



**FACTORS INFLUENCING PARENT SATISFACTION OF
PREMIUM ACADEMY INTERNATIONAL
SCHOOL IN YANGON**

**BACHELOR OF BUSINESS ADMINISTRATION
(BBA)**

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PREMIUM ACADEMY INTERNATIONAL
SCHOOL IN YANGON**

A Thesis Presented
by
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in partial fulfilment of the requirements for the degree of

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ABSTRACT

This study investigates parent satisfaction at Premium Academy International School in Yangon, applying the SERVQUAL model to assess five dimensions of service quality: tangibility, reliability, responsiveness, assurance and empathy. Data were collected through a structured questionnaire distributed to 120 parents, measuring their expectations and perceptions using Likert-scale items. The analysis process involved descriptive statistics to summarize the data and inferential statistics, including correlation and regression analysis to examine relationships between service quality dimensions and parent satisfaction. Findings reveal that empathy and assurance significantly and positively influence parent satisfaction, emphasizing the importance of personalized communication and professional service delivery. Conversely, reliability exhibited a negative relationship, indicating a gap between parental expectations and the consistency of service provided. Although tangibility and responsiveness did not show significant effects, they remain important for the overall service experience. Based on these results, the study recommends staff training to enhance empathy, clear and consistent communication to improve assurance, process standardization to address reliability gaps and the adoption of digital tools to boost responsiveness.

These insights provide valuable guidance for Premium Academy International School to improve service quality and strengthen parent relationships. Future research is encouraged to expand the scope, include diverse stakeholder perspectives and explore cultural influences on satisfaction in international education settings.

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ABBREVIATION

PAIS **Premium Academy International School**

CHAPTER I

INTRODUCTION

Education is the cornerstone of individual achievement in today's competitive economy, equipping people with the skills they need to meet the challenges of the twenty-first century. This idea was expressed by Linda Darling-Hammond (2010) when she said, "Education is the foundation upon which we build our future." With population changes and rapid expansion, the global education landscape has changed dramatically, giving rise to a multitude of institutions that meet a wide range of needs and goals. Students in Myanmar are better prepared for a globalized society, thanks in large part to the growth of private educational institutions.

Understanding parent satisfaction is key as it directly impacts student enrollment, retention rates, and overall educational quality. Satisfied parents are more likely to support the school, engage in their children's education and contribute to a positive school environment, making parent satisfaction a key indicator of an educational institution's effectiveness.

Parents play an important role in the education sector by providing essential support, resources and advocacy for their children's academic and personal development. Students' attitudes toward learning are improved, academic progress is encouraged and emotional and social development is fostered by their involvement. When parents and educators work together to establish a supportive atmosphere that is customized to each student's needs, parents' accountability and observation help pupils stay on course. In addition, parental involvement in school functions and policy-making supports the development of a cohesive school community and the advancement of efficient teaching methods.

1.1 Background information of the Study

In recent years, the importance of service quality in educational institutions has gained significant attention, particularly in private and international schools where parent expectations are often high. Premium Academy International School known for its commitment to academic excellence and student-center approach, recognizes that a positive relationship with parents is essential for the institution's growth and reputation. As such, understanding how service quality affects parent satisfaction is

crucial for ensuring continuous improvement in the school's offerings and strengthening its community relations.

Service quality in an educational context encompasses multiple dimensions such as the quality of teaching, the efficiency of administrative services, the communication between school staff and parents, and the overall student experience. For parents, these factors are not only indicators of how well the school meets their child's academic needs but also reflect the institution's values, commitment to excellence and care for its students. Parent satisfaction, therefore, emerges as a key metric for evaluating the effectiveness of these services.

To ensure parent satisfaction, a school must effectively utilize both service quality and the marketing mix. Service quality includes tangibility, reliability, responsiveness, assurance and empathy. As Peter Drucker (1986) asserted, "Quality in a service or product is not solely determined by the inputs; it is defined by what the client or customer ultimately receives." It is what the client or customer gets out of it."

Classrooms, scientific labs, libraries, sports facilities and art studios are examples of tangible assets that enhance a school's reputation and support the development of its students. Establishing the school's reputation through regular provision of trustworthy educational services requires reliability. In order to ensure a positive and vibrant school climate, responsiveness entails swiftly resolving stakeholder issues and input. Assurance builds trust by reassuring stakeholders of the school's dedication to safety, dependability and excellence. In order to foster a supportive learning environment and encourage academic success through comprehension and assistance, empathy is essential.

The school sector plays a significant role in Yangon's educational environment, meeting the educational demands of both local and foreign families. According to the argument made by Omar et al. (2009), "international schools are pivotal in equipping students with the skills needed for a globalized workforce." In order to increase the educational sector's contribution to Myanmar's development, schools must so satisfy and retain parents and students 3.

In today's competitive educational climate, schools meet obstacles on a worldwide scale. PAIS International School must address these concerns by researching factors that influence parent satisfaction in order to compile the needs and expectations of parents. The function of service quality and the marketing mix will be highlighted in this study's identification and analysis of the variables affecting parent

satisfaction. Academic quality, staff experience, location, extracurricular activities, support services and operating procedures are some of the variables that need to be considered. By looking at these variables, the study hopes to offer valuable information that will assist PAIS International School in improving its teaching methods and raising student and parent satisfaction.

1.2 Problem Statement of the Study

Although the performance of international schools is greatly influenced by parental satisfaction, little study has been done on the precise elements that influence satisfaction at Premium Academy International School in Yangon. The purpose of this study is to determine the main contributing factors, look into the connections between them and assess the effects they have on parent satisfaction. The administration of the school must comprehend these dynamics in order to promote parental involvement and retention, as well as the quality of instruction and services.

At Premium Academy International School Yangon, the general success and reputation of the school are greatly influenced by parent satisfaction. Recent parent feedback and unofficial conversations, however, have brought to light a number of issues that raise doubts about the alignment between the school's existing offers and family expectations. The main problem is communication; many parents believe that the school does not give them timely or clear information about their children's progress, changes to the curriculum or significant school activities. They may feel disconnected and apprehensive about their child's educational path as a result of this communication breakdown.

In addition, some parents have voiced their displeasure with the consistency and calibre of instruction, pointing out that although some teachers are very good, others do not engage their students or provide clear instruction. This discrepancy may have an impact on students' performance and lead to unequal academic results. The sufficiency of extracurricular activities and the degree of assistance offered for kids' overall development are also issues. Parents want to be sure that their kids are getting the chance to grow socially, emotionally and physically in addition to succeeding academically. The perceived value for money is another element that contributes to parental discontent. Parents have high expectations for facilities, teaching and student support, as well as premium services. Frustration and a loss of faith in the organization may result from these expectations not being regularly fulfilled.

