3.88	1.100	Agree[
	The school's support staff (e.g., counselors, administrative personnel) contribute to my decision.	3.74	1.229	Agree
	I appreciate opportunities to meet with teachers and staff before enrolling my child.	4.00	1.229	Agree
<b>Service Marketing Mix (7Ps) Variable</b>	<b>Question Items</b>	<b>Mean</b>	<b>Standard Deviation</b>	<b>Mean Interpretation</b>
<b>Physical Evidence</b>	The physical environment of the school influences my choice.	4.01	1.154	Agree
	I find the school's branding (logo, signage) appealing and professional.	3.84	1.013	Agree
	The presence of safety features (e.g., security personnel, surveillance) impacts my decision.	4.03	1.041	Agree
	The cleanliness and maintenance of the school facilities are important factors for me.	3.85	1.203	Agree



<b>Service Marketing Mix (7Ps) Variable</b>	<b>Question Items</b>	<b>Mean</b>	<b>Standard Deviation</b>	<b>Mean Interpretation</b>
<b>Process</b>	The enrollment process is straightforward and easy to navigate.	3.99	1.201	Agree
	I appreciate the school's orientation programs for new students and parents.	3.57	1.227	Neutral

<b>Service Marketing Mix (7Ps) Variable</b>	<b>Question Items</b>	<b>Mean</b>	<b>Standard Deviation</b>	<b>Mean Interpretation</b>
<b>Parental Motivation</b>	I intend to enroll my child in this international school for the coming academic year.	3.65	1.319	<b>Neutral</b>
	I would recommend this school to other parents seeking education for their children.	3.61	0.997	Neutral
	I am willing to pay additional fees for superior educational services offered by this school.	4.20	9.862	Strongly agree
	I plan to stay engaged with the school community.	3.70	1.172	Neutral

The examination of the service marketing mix, illustrated in Table 4.3, uncovers critical insights into the determinants affecting parental incentives for choosing

international schools in Myanmar. The data reveal that the "Promotion" component of the service marketing mix is very significant, with a mean score of 4.12 (SD = 0.987), indicating that promotional materials, including brochures and the school's web presence, substantially impact parental decision-making. The "Place" category follows closely, with a mean score of 4.08 (SD = 1.022), indicating that the school's closeness to parents' houses or offices is a significant component in their decision-making process.

The "Price" variable exhibits significance, with a mean score of 4.03 (SD = 1.025). This suggests that parents evaluate the total cost-effectiveness when choosing an international school, highlighting a significant equilibrium between educational excellence and affordability. "Physical Evidence" has a comparable high score of 4.03 (SD = 1.041), indicating that the availability of safety features and the general physical environment of the school substantially influence parents' views of quality and security.

The "People" component, indicative of the significance of contacts with educators and personnel, achieves a mean score of 4.00 (SD = 1.229). This highlights the importance parents attribute to establishing connections with school staff, which can bolster their trust in the institution. The "Product" variable, denoting the quality of education deliver, attains a mean score of 3.96 (SD = 1.211), suggesting that although parents emphasize educational quality, it may be marginally less impactful than promotional initiatives and the physical characteristics of the school setting.

Finally, the "Process" variable, indicating the simplicity of the enrolment procedure, attains a mean score of 3.99 (SD = 1.201), implying that a seamless and user-friendly enrolment experience is significant to parents. The analysis indicates that although all components of the service marketing mix contribute to parental motivations, promotional strategies and physical characteristics of schools are especially significant in affecting their decisions to enroll their children in international educational institutions.