Moreover, it seems that the school is not very attentive to parent input; many parents believe that while their issues are recognized, they are not adequately addressed or taken into consideration. The necessity for a more organized and open feedback system is highlighted by this circumstance. The school has to invest in teacher training and development, improve communication, carry out a thorough assessment of its current procedures and when appropriate, actively include parents in decision-making processes in order to allay their worries.

As well as to increasing parent satisfaction, Premium Academy International School Yangon may create a more involved and encouraging school community that collaborates for the success of all students by adopting a proactive and empathetic approach.

1.3 Research Objectives of the Study

There are three main objectives of this study, these are as follows.

1. To examine the influencing factors on Premium Academy International School in Yangon.
2. To investigate the relationship between influencing factors and parent satisfaction of Premium Academy International School in Yangon.
3. To analyze the factors that influence on parent satisfaction of Premium Academy International School in Yangon.

1.4 Research Questions of the Study

1. What are the influencing factors on Premium Academy International School in Yangon?
2. What is the relationship between influencing factors and parent satisfaction of Premium Academy International School in Yangon?
3. Which influencing factors on parent satisfaction of Premium Academy International School in Yangon?

1.5 Scope and Limitation of the Study

This study's participants were restricted to 120, providing a manageable yet representative sample size. A self-administered questionnaire was used to capture both quantitative and qualitative data. While this technique gave useful input, the

study's shortcomings include its focus on just one international school, which may not accurately mirror parents' experiences at other institutions. Furthermore, the sample size, although appropriate may not reflect the whole range of parental viewpoints.

The objective of this study was to determine parents' expectations and attitudes as major consumers of educational services. Qualitative research provided insight into parents' perceptions on the quality of educational services, as well as their knowledge of quality ideas. Furthermore, the factors of anticipated and perceived educational service quality from the viewpoint of parents were identified. It was established that the dimensions reported in this study correspond to those in the conventional gap model. Based on the findings of the parents' focus group and the original SERVQUAL instrument, a questionnaire was developed and utilized in further research.

Zeithaml, Parasuraman, and Berry established the acclaimed SERVQUAL Model in the 1980s and it is still a highly regarded framework for measuring service quality today. According to this paradigm, the difference between a customer's expectations and actual perceptions has a significant impact on service quality. It has five critical dimensions: tangibles, dependability, responsiveness, certainty and empathy. Tangibles refer to the physical components of service delivery, such as premises and equipment. Reliability refers to the service's consistency and reliability. Responsiveness refers to one's capacity to service clients quickly and efficiently. Assurance entails conveying expertise, civility and credibility to consumers, so instilling trust and confidence. The idea of empathy is critical in delivering outstanding customer service because it requires both understanding and compassion for the needs of the client (Geeks, 2024).

1.6 Organization of the Study

This study is divided into five chapters. The first chapter is the introduction consisting of background information of the study, statement of the problem, objectives of the study, scope and limitation of the study, research objectives, research question of the study and organization of the study. The second chapter is a review of the related theories, concepts and literature review. The third chapter is the methodology comprising subjects, materials, procedures and data analysis. The fourth chapter presents the results and tables of the survey and the last chapter will provide conclusions, discussions and recommendation for further research.

In an emphasis on important components like academic quality, teacher-student relationships, school atmosphere, extracurricular possibilities and family participation, the study intends to investigate the factors impacting parent satisfaction with the way the international school is organized. Parental satisfaction in educational settings has been found to be significantly predicted by these parameters. The study looks at these aspects in an effort to offer insights that will help foreign schools improve the quality of their instruction and better satisfy the demands of various parent communities (Tuhu Edi Arihta Sembiring, Jl. Jamin Ginting, 2024).

CHAPTER II

LECTURER REVIEW

The theory of parental satisfaction in educational institutions is complex and includes a number of factors, including communication, school climate, teacher effectiveness and academic excellence. Despite the paucity of studies specifically examining Premium Academy International School, the body of extant research offers important insights into the variables affecting parents' opinions in comparable educational environments.

According to research, parental satisfaction is primarily influenced by academic excellence. Positive parental perceptions are largely shaped by strong leadership and effective instruction. According to studies, the most important factor influencing parental satisfaction is student accomplishment and favourable opinions are influenced by effective leadership and positive teacher-student relationships. A study on private schools in Myanmar, for example, found that customer satisfaction is antecedent to perceived quality, indicating that a positive perception of service might result in customer satisfaction and have a greater impact on behavioural intentions and loyalty (Maung Thang Om, 2009).

Parental satisfaction is increased in schools with a positive climate that is defined by safety, inclusivity and a nurturing atmosphere. Furthermore, chances for students to participate in extracurricular activities enhance parents' general satisfaction. Positive school climates have been linked to improved mental health, greater parental satisfaction and improved academic success, according to research. A research on the British International School in Kuala Lumpur, for instance, discovered that parent input resulted in enhancements to the school's curriculum, faculty and facilities. This suggests that a pleasant school climate is crucial for raising parental satisfaction (BSKL, 2024).

It is essential that parents and schools communicate openly and actively. Research indicates that parents are more satisfied when they believe they have a say in choices and activities at school. Additionally, it has been discovered that internet communication platforms promote parent-teacher connections, which raises student satisfaction. The literature that is currently available emphasizes the significance of academic excellence, school atmosphere and communication in influencing parental

perceptions, even though particular data regarding parental satisfaction at Premium Academy International School is not easily accessible. In order to provide a thorough grasp of satisfaction levels, future study could concentrate on obtaining direct input from the parent community of Premium Academy.

2.1 Introduction and Importance of Subject Area

In today's worldwide educational environment, it is essential to comprehend the elements affecting parent satisfaction in international schools. Families' expectations of educational institutions have changed as they look for high-quality education that meets worldwide standards. Parents' opinions and satisfaction levels are greatly influenced by important factors such parental involvement, school atmosphere, extracurricular activities, teacher-student interactions and academic quality. For example, research at State High School 1 Berastagi showed that the main factors influencing student satisfaction were curricular relevance and academic excellence, as well as favorable teacher-student relationships and a healthy school climate (Srisuda Namraksa, Tanpat Kraiwanit, 2023).

In order to fulfill the varied expectations of their parent groups and to put methods in place that support student success and holistic development, foreign schools must acknowledge these factors.

Moreover, academic success is not the only factor that affects parental satisfaction. The entire educational environment is crucial, including the infrastructure, safety precautions and accessibility of contemporary technology. In the current digital era, parents anticipate that schools will smoothly incorporate technology into the curriculum to prepare pupils for a world that is changing quickly. According to a survey on parental expectations in Nonthaburi, Thailand, parents place a high value on schools embracing the digital age and emphasizing the necessity of teaching students how to use electronic devices and be media literate online (Srisda Namraksa, Tanpat Kraiwanit, 2023).

These revelations highlight the complex relationship between parental satisfaction and both contemporary technical skills and traditional educational principles.

It is critical that parents and schools communicate effectively. Trust and a sense of community are fostered by frequent updates, open policies and parental involvement possibilities. Higher satisfaction levels are frequently observed in

schools that place a strong priority on candid discussions and aggressively solicit parental input. As an illustration of Nord Anglia Education's dedication to upholding solid school-family relationships, the Parent Satisfaction Survey found that 95% of parents said their child is happy at school. Schools can pinpoint areas for development and modify their tactics to better serve their communities with the help of these data-driven techniques (Fox-Powell, 2024).

Promoting pleasant educational experiences in foreign schools requires an awareness of and attention to the elements impacting parent satisfaction. International schools can meet and beyond parental expectations by emphasizing academic quality, embracing technology improvements, providing a secure and encouraging atmosphere and keeping lines of communication open. This will improve student outcomes and the school's reputation (McIntosh, 2021).

2.2 Theoretical Concepts and Principles

In international schools, student retention, school reputation and institutional success are all significantly impacted by parental satisfaction. A thorough framework for evaluating service quality in five areas tangibles, reliability, responsiveness, assurance and empathy is offered by the SERVQUAL model. This model's application to international schools provides insightful information about the elements that influence parent satisfaction.

All five demands are important, according to the SERVQUAL model used to evaluate parental satisfaction in international schools. To create a positive learning environment, schools that want to increase parent satisfaction should concentrate on making improvements in these areas (Stribbell, 2022).

An examination of many theoretical models that clarify the relationship between parents and educational establishments. These frameworks shed light on the variables influencing parental satisfaction and attitudes.

According to the Customer Satisfaction Theory, parents evaluate educational services according to how well the school performs in comparison to their expectations. Important components of this assessment include communication techniques, school amenities, teacher effectiveness and academic excellence. Satisfaction levels are likely to be higher when schools meet or exceed parental expectations in these areas (Tuhu Edi Arihta Sembiring, Jl. Jamin Ginting, 2024).

The Bioecological Model developed by Bronfenbrenner offers a thorough perspective by placing parental happiness in a variety of environmental situations. This concept emphasizes how several systems, ranging from the immediate home and school settings to more general societal and cultural factors, have an impact on a child's development. As a result, outside influences including social conventions and community values can influence parental satisfaction in addition to direct school experiences (Solichah, 2025).

The importance of networks and interactions in the educational environment is highlighted by the Social Capital Theory, which has been developed by academics such as Bourdieu, Coleman, and Lareau. It makes the argument that parents' social networks inside the school community might help them access information and resources, which in turn affects how satisfied they are. Stronger parental involvement and a greater sense of belonging can result from a strong network, which raises satisfaction levels.

These theoretical frameworks provide a sophisticated explanation of parental satisfaction in the setting of foreign schools. They shed light on the complex interactions that exist between social networks, environmental circumstances, reciprocal connections and expectations. International schools can improve the educational experience for pupils by incorporating these viewpoints into their practices and cultivating great ties with parents (Huang, 2022).

2.3 Variables of the Study

Parental satisfaction in international school research is impacted by a number of characteristics that fall into three categories: demographic, relational and institutional. The quality of the curriculum, teacher proficiency, school infrastructure and safety protocols are examples of institutional variables. Parental involvement in school events, communication between parents and school personnel, and the school's responsiveness to parental concerns are all examples of relational variables. Parents' income, cultural background and degree of education are examples of demographic characteristics. For example, studies show that parents who have more education are more satisfied with their home-school collaboration. Parental satisfaction is also influenced by the school's socioeconomic status (SES), with higher SES being associated with more favorable opinions of the school's collaboration and culture. In order to improve parental satisfaction and cultivate solid school-family relationships,

foreign schools must have a thorough understanding of these factors (Tikkanen, 2019).

2.3.1 Tangibility

Parental satisfaction in international schools is significantly influenced by the tangible aspect of service quality. The term "tangibility" refers to the physical characteristics of the learning environment, such as the buildings, furnishings, staff appearance and other obvious indicators of the caliber of instruction being given.

Tangibility significantly improved parent satisfaction, according to the study, along with certainty, dependability and empathy. This implies that higher levels of parental satisfaction are correlated with professionally maintained facilities.

A study conducted on a tutoring center found that tangibles, responsiveness and dependability had a big impact on parents' satisfaction. The study came to the conclusion that achieving parents' expectations and raising their level of satisfaction depended heavily on the institution's responsiveness and the caliber of its physical facilities (Guo, 2025).

These results highlight the value of concrete elements in learning environments. Maintaining excellent physical environments and making sure that their facilities demonstrate the institution's commitment to excellence should be the main priorities of international schools looking to increase parental satisfaction. By doing so, schools can foster positive perceptions among parents, leading to increased satisfaction and loyalty.

Furthermore, tangible infrastructure is only one aspect of the dimension. The way instructional materials are presented, how staff members seem and behave and the general atmosphere of the school setting are all included. Parents frequently view these material components as proof of the school's dedication to offering high-quality instruction. Parents' opinions of the school's quality can be greatly improved, for example, neat and orderly classrooms, current educational materials and polite staff (Andriana, 2024).

Attention to tangibility becomes even more important in the context of foreign schools, where parents may have high standards and a variety of cultural expectations. To be competitive and draw in a diverse student body, schools must make sure that their physical spaces meet or surpass these standards.

Long-term gains may result from making investments in observable facets of service excellence. A stronger school reputation, more word-of-mouth recommendations and higher student retention rates can all result from improved parental satisfaction. In an increasingly competitive educational environment, these results are critical to the long-term viability and expansion of foreign schools (Huang, 2022).

One important element affecting parental satisfaction in foreign schools is the tangible aspect of service quality. International schools can greatly increase parental happiness and perceptions by emphasizing the upkeep and improvement of physical facilities, guaranteeing the professionalism of personnel and fostering a friendly school climate. These initiatives help the school's long-term success and reputation in addition to the immediate school community (Wider, 2024).