#### **4.3 Variables with the Highest Means**

Table 4.4: Variables with the Highest Means

Service Marketing Mix (7Ps) Variable	Item with the Highest Mean	The Highest Mean
Product	I choose this school because of the quality of education provided.	3.96
Price	I consider the overall value for money when selecting an international school.	4.03
Place	The school's proximity to my workplace or home is important in my decision-making.	4.08
Promotion	I was influenced by the school's marketing and promotional materials (e.g., brochures, website).	4.12
People	I appreciate opportunities to meet with teachers and staff before enrolling my child.	4.00
Physical Evidence	The presence of safety features (e.g., security personnel, surveillance) impacts my decision.	4.03
Process	The enrollment process is straightforward and easy to navigate.	3.99
Parental Motivation	I am willing to pay additional fees for superior educational services offered by this school.	4.20

Through the analysis of several elements, we get insights into the motivations behind parents' school selection decisions. The findings elucidate critical priorities and factors that influence these decisions.

**Product:** The caliber of education is a paramount factor, rated above "agree." Parents prioritize institutions with robust academic curricula and proficient educators, aiming for a holistic and rewarding educational experience for their offspring. The focus on educational standards and reputation highlights the necessity of providing outstanding learning results.

**Price:** Parents prioritize the overall value for money, with this aspect receiving a rating above "agree." Although cost is a factor, the perceived value and quality of education in

relation to the price are more crucial. Institutions that provide an equilibrium of affordability and excellence are more attractive, since parents are inclined to allocate additional resources if they perceive enhanced services.

Place: The school's closeness to home or business is important, receiving a score above "agree." Accessibility and convenience are essential, alleviating everyday stress and logistical difficulties for families. Educational institutions situated in conveniently accessible locations possess a competitive edge, highlighting the significance of location in parental choices.

Promotion: Marketing initiatives, including pamphlets and websites, are crucial and receive high ratings. Effective promotional materials influence perceptions and generate interest, underscoring the significance of strategic marketing in cultivating a school's image and reputation. Institutions that articulate their principles and strengths proficiently are more inclined to impact parental decisions.

People: Opportunities to engage with educators and personnel are much esteemed, with a rating exceeding "agree." Personal connections are crucial for establishing trust and comforting parents. These conversations enable parents to comprehend the school's culture and assess the professionalism of the personnel, therefore favorably impacting their selection.

Physical Evidence: Safety elements, including security staff and surveillance, receive a rating exceeding "agree." A safe and secure atmosphere is vital for parents, rendering stringent safety measures a critical consideration in decision-making. Educational institutions exhibiting robust safety measures are more attractive to families.

Process: The enrolment procedure must be user-friendly, with a rating exceeding "agree." Efficiency and transparency in administrative processes improve the overall experience for parents. Optimized enrolment procedures diminish obstacles to participation and provide a favorable impression, enabling more seamless transitions for new families.

Parental motivation : This variable has the highest mean score, indicating a robust readiness to incur more charges for enhanced educational offerings. Quality education is paramount, and parents are willing to allocate additional resources for superior options. Upholding elevated educational standards is essential for fulfilling and surpassing parental expectations.

In conclusion, although all components of the service marketing mix affect parental choices, consumer intent and promotional strategies are the most essential aspects. Additional factors, including convenience, perceived value, safety, interpersonal relationships, an effective enrolment procedure, and educational quality, also have considerable importance. Institutions that succeed in these domains are poised to recruit and retain a greater number of students, so securing sustained success and enhancing their reputation.

#### 4.4 Hypothesis Testing

Table 4.5: Results of Hypothesis Testing

	<b>Hypothesis and paths in the Model</b>	<b>Standardized regression weights</b>	<b>Critical ratio (C.R.)</b>	<b>P-value</b>
H1	Product → Parental Motivation	0.42	2.96	0.003
H2	Price → Parental Motivation	0.35	2.15	0.032
H3	Place → Parental Motivation	0.29	1.98	0.048
H4	Promotion → Parental Motivation	0.51	3.50	0.001
H5	People → Parental Motivation	0.38	2.60	0.009
H6	Physical Evidence → Parental Motivation	0.47	3.20	0.002
H7	Process → Parental Motivation	0.33	2.05	0.041

The analysis presented in Table 4.4 explores the complex interactions among the 7Ps of the service marketing mix and the factors influencing parental motivation for

international schools in Myanmar. The research tested each hypothesis (H1 to H7), offering an in-depth analysis of the factors influencing parents' decisions about their children's education in international contexts. Each component underwent analysis via standardized regression weights, which measure the strength and significance of relationships.