2.3.2 Empathy

In international schools, the empathy component of service quality plays a critical role in determining parental satisfaction. According to the SERVQUAL paradigm, empathy is the ability to provide customers in this case, parents and students with considerate, tailored attention. This corresponds to how well school personnel comprehend and respond to each family's particular wants and concerns in educational settings, building a sense of cooperation and confidence.

importance of empathy in the quality of educational services has been emphasized by empirical research. For example, a study carried out in Turkey found that parent satisfaction in primary school is significantly improved by empathy in addition to other factors like assurance and dependability. This implies that parents are more likely to be pleased with the educational services they receive when schools show sincere concern and individualized attention (Mon, 2019).

The study found that empathy contributed to improving parents' opinions of the quality of the school's services, even though other elements like assurance and responsiveness had a stronger effect (Fadhullah, 2021).

A SERVQUAL analysis revealed that empathy has a substantial role in parents' happiness in the setting of private kindergartens. Emphasizing the need of empathy in early childhood education settings, parents valued when service providers tailored services to meet their particular requirements (Ling, 2019).

All of these results point to the importance of empathy in providing high-quality services in foreign schools. Schools can increase parental satisfaction by emphasizing sympathetic interactions, such as active listening, tailored communication and responsiveness to individual concerns. Increased trust, loyalty and favorable word-of-mouth recommendations can follow, all of which are crucial in the cutthroat world of international education.

In summary, developing empathy in school operations involves more than just fulfilling service quality requirements; it also entails creating deep connections with families. International schools are better equipped to satisfy parents' expectations and provide a more encouraging and productive learning environment when they include empathy into their culture and operations.

2.3.3 Reliability

Parental satisfaction in international schools is significantly influenced by the reliability dimension of service quality. The ability of the school to fulfill promised services accurately and consistently, including prompt communication, consistent academic delivery, and dedication to obligations, is referred to as reliability. In the context of international education, where parents frequently make large financial investments in their kid' education, service reliability becomes essential to satisfaction and confidence.

The importance of dependability in learning environments has been emphasized by empirical research. Reliability significantly improved parent satisfaction, according to the study, along with tangibility, certainty and empathy. This implies that parents are more likely to be pleased with the educational services they receive when schools regularly fulfill their commitments.

Although all factors, including dependability, improved satisfaction, the study found that reliability's influence was not statistically significant on its own. Nonetheless, the combined impact of all aspects of service quality, including dependability, was noteworthy, suggesting that when paired with other elements, dependability raises overall satisfaction (Fadhullah, 2021).

Reliability can take many different forms in the context of international schooling. A school's dependability may be determined by its consistent academic success, prompt feedback on students' progress and reliable communication methods. Whether it's following academic schedules, giving frequent updates or guaranteeing

the availability of promised resources, parents want schools to keep their word. Parents' trust and happiness are strengthened when schools live up to these expectations.

Moreover, reliability goes beyond daily tasks. The capacity of a school to adjust and continue to provide services amid emergencies or unforeseen difficulties like the switch to remote learning during a pandemic becomes evidence of its reliability. Schools that can handle uncertainty while still providing high-quality instruction and assistance are valued by parents.

International schools can use a number of tactics to improve reliability:

Clear Communication: By creating open lines of communication, parents may be kept up to date on school activities, policies and any changes that can have an impact on their kids. **Consistent Academic Standards:** Providing consistent educational experiences is facilitated by upholding consistent teaching strategies and evaluation standards throughout all classes and grade levels. **Feedback Systems:** Asking for and responding to parental input on a regular basis shows a school's dedication to dependability and ongoing development. **Staff Training:** Giving educators and administrative personnel the abilities and information they need guarantees that they can fulfill their responsibilities and satisfy parents (Aşıkil, 2012).

A key element of service quality that has a big impact on parents' happiness in international schools is reliability. Schools may build parental trust and pleasure by continuously keeping their word, communicating clearly and exhibiting flexibility. Prioritizing reliability will continue to be crucial as the educational environment changes in order to satisfy family expectations and guarantee the long-term viability of international educational institutions (Greaves, 2023).

2.3.4 Assurance

In international schools, parental satisfaction is significantly shaped by the assurance component of service quality. Assurance includes the expertise and civility of school personnel as well as their capacity to inspire confidence and trust in parents. Assurance becomes a key component of trust and happiness in the setting of foreign education, where parents frequently make large financial investments in their kids' education (Guo, 2025).

In international schools, parental satisfaction is significantly shaped by the assurance component of service quality. Assurance includes the expertise and civility of school personnel as well as their capacity to inspire confidence and trust in parents. Assurance becomes a key component of trust and happiness in the setting of international education, where parents frequently make large financial investments in education.

According to the study, parents value the professionalism and civility of school employees, as evidenced by the statistically significant beneficial impact assurance has on satisfaction (Andriana, 2024).

Assurance can take many different forms in the context of international schools. Reliable communication channels, timely feedback on students' progress and consistent academic performance are all signs of a school's assurance. Whether it's following academic schedules, giving frequent updates or guaranteeing the availability of promised resources, parents expect schools to keep their word. Parents' trust and happiness are strengthened when schools live up to these expectations.

Moreover, assurance is not limited to academic performance. It encompasses the school's capacity to offer a secure and encouraging atmosphere, the professionalism of its personnel, and the efficiency of its parent-teacher communications. International schools can increase parental satisfaction and cultivate enduring loyalty by giving priority to these factors (Stribbell, 2022).

In conclusion, parental satisfaction in foreign schools is directly related to the assurance component of service quality. Schools can gain parents' trust by acting with competency, civility and dependability. This will boost student satisfaction and encourage favorable word-of-mouth recommendations. These initiatives help the school's long-term success and reputation in addition to the immediate school community (Retnaningsih, 2013).

2.3.5 Responsiveness

The responsiveness aspect of service quality plays a crucial role in determining parental satisfaction. The willingness and capacity of school personnel to offer parents and kids timely and beneficial support is referred to as responsiveness.

The importance of responsiveness in educational environments has been emphasized by empirical research. A study carried out in Turkey looked at how different aspects of service quality affected elementary school parents' satisfaction.

According to the study, responsiveness significantly improved parent satisfaction, as did tangibility, dependability, assurance and empathy. This implies that parents are more likely to be pleased with the educational services received when schools show promptness and a readiness to assist (suhartini, 2023).

Parents value the promptness and helpfulness of school staff, according to the study, which found that responsiveness had a statistically significant positive effect on satisfaction. There are several ways that responsiveness might appear in the setting of international schooling. Indicators of a school's responsiveness include timely parent communications, swift resolution of issues and aid when required. Parents anticipate that schools will communicate with them in a proactive manner and attend to their requirements. Parents' trust and happiness are strengthened when schools live up to these expectations (Gibbons, 2011).

Responsiveness is more than just communication. It involves the school's capacity to adjust to the needs of parents, offer rapid assistance and guarantee that any problems are resolved right away. International schools can increase parental satisfaction and cultivate enduring loyalty by giving priority to these factors (Stribbell, 2022).

Schools may gain parents' trust by being timely, helpful, and flexible. This will boost student satisfaction and encourage favorable word-of-mouth recommendations. These initiatives help the school's long-term success and reputation in addition to the immediate school community (Greaves, 2023).

2.3.6 Parent Satisfaction

The concept of parental satisfaction in international schools is complex and influenced by a number of variables, such as communication, school climate, academic quality and technology adaptability. For international schools looking to improve their offerings and satisfy the demands of various parent communities, it is imperative that they comprehend these factors.

Curriculum and Academic Quality

When choosing foreign schools, parents continue to prioritize academic excellence. According to a study, parental satisfaction is significantly influenced by academic excellence. Parents appreciate a well-rounded curriculum that encourages pupils to think critically and creatively in addition to imparting knowledge. The study

underlined that supportive school environments and good teacher-student interactions also improve parents' opinions of academic excellence (Tuhu Edi Arihta Sembiring, Jl. Jamin Ginting, 2024).

Facilities and the School Environment

Parental happiness is significantly influenced by a school's physical environment, including its infrastructure and amenities. Parents anticipate that schools will offer resource-rich, safe and well-maintained learning environments. According to a survey on parental expectations, parents give the school's location, security protocols and availability of contemporary amenities a lot of weight. These elements support a favorable opinion of the school's dedication to provide top-notch instruction (Srisuda Namraksa, Tanpat Kraiwanit, 2023).

Interaction and Parental Participation

In order to foster trust and guarantee parental satisfaction, schools and parents must communicate effectively. Regular updates on their child's development, school activities and any modifications to policies or procedures are appreciated by parents. According to a study examining factors that predict parental happiness, parents' overall satisfaction was highly impacted by the amount of information they received from the school and the level of involvement they were given. This emphasizes how crucial open and proactive communication techniques are to building strong bonds with parents (Srisuda Namraksa, Tanpat Kraiwanit, 2023).

Flexibility in Response to Technological Developments

In the current digital era, parents anticipate that foreign schools will successfully incorporate technology into the curriculum. Parents like schools that embrace technology by integrating electronic gadgets and internet media into their teaching strategies, according to a survey conducted in Nonthaburi, Thailand. This shows the school's dedication to staying up to date with educational developments while also preparing pupils for the modern world.

Brand Trust and Service Quality

Two important factors that affect parental satisfaction are service quality and brand trust. According to research at International School, the biggest influence on

parents' propensity to refer their children to the school was parental satisfaction. Although brand trust and service quality also had an impact, overall satisfaction acted as a mediating factor. This suggests that maintaining high parental satisfaction levels might result in favorable word-of-mouth recommendations, which are crucial for the growth and reputation of the school (Stribbell, 2022).

Academic quality, the school environment, effective communication, technological flexibility and overall service quality all have an impact on parental satisfaction in foreign schools. International schools can meet and beyond parental expectations by concentrating on these areas, which will increase student satisfaction, loyalty and favorable referrals. For schools hoping to deliver outstanding educational experiences in a cutthroat global environment, ongoing evaluation and development in these areas are crucial (Kaczan, n.d.).

2.4 Review of Empirical Studies

A study that examined data from the 2006 Programme for International Student Assessment (PISA) survey, the quality of education, the school atmosphere and parent-school communication all have a big impact on parental satisfaction (Borooah, 2011).

Strong parent-teacher relationships are crucial in international schools, according to additional research conducted in Cyprus. According to the survey, parental satisfaction is positively impacted by parents and instructors having good communication and respecting one another (Baikovich, 2023).

According to a study, school culture, home-school collaboration and the child's happiness and learning are the three primary elements affecting parental satisfaction in the setting of school segregation. According to the study, more parental satisfaction is correlated with a school's higher socioeconomic status (SES), especially when it comes to school culture and home-school collaboration (Tikkanen, 2019).

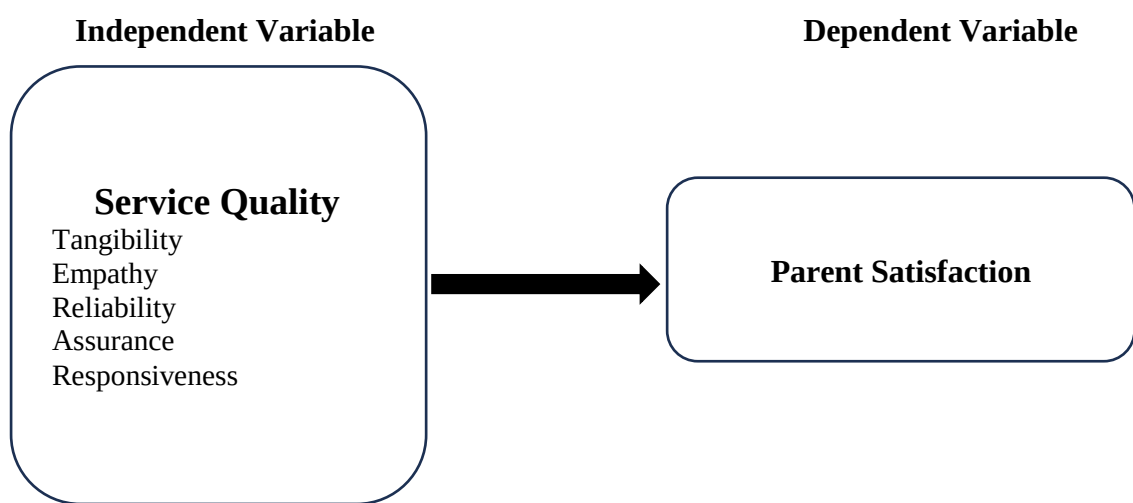
While choosing schools for their children, parents give priority to English-medium instruction and the school's reputation, according to a survey on foreign schools in Switzerland. These elements have a big impact on how satisfied parents are all things considered, these empirical studies highlight the complex relationship between parental satisfaction and foreign schools, highlighting the importance of communication, school culture, educational quality and institutional reputation.