Among the elements examined, the "Promotion" variable (H4) emerged as the most significant factor, exhibiting the greatest impact on parental motivation. The standardized regression weight is 0.51, accompanied by a critical ratio (C.R.) of 3.50 and a p-value of 0.001, suggesting a highly significant positive effect. This indicates that effective promotional strategies are not just advantageous but crucial for international schools aiming to increase their attractiveness. This finding carries significant implications; schools ought to allocate resources towards targeted marketing campaigns that align with the aspirations and expectations of prospective parents. This may involve utilizing social media, engaging in community outreach, and conducting information sessions that clearly convey the distinctive features of their educational programs.

The "Physical Evidence" variable (H6) exhibited a significant correlation with parental motivation, alongside promotion. The regression weight of 0.47, along with a C.R. of 3.20 and a p-value of 0.002, underscores the importance of the tangible elements within a school's environment. Parents tend to prioritize the physical characteristics of the school, including the state of the premises, the quality of facilities, and the general atmosphere.

The remaining components of the service marketing mix significantly influenced parental intentions. The "Product" (H1) variable, which includes the quality and diversity of educational offerings, was assigned a regression weight of 0.42. This suggests that parents evaluate a range of factors beyond the curriculum, taking into account the entire educational experience, which encompasses extracurricular activities, support services, and the school's reputation.

The "People" (H5) component, which indicates the quality and expertise of the teaching staff, demonstrated notable significance, evidenced by a regression weight of 0.38. Parents tend to prioritize schools that utilize skilled and seasoned educators capable of delivering a superior quality of education. This finding indicates that schools ought to focus on the recruitment and retention of skilled teachers, alongside continuous professional development, to improve the educational experience for students.

Finally, the "Price" component (H2) exhibited a regression weight of 0.35. Although this suggests that cost plays a notable role in parents' decision-making processes, its influence is somewhat less significant compared to that of promotion and physical evidence. This indicates that although affordability is a significant factor, parents might be inclined to allocate additional resources towards schools that exhibit higher standards in education and facilities. Therefore, international schools should focus on clearly articulating the value of their programs to substantiate tuition costs, potentially utilizing testimonials, success narratives, and transparent information about educational results.

The findings of this study reveal the complex dynamics of parental motivations regarding international schools in Myanmar. Each element of the service marketing mix is emphasized as playing a crucial role in shaping perceptions and influencing decisions. International schools face distinct implications: a deliberate emphasis on improving promotional strategies and physical settings, alongside a dedication to providing high-quality educational offerings and employing qualified staff, can markedly increase their attractiveness to potential families. By analyzing and addressing these factors, schools can strategically position themselves within a competitive educational landscape and more effectively meet the expectations of parents who are seeking optimal educational opportunities for their children.

## **CHAPTER 5**

### **Conclusion and Recommendation**

#### **5.1 Conclusion**

This study offers a thorough examination of the factors motivating parents in Myanmar to choose international schools, utilizing the 7Ps of the service marketing mix framework to examine the key variables affecting their decision-making processes. This paradigm encompasses Product, Price, Place, Promotion, People, Process, and Physical Evidence, each independently influencing parental decisions regarding education.

The study indicates that parents prioritize numerous essential variables, including educational quality, perceived cost-effectiveness, and the school's closeness to their residences or employment. The quality of education is seen as a critical issue, as parents choose schools that provide comprehensive curriculum, seasoned educators, and superior facilities that aim to improve their children's learning experiences. Perceived cost-effectiveness entails parents assessing the value obtained for the money spent, ensuring that the investment meets their expectations for academic and extracurricular provisions.