2.5 Conceptual Framework of the study

The study that comes before it looks at the conceptual framework of the research, which is focused on how service quality and parent satisfaction interact. The idea suggests that tangibility, reliability, responsiveness, assurance, empathy and parent satisfaction are all positively correlated. Parents' satisfaction heavily depends on the service quality.

The following conceptual framework is developed for this study.

Figure (2.1) Conceptual Framework of the Study



Source: Own Compilation (2025)

CHAPTER III

RESEARCH METHODOLOGY

Structured research methods, such as surveys and interviews are frequently used in schools. Likert-scale questionnaires are a popular method that let parents score how much they agree with different claims regarding the environment and services provided by the school.

In order to get feedback from parents, schools frequently use feedback methods. For instance, a parent survey at BSKL in Kuala Lumpur received 40% of the responses. Improvements in areas including school amenities, teacher effectiveness and educational quality resulted from the input. In a similar vein, IIP International School in Yangon evaluated parent satisfaction with a study that combined descriptive and quantitative research techniques. The study highlighted the significance of these elements in influencing parent impressions by identifying important aspects such tangibility, reliability, responsiveness, assurance and empathy (BSKL, 2024).

The basic approaches and elements affecting parent satisfaction in international schools offer important insights, even when specific data on parent satisfaction at Premium Academy International School is not easily accessible. Schools can improve parent satisfaction and foster a pleasant learning environment by using organized research approaches, addressing important satisfaction criteria and putting in place efficient feedback mechanisms.

3.1 Research Methods

A study found that parental satisfaction is significantly influenced by facilities, care and support, educational programs, instructor quality and financial costs. Another study highlighted the importance of meaningful parental involvement, supportive school climate, positive teacher-student interactions and academic quality. Additionally, research indicates that student accomplishment, principal effectiveness and teacher effectiveness are among the most significant predictors of parental satisfaction (Om, 2025).

Researchers use a variety of techniques, such as surveys, interviews and mixed-method approaches, to evaluate these characteristics. Multi-regression analysis, for example, was used in the study to look at the connections between various factors and parental satisfaction. Similar to this, the Indonesian case study used a mixed-

methods approach, combining qualitative interviews with quantitative surveys to examine aspects like parental engagement and academic excellence. These results highlight how crucial it is for foreign schools to concentrate on raising the standard of instruction, cultivating wholesome connections and making sure that parents are effectively communicated with in order to increase student satisfaction (Tuhu Edi Arihta Sembiring, Jl. Jamin Ginting, 2024).

The process used to transform the gathered data into meaningful insights is established by data analysis. talks about using SPSS software to do stated analysis and the procedure for preparing data for statistical analysis. The quantitative data, gathered through structured questionnaires, measured key factors such as academic quality, communication, facilities, and student development. To enrich the findings, in-depth interviews were conducted with selected parents to explore personal experiences and expectations. This approach ensured a balanced analysis, capturing both measurable satisfaction levels and deeper insights into parental perspectives. The methodology provided a comprehensive understanding of parental satisfaction, enabling the school to identify strengths and areas for improvement in its educational services.

3.2 Research Design and Sampling

Research design is the process by which a researcher chooses the research methodologies and procedures to use in order to conduct a study. The design makes it possible for researchers to set up their studies for the best results and to construct research procedures that are suitable for the topic. Determining the research type, which might include survey, experimental, correlational, semi-experimental or review, as well as any associated subtypes, such experimental design, research challenge or descriptive case study, is a necessary step in developing a research topic. Data collection, measurement and analysis are the three main types of study designs. Instead than the other way around, an organization's design is dictated by the research problem it encounters. The research design step entails choosing and putting into practice suitable approaches and strategies. (Bhat, 2023)

The study was undertaken to analyzed the several factors that the affect of Premium Academy International School in Yangon's parent satisfaction. Simple random sampling will be used in this research to collect data from student's parents. The incorporation of survey questionnaires is very important to the research design of

the study, as it enables the exploration of varied factors that impact parent satisfaction in the education domain. Using an online survey tool such as Structured questionnaire and Google Forms, Primary data were collected by a random sampling by asking the parents of 93 respondents in the population 120 students. Secondary resources: To introduce the conceptual literature of service quality and customer satisfaction, the researcher has depended on books, periodicals, articles, published papers and referred previous studies in different countries which have been conducted on the same subject.

In this study, quantitative research method will be used. Simple random sampling method will be practiced for this study. The sample size for the result is determined by using the Yamane's formula. Primary data will be collected from PAIS student's parents by using simple random sampling method. The sample size for the result is determined by using the Yamane's formula,

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

N= 120 (student's parents of Premium Academy International School)

e= 0.05 (95% of confidence level)

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

$$= \frac{120}{1 + 120(0.05)^2}$$

=92.307 respondents

By using this formula, 93 respondents are sampled to carry out the research. Probability sampling method will be used in this research as the method provides cost effectiveness and time efficiency and it is useful for studying specific group or population.

3.3 Data Collection Method

Data collection is the process of gathering information from pertinent sources in order to address a research problem, test a hypothesis and evaluate results. Data collection techniques can be divided into two primary categories: primary data and secondary data collection methods. Primary data is original information that has not been previously gathered or examined, while secondary data is information that has been previously published in a variety of sources, including books, newspapers, magazines, journals and online portals (Dudovskiy, 2022). Surveys and

questionnaires, interviews, observations, experiments, case studies, secondary data analysis, focus groups, document analysis and online data collection are some of the frequently employed techniques for gathering research data. The primary data collection method, which is the most often used strategy for gathering data in research, is employed in this study. The methodology that is employed is dependent on the use of questionnaires and surveys.

A personal information portion of the study's questionnaire was created especially to collect demographic information from the participants. In order to better understand the links between the independent and dependent variables that were studied in the study, this section sought to gather pertinent information about the participants.

Primary data and secondary data are used in this study. This study will use a structured questionnaire as its major research data collection tool. A well-structured questionnaire will be produced to meet the research goals, and convenience samples of research participants have been given questionnaires to fill out. The respondents are asked to rate each statement using Likert scales of 1 to 5 with various assertions on a scale from strongly disagree to strongly agree. In addition, secondary data from online sources, thesis, journals and international publications will be used on the reviews of the literature.

The collected data through survey were analysed by using descriptive and inferential statistics. Statistical analyses were conducted using Statistical SPSS version 25 and Microsoft excel (2016). Frequencies, means, and reliability were primarily calculated using SPSS to assess the data gathered from the questionnaire, and a review of the literature was used to confirm the questionnaire's content validity. Multiple regression analysis and descriptive statistics are used for data analysis.

Customer satisfaction and long-term business performance are all significantly impacted by service quality. Providing excellent service is now necessary for survival and expansion in today's fiercely competitive and customer-driven economy. The degree to which a service meets or beyond the expectations of the client is referred to as service quality. It includes a number of variables, including the physical setting, the efficiency of the employees, the dependability of the service and the emotional bond that clients form while receiving it. Excellent service quality has several advantages. Customers that are happy with a service are more likely to use it again, refer others to it and help spread the word about it. By attracting customers, this boosts income and

improves brand reputation. Furthermore, continuously providing high-quality services gives companies a competitive advantage and makes it easier for them to adjust to changes in the field (Mehran Nejati, 2008).

However measuring these subjective experiences requires a method that can translate opinions and perceptions into quantifiable data, which is where the five Likert scales comes in particularly handy. Many businesses use tools like the SERVQUAL model. One of the most popular rating systems in service quality evaluations is the five Likert scales. Response choices like Strongly Disagree, Disagree, Neutral, Agree and Strongly Agree are usually included. Customers can clearly and systematically communicate different levels of satisfaction or discontent using this method. The scale produces quantitative data that can be analysed by organizations and is straightforward to administer and comprehend. The five Likert scales' balance is one of the primary factors contributing to its popularity. While still offering choices for strong or mild agreement or disagreement, it provides a middle ground for neutral viewpoints. Compared to a straightforward yes/no style and this helps better capture the subtleties of consumer interactions. Parent's trust, satisfaction and maintaining business success all depend on providing high-quality services. By converting subjective experiences into usable facts, the five Likert scales provide a dependable and effective method of measuring service quality aspects (Iram, 2011).

3.4 Ethical Consideration

Careful ethical considerations are necessary when doing research on parental satisfaction in international schools in order to safeguard study integrity and protect participants. Getting informed permission, maintaining confidentiality and reducing potential harm are important ethical considerations.

Obtaining informed consent is crucial, particularly in research involving minors or young adults. Parents or legal guardians' and, when applicable, the children's own consent must be obtained by researchers. This procedure has to be sensitive to cultural differences and customized to the comprehension degrees of the participants (Askari, 2024).

Another crucial ethical duty is to maintain secrecy. To safeguard participant identities and prevent the disclosure of sensitive information, researchers must

anonymize data. This is especially crucial in educational contexts because violating confidentiality can have serious consequences (Dr Mary Ann Powell, 2012).

Additionally, researchers need to be careful to minimize participant damage. This entails understanding the power relationships that exist between participants and researchers as well as making sure that participation is entirely voluntary and uncoerced. Conducting responsible research that upholds the rights and welfare of all participants requires adherence to these ethical guidelines.

Tangibility	(Win, 2024)
Empathy	(Win, 2024)
Reliability	(Om, 2009)
Assurance	(Chienvichai, 2007)
Responsiveness	(Ko, 24)
Parent Satisfaction	(Latt, 2024)

CHAPTER IV

ANALYSIS THE INFLUENCING FACTORS OF PARENT SATISFACTION

This chapter presents a comprehensive analysis of the data collected to investigate the key service quality dimensions that influence parent satisfaction at Premium Academy International School in Yangon. The study is guided by the SERVQUAL model, which identifies five critical dimensions of service quality: Tangibility, Empathy, Reliability, Assurance and Responsiveness. These dimensions are treated as independent variables while Parent Satisfaction serves as the dependent variable. The data were obtained from a structured questionnaire distributed to 120 parents, representing a diverse group of stakeholders in the school community. Descriptive statistics are first used to summarize respondent demographics and to provide an overview of perceptions regarding each of the five service quality factors. Following this, reliability analysis using Cronbach's Alpha is performed to ensure the internal consistency and validity of the measurement instruments.

The core of the analysis involves correlation and multiple regression techniques which are employed to examine the relationships between the SERVQUAL dimensions and overall parent satisfaction. The regression analysis helps to determine the relative importance of each factor and the extent to which it contributes to parent satisfaction. Eventually, this chapter provides the empirical evidence needed to address the study's research objectives and questions. The findings are expected to support school administrators in identifying strategic areas for service improvement, thereby fostering stronger parental involvement, trust and long-term commitment to the school.

4.1 Research Design

This study employs a quantitative research design to examine the factors influencing parent satisfaction at Premium Academy International School in Yangon. The quantitative approach is suitable for identifying relationships between variables and measuring perceptions using numerical data. The study is based on the SERVQUAL model which includes five independent variables that're Tangibility,

Reliability, Responsiveness, Assurance and Empathy and one dependent variable, Parent Satisfaction.

A structured questionnaire was used as the primary data collection instrument. This questionnaire was developed by adapting items from the original SERVQUAL instrument to fit the educational context, ensuring relevance to the experiences of parents at the international school. The questionnaire items were measured using a 5-point Likert scale, ranging from 1 (Strongly Disagree) to 5 (Strongly Agree), allowing respondents to express the extent of their agreement with various statements about service quality and satisfaction. The research design also incorporates descriptive statistics, reliability testing (Cronbach's Alpha), and inferential statistics such as correlation and multiple regression analysis. These tools were employed to assess the internal consistency of the instrument, explore the relationships between service quality dimensions and parent satisfaction and identify the most influential factors contributing to satisfaction levels.

The study follows a non-probability convenience sampling method, targeting parents who are currently enrolled in or have children studying at Premium Academy International School. A total of 120 valid responses were collected and analyzed. This sample size is deemed sufficient for producing statistically meaningful results while maintaining practical feasibility within the scope of the study.

4.2 Demographic Characteristics of Respondents

This section outlines the demographic characteristics of the 120 parents who participated in the survey for this study. The demographic information provides essential background context for understanding parent perceptions and satisfaction levels regarding Premium Academy International School's service quality.