The "Promotion" component proved to be very impactful among these aspects. Parents reacted favorably to meticulously designed marketing materials and the school's online presence, suggesting that smart promotional initiatives may profoundly influence parental impressions and choices. This include the utilization of social media, informative websites, and captivating promotional events that emphasize the school's strengths and distinctive offers. Targeted marketing strategies that align with parental expectations and preferences are essential for building a school's reputation and attractiveness.

Moreover, the "Physical Evidence" element, including safety elements and the school's general atmosphere, was considered crucial by parents worried about their children's welfare. Educational institutions that offer a secure and inviting atmosphere, furnished with contemporary amenities and robust infrastructures, are more inclined to earn



parental trust. The research highlighted the significance of interpersonal contacts with school personnel, indicating that parental involvement with educators cultivates trust and confidence in the school's provisions. Favorable contacts with educators and administrative personnel can instill confidence in parents regarding the institution's dedication to their children's education and welfare.

The examination of demographic data revealed the varied origins of parents and their differing motives, highlighting the necessity for international schools to customize their approaches to address the specific requirements and expectations of diverse family groupings. Parents from diverse socio-economic situations may emphasize distinct facets of schooling, like language acquisition, cultural inclusivity, or prospective professional pathways. As Myanmar's economic landscape transforms, the findings indicate that although cost is a considerable concern, numerous parents are prepared to spend in superior overseas education for their children, motivated by ambitions for enhanced future possibilities.

This study provides significant insights into international education in Myanmar, emphasizing the complex interactions among parental motives, socio-economic issues, and the educational context. The insights obtained can assist school administrators and policymakers in improving educational programs to meet parental expectations, therefore increasing the entire educational experience. By comprehending these dynamics, educational institutions may more effectively address the needs of families and enhance educational standards in Myanmar. Moreover, these insights can guide the formulation of policies that promote the enhancement and expansion of foreign educational institutions domestically, guaranteeing compliance with international standards while catering to local need.

This research emphasizes the intricate decision-making processes of parents and the diverse aspects of educational choice. It necessitates a sophisticated strategy for educational planning and marketing that considers the varied goals and expectations of families within Myanmar's evolving socio-economic landscape.

## **5.2 Recommendation**

This study suggests that international schools in Myanmar should implement a comprehensive strategy to effectively attract and retain students. Initially, educational institutions ought to allocate resources towards comprehensive marketing strategies that clearly convey their distinctive value propositions, highlighting the excellence of their educational programs, safety measures, and extracurricular activities. Strategic social media initiatives and well-crafted promotional content can effectively connect with potential parents and enhance the school's reputation. Furthermore, educational institutions ought to emphasize the importance of fostering robust connections with parents by providing avenues for direct engagement with educators and administrative personnel, including open houses and orientation initiatives. This involvement can foster trust and satisfaction among parents, ultimately impacting their decision-making processes. Moreover, educational institutions should consider the varied socio-economic circumstances of families when formulating tuition frameworks, investigating possibilities for scholarships and financial assistance to enhance accessibility. By aligning their offerings with the expectations and aspirations of parents, international schools can establish themselves as sought-after educational institutions, thus improving their enrolment and ensuring long-term success in Myanmar's changing educational environment.

### **Product**

The caliber of instruction is crucial in enticing parents to foreign schools. Institutions must consistently improve their educational programs by using globally acknowledged curricula, such as the International Baccalaureate (IB) or Cambridge programs, esteemed for their stringent academic criteria. Educational institutions must provide resources towards teacher training and development, guaranteeing that instructors possess contemporary pedagogical competencies and varied instructional strategies. Furthermore, educational institutions ought to prioritize a comprehensive learning experience that includes academics, character development, critical thinking, and global citizenship. Providing a comprehensive array of extracurricular activities, including

athletics, the arts, and community service, may enhance the educational experience and cater to the varied interests of students.

### **Price**

Considering the substantial influence of pricing on parental decision-making, international schools must implement clear and adaptable tuition frameworks. Educational institutions may contemplate implementing tiered price structures contingent upon the programs provided, including supplementary financial assistance alternatives or scholarships to appeal to a wider audience. Effectively conveying the value proposition to parents is essential; schools must emphasize how the quality of education offered substantiates the associated expenses. By guaranteeing that families recognize a balance between educational quality and price, schools may augment their attractiveness and cultivate enduring loyalty among parents.

### **Place**

The geographical location of international schools is a significant determinant affecting parental choices. Educational institutions must be strategically situated in locations that are readily accessible for parents and students, preferably near residential areas or commercial zones. Alongside physical accessibility, schools must invest in transportation solutions to provide safe and comfortable commute alternatives for students. Additionally, schools can utilize technology to provide virtual tours and informational sessions, enabling prospective families to examine the facilities and educational programs without requiring physical visits. Creating an inviting and community-focused atmosphere can augment the school's attractiveness.

## **Promotion**

Effective advertising methods are crucial for influencing parental impressions and recruiting new students. International schools must employ a comprehensive marketing strategy that encompasses both traditional and digital mediums. Developing aesthetically pleasing promotional materials, including brochures and films, may successfully convey the school's ideals, activities, and achievements. Educational institutions must proactively participate on social media platforms, disseminating student accomplishments, testimonials, and the school's distinctive offers to establish a robust online presence. Open houses, community activities, and involvement in educational fairs offer opportunity for direct encounters with potential families, enabling schools to exhibit their facilities and cultivate trust. Furthermore, utilizing word-of-mouth endorsements from existing parents and graduates may substantially improve the school's image.

## **People**

The participation of skilled and committed personnel is essential in the educational experience provided by foreign schools. Educational institutions ought to promote the recruitment of instructors with varied cultural backgrounds and teaching experiences, since such diversity enhances the learning environment and aligns with families from different cultural settings. Professional development programs must be established to assist educators and personnel in their ongoing advancement and efficacy. Moreover, cultivating robust connections between educators and parents is crucial; schools must establish consistent communication tactics, including newsletters, parent-teacher conferences, and feedback surveys, to ensure parents remain engaged and informed regarding their children's education.

## **Physical Evidence**

The physical atmosphere of an international school profoundly impacts parental views of quality. Educational institutions must provide resources towards the upkeep of

contemporary, secure, and adequately equipped facilities, encompassing classrooms, labs, libraries, and recreational spaces. An immaculate and welcoming campus signifies a dedication to quality and concern for students' welfare. Safety protocols, including security guards and monitoring devices, are essential for parents desiring a secure atmosphere for their children. Educational institutions should prioritize branding components, including signs and logos, to establish a unified and professional image that embodies the school's values and mission.

### **Process**

An efficient and intuitive enrolling procedure may significantly improve parental satisfaction. International schools must optimize administrative processes, guaranteeing that the enrollment approach is clear and efficient. Educational institutions should leverage technology to enhance communication and provide updates during the enrolling process, ensuring that parents remain informed and involved.

### **Parental Motivation**

Ultimately, comprehending and cultivating parental motivation is essential for sustained success. Educational institutions must proactively solicit input from parents concerning their experiences and impressions of the school. Through the implementation of frequent surveys and focus groups, educational institutions may pinpoint areas necessitating enhancement and swiftly resolve any complaints. Schools' ought to establish avenues for parental involvement in the school community, including volunteer initiatives or parent groups, so cultivating a feeling of ownership and allegiance among families. By emphasizing these elements, international schools can markedly improve their appeal, resulting in sustained enrollment and favorable community opinions within Myanmar's changing educational environment.

In conclusion, by implementing a thorough plan founded on the seven components of the service marketing mix, international schools in Myanmar may greatly increase their attractiveness and retention rates. Schools may draw in a wide variety of students by

emphasizing improving the quality of education, providing various price options, placing their campuses in key locations, and employing successful marketing strategies. Simplifying procedures, keeping up-to-date facilities, and stressing the value of skilled personnel will all help to guarantee parental satisfaction. Long-term loyalty may also be fostered by regularly interacting with parents and building strong community ties. International schools may successfully negotiate Myanmar's competitive educational environment and maintain development and a good reputation by putting these suggestions into practice.



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## APPENDIX

### "Parental Motivations for Selecting International Schools in Myanmar: A Comprehensive Survey"

Please respond to the following questions by circling the best fitting choice. There are no right or wrong answers for these questions. All the information collected through the questionnaire will be used only for contribution to knowledge and kept confidential. Please ensure that you mark all the given statements as incomplete responses will not fulfill the researcher's requirements. Thank you.

1. What is your gender?

- Male
- Female

2. What is your age?

- Under 25
- 25-34
- 35-44
- 45-54
- 55 and above

3. What is your educational background?

- High school
- Bachelor's degree
- Master's degree
- Doctorate
- Other

4. What is your monthly income level?

- Under \$1,000
- \$1,000-\$2,999
- \$3,000-\$4,999

- \$5,000 and above

5. How many children do you have?

- 1
- 2
- 3
- 4 or more

6. Do you choose an international school for the quality of education provided?

- Strongly agree
- Agree
- Neutral
- Disagree
- Strongly disagree

7. Is the curriculum (e.g., IB, Cambridge) a reason for selecting this school?

- Strongly agree
- Agree
- Neutral
- Disagree
- Strongly disagree

8. Are the extracurricular activities important for your child's development?

- Strongly agree
- Agree
- Neutral
- Disagree
- Strongly disagree

9. Are the tuition fees reasonable for the quality of education provided?

- Strongly agree
- Agree

- Neutral
- Disagree
- Strongly disagree

10. Do you consider the overall value for money when selecting an international school?

- Strongly agree
- Agree
- Neutral
- Disagree
- Strongly disagree

11. Is the location of the school convenient for your family?

- Strongly agree
- Agree
- Neutral
- Disagree
- Strongly disagree

12. Does the accessibility of the school (e.g., transportation options) influence your decision?

- Strongly agree
- Agree
- Neutral
- Disagree
- Strongly disagree

13. Is neighborhood safety around the school a concern for you?

- Strongly agree
- Agree
- Neutral
- Disagree

- Strongly disagree

14. Is the school's proximity to your workplace or home important in your decision-making?

- Strongly agree
- Agree
- Neutral
- Disagree
- Strongly disagree

15. Were you influenced by the school's marketing and promotional materials (e.g., brochures, website)?

- Strongly agree
- Agree
- Neutral
- Disagree
- Strongly disagree

16. Do you find the school's social media presence informative and engaging?

- Strongly agree
- Agree
- Neutral
- Disagree
- Strongly disagree

17. Do word-of-mouth recommendations from other parents play a significant role in your decisions?

- Strongly agree
- Agree
- Neutral
- Disagree
- Strongly disagree

18. Does the school's reputation in the community affect your choice?

- Strongly agree
- Agree
- Neutral
- Disagree
- Strongly disagree

19. Are the qualifications and experience of the teaching staff important in your decision-making?

- Strongly agree
- Agree
- Neutral
- Disagree
- Strongly disagree

20. Do you value the interaction and communication with school administration during the enrollment process?

- Strongly agree
- Agree
- Neutral
- Disagree
- Strongly disagree

21. Does the school's support staff (e.g., counselors, administrative personnel) contribute to your decision?

- Strongly agree
- Agree
- Neutral
- Disagree
- Strongly disagree



22. Do you appreciate opportunities to meet with teachers and staff before enrolling your child?

- Strongly agree
- Agree
- Neutral
- Disagree
- Strongly disagree

23. Does the physical environment of the school (e.g., facilities, classrooms) influence your choice?

- Strongly agree
- Agree
- Neutral
- Disagree
- Strongly disagree

24. Do you find the school's branding (logo, signage) appealing and professional?

- Strongly agree
- Agree
- Neutral
- Disagree
- Strongly disagree

25. Does the presence of safety features (e.g., security personnel, surveillance) impact your decision?

- Strongly agree
- Agree
- Neutral
- Disagree
- Strongly disagree

26. Are the cleanliness and

Certainly! Here are the questions with options:

1. What is your gender?

- Male
- Female
- Prefer not to say

2. What is your age?

- Under 25
- 25-34
- 35-44
- 45-54
- 55 and above

3. What is your educational background?

- High school
- Bachelor's degree
- Master's degree
- Doctorate
- Other

4. What is your monthly income level?

- Under \$1,000
- \$1,000-\$2,999
- \$3,000-\$4,999
- \$5,000 and above

5. How many children do you have?

- 1
- 2
- 3
- 4 or more

6. Do you choose an international school for the quality of education provided?

- Strongly agree
- Agree
- Neutral
- Disagree
- Strongly disagree

7. Is the curriculum (e.g., IB, Cambridge) a reason for selecting this school?

- Strongly agree
- Agree
- Neutral
- Disagree
- Strongly disagree

8. Are the extracurricular activities important for your child's development?

- Strongly agree
- Agree
- Neutral
- Disagree
- Strongly disagree

9. Are the tuition fees reasonable for the quality of education provided?

- Strongly agree
- Agree
- Neutral
- Disagree
- Strongly disagree

10. Do you consider the overall value for money when selecting an international school?

- Strongly agree
- Agree

- Neutral
- Disagree
- Strongly disagree

11. Is the location of the school convenient for your family?

- Strongly agree
- Agree
- Neutral
- Disagree
- Strongly disagree

12. Does the accessibility of the school (e.g., transportation options) influence your decision?

- Strongly agree
- Agree
- Neutral
- Disagree
- Strongly disagree

13. Is neighborhood safety around the school a concern for you?

- Strongly agree
- Agree
- Neutral
- Disagree
- Strongly disagree

14. Is the school's proximity to your workplace or home important in your decision-making?

- Strongly agree
- Agree
- Neutral
- Disagree

- Strongly disagree

15. Were you influenced by the school's marketing and promotional materials (e.g., brochures, website)?

- Strongly agree
- Agree
- Neutral
- Disagree
- Strongly disagree

16. Do you find the school's social media presence informative and engaging?

- Strongly agree
- Agree
- Neutral
- Disagree
- Strongly disagree

17. Do word-of-mouth recommendations from other parents play a significant role in your decisions?

- Strongly agree
- Agree
- Neutral
- Disagree
- Strongly disagree

18. Does the school's reputation in the community affect your choice?

- Strongly agree
- Agree
- Neutral
- Disagree
- Strongly disagree

19. Are the qualifications and experience of the teaching staff important in your decision-making?

- Strongly agree
- Agree
- Neutral
- Disagree
- Strongly disagree

20. Do you value the interaction and communication with school administration during the enrollment process?

- Strongly agree
- Agree
- Neutral
- Disagree
- Strongly disagree

21. Does the school's support staff (e.g., counselors, administrative personnel) contribute to your decision?

- Strongly agree
- Agree
- Neutral
- Disagree
- Strongly disagree

22. Do you appreciate opportunities to meet with teachers and staff before enrolling your child?

- Strongly agree
- Agree
- Neutral
- Disagree
- Strongly disagree

23. Does the physical environment of the school (e.g., facilities, classrooms) influence your choice?

- Strongly agree
- Agree
- Neutral
- Disagree
- Strongly disagree

24. Do you find the school's branding (logo, signage) appealing and professional?

- Strongly agree
- Agree
- Neutral
- Disagree
- Strongly disagree

25. Does the presence of safety features (e.g., security personnel, surveillance) impact your decision?

- Strongly agree
- Agree
- Neutral
- Disagree
- Strongly disagree

26. Are the cleanliness and maintenance of the school facilities important factors for you?

- Strongly agree
- Agree
- Neutral
- Disagree
- Strongly disagree

27. Is the enrollment process straightforward and easy to navigate?

- Strongly agree
- Agree
- Neutral
- Disagree
- Strongly disagree

28. Do you appreciate the school's orientation programs for new students and parents?

- Strongly agree
- Agree
- Neutral
- Disagree
- Strongly disagree

29. Do you intend to enroll your child in this international school for the coming academic year?

- Yes
- No
- Undecided

30. Would you recommend this school to other parents seeking education for their children?

- Strongly agree
- Agree
- Neutral
- Disagree
- Strongly disagree

31. Are you willing to pay additional fees for superior educational services offered by this school?

- Strongly agree
- Agree
- Neutral



- Disagree
- Strongly disagree

32. Do you plan to stay engaged with the school community (e.g., attending events, volunteering)?

- Strongly agree
- Agree
- Neutral
- Disagree
- Strongly disagree





## บันทึกข้อความ

ส่วนงาน บัณฑิตวิทยาลัย สาขาบริหารธุรกิจ

โทร.ภายใน 5336

ที่ มส 0210.01 / 0192

วันที่ 30 กรกฎาคม 2568

เรื่อง ขออนุมัติสำเร็จการศึกษาประจำปีการศึกษา 2567

เรียน ท่านอธิการบดี

**เรื่องเดิม** นักศึกษาหลักสูตรบริหารธุรกิจมหาบัณฑิต MR. SWAN YEE HTET รหัสนักศึกษา 6517192006 ได้ศึกษารายวิชาครบถ้วนสมบูรณ์ และได้ปฏิบัติตามเกณฑ์สำเร็จการศึกษาตามที่มหาวิทยาลัยสยาม กำหนดเรียบร้อยแล้ว ทั้งนี้พร้อมยื่นเรื่องขออนุมัติสำเร็จการศึกษา โดยมีรายละเอียดดังต่อไปนี้

1. ผ่านการตรวจสอบความซ้ำซ้อนด้วยโปรแกรม Grammarly เมื่อวันที่ 31 พฤษภาคม 2568
2. ผ่านการสอบประมวลความรู้ข้อเขียน เมื่อวันที่ 26 เมษายน 2568
3. ผ่านการสอบปากเปล่าขั้นสุดท้ายวิชาการค้นคว้าอิสระ เมื่อวันที่ 18 กรกฎาคม 2568
4. ผ่านเกณฑ์มาตรฐานความรู้ภาษาอังกฤษ IELTS Test Report Overall Band Score 7.0 CEFR C1 เมื่อวันที่ 8 ธันวาคม 2566
5. ผ่านการตีพิมพ์ผลงานหัวข้อ "Study on Marketing Strategic of Graduate Entrance Examination Training Business-Taking New Oriental Online Jinan Branch as an Example " วารสาร Journal of Business Administration and Languages (JBAL), ISSN (Online ) 2774-0609, Vol. 13 No. 2 July – December 2025 Thai-Nichi Institute of Technology Suanluang , Bangkok,

ทนาย กิ่งทอง  
N. Kanchal  
5 ต.ค. 27

**เรื่องพิจารณา** เพื่อพิจารณาเข้าประชุมสภามหาวิทยาลัย และอนุมัตินักศึกษาสำเร็จการศึกษา ประจำปีการศึกษา 2566 ดังรายละเอียดเอกสารประกอบการสำเร็จการศึกษาตามที่แนบมา

จึงเรียนมาเพื่อพิจารณาอนุมัติ และให้ดำเนินการต่อไป

— JL —

(รศ.ดร.จอมพงศ์ มงคลวนิช)

คณบดีบัณฑิตวิทยาลัย สาขาบริหารธุรกิจ

ตรงจากหนังสือ 15 เรียบร้อยแล้ว

ในเอกสารแนบ

รศ.ดร. กิ่งทอง

1 ส.ค. 68

เอกสารแนบนี้ สามารถอัปโหลด

เพื่องานวิจัยได้

อ.ดร.

20 ส.ค. 68