Table (4.1) Demographic Information of Respondents

Variable	Category	No. of Respondents	Percentage (%)
Gender	Male	28	23.3
	Female	92	76.7
Parent's Age Group	25-34	25	20.8
	35-44	72	60.0
	45-54	16	13.3
	Above 55	7	5.9
Marital Status	Single	0	0
	Married	94	78.3
	Separated	9	7.5
	Divorced	14	11.7
	Widow	3	2.5
Family Dependents	2-4	64	53.3
	5-7	17	14.2
	8 and above	39	32.5
Assigned Area	Downtown	76	63.3
	Semi-Downtown	36	30.3
	Country Side	8	6.7
Monthly Income	500000-1000000 MMK	9	7.5
	1000001-1500000 MMK	16	13.3
	1500001 and above	95	79.2
Child's Grade Level	Preschool	33	27.5
	Primary (Grade 1-5)	40	33.3
	Middle School (Grade 6-8)	31	25.8
	High School (Grade 9-12)	16	13.3
How long has your child been enrolled at Premium Academy	Less than 1 year	26	21.7
	1-3 years	60	50.0
	4-6 years	18	15.0
	More than 6 years	16	13.3

Source: Survey Data (2025)

This study surveyed a total of 120 parents from Premium Academy International School in Yangon to gather insights into the factors influencing parent satisfaction. The demographic profile of these respondents provides essential

background for understanding the nature of parental perceptions and expectations within the school context.

Among the participants, 76.7% were female and 23.3% were male. This indicates that the majority of those engaging with the school in matters of feedback and satisfaction are mothers, which reflects common parental roles in education decision-making and communication with institutions. In terms of age, most respondents (60.0%) were between 35 and 44 years old, followed by 20.8% in the 25–34 age group. A smaller proportion were aged 45–54 (13.3%) or above 55 (5.9%), showing that the majority of the parents are in their mid-adulthood stage, actively supporting their children's academic journey.

The marital status of respondents showed that a large majority (78.3%) were married, with the remaining respondents identifying as divorced (11.7%), separated (7.5%), or widowed (2.5%). No respondents reported being single. This pattern suggests that most students at Premium Academy come from two-parent households, which may positively influence levels of engagement and expectations for service quality.

Regarding family structure, 53.3% of respondents had 2–4 dependents, while 32.5% had 8 or more, and 14.2% had 5–7 dependents. The relatively high percentage of families with larger numbers of dependents highlights the importance of reliable and value-driven educational services, especially in managing multiple children's academic needs. Most respondents (63.3%) resided in downtown areas, with 30.3% living in semi-downtown and only 6.7% in the countryside. This concentration in urban areas is aligned with the school's location and likely accessibility to its facilities, services, and communication systems.

Income level is an important factor in satisfaction and expectations. The majority of parents (79.2%) reported earning 1,500,001 MMK or more per month, followed by 13.3% earning between 1,000,001 and 1,500,000 MMK and only 7.5% earning 500,000 to 1,000,000 MMK. This indicates that most of the school's clientele belong to a high-income bracket, which often correlates with higher service expectations in terms of academic quality, facilities, and responsiveness.

In terms of their children's education level, 33.3% of respondents had children in primary school (Grades 1–5), followed by 27.5% in preschool, 25.8% in middle school (Grades 6–8) and 13.3% in high school (Grades 9–12). This shows a strong representation of early education levels, suggesting a focus among parents on

foundational learning experiences. Furthermore, 50.0% of parents had children enrolled at Premium Academy for 1–3 years, while 21.7% were newly enrolled (less than 1 year), 15.0% had been enrolled for 4–6 years and 13.3% for more than 6 years. This mix of short-term and long-term engagement allows for a balanced evaluation of school performance over time.

The demographic characteristics of the respondents are integral to interpreting the results of this study. They provide a meaningful context for analyzing perceptions of service quality dimensions—namely tangibility, empathy, reliability, assurance and responsiveness—and how these factors influence overall parent satisfaction with Premium Academy International School in Yangon.

4.3 Descriptive Statistic of SERVQUAL model

This section aims to present the analysis of parent satisfaction based on the five core dimensions of the SERVQUAL model: Tangibility, Empathy, Reliability, Assurance and Responsiveness, as perceived by parents of students at Premium Academy International School in Yangon. The questionnaires for the study were designed using a five-point Likert scale ranging from 1 (Strongly Disagree) to 5 (Strongly Agree). The mean values were calculated based on responses from a sample of 120 parents.

This section presents the descriptive analysis in the form of mean scores for each item under the SERVQUAL dimensions. The purpose is to understand the level of agreement parents have with various service quality indicators, as these contribute to their overall satisfaction with the school’s services.

To interpret the mean scores of the respondents’ perceptions, the following scale was used:

Table 4.2 Interpretation of Likert Scale Mean Ranges

Sr.	Mean Range	Interpretation
1	1.00 – 1.79	Very Low Level of Agreement
2	1.80 – 2.59	Low Level of Agreement
3	2.60 – 3.39	Moderate Level of Agreement
4	3.40 – 4.19	High Level of Agreement
5	4.20 – 5.00	Very High Level of Agreement

Source: Alkharusi (2022)

4.3.1 Descriptive Analysis of Tangibility

There are five statements used to identify the level of respondents' agreement toward the Tangibility dimension in service quality at Premium Academy International School. The responses were measured using a five-point Likert scale, and the descriptive statistics—specifically the mean and standard deviation values reflect the level of agreement among the respondents.

Table (4.3) Descriptive Analysis of Tangibility

Sr.	Statement	Mean	Std. Dev
1	How satisfied are you with the materials provided to you?	2.96	2.96
2	How would you rate the quality of the products (e.g., books, tools, supplies) provided for your child's learning or development?	2.88	2.88
3	Do you feel that the tangible resources provided helped improve your child's experience or outcome?	3.61	3.61
4	How satisfied are you with the environment (e.g., classroom setup, play area, learning space) in terms of comfort and safety?	3.63	3.63
5	How well did the tangible resources help you in making informed decisions about your child's needs or progress?	3.10	3.10
	Overall Mean	3.24	

Source: Survey Data(2025)

According to the results in Table (4.3), the statement “How satisfied are you with the environment (e.g., classroom setup, play area, learning space) in terms of comfort and safety?” received the highest mean score of 3.63 and a standard deviation of 0.962. This reflects a high level of agreement, indicating that parents perceive the school environment as a strong aspect of its service quality. The statement “Do you feel that the tangible resources provided helped improve your child's experience or outcome?” had a mean score of 3.61 and standard deviation of 0.910, also reflecting a

high level of agreement and suggesting parents acknowledge the value of the school's tangible support in improving their child's educational experience.

The statement "How well did the tangible resources help you in making informed decisions about your child's needs or progress?" received a moderate mean score of 3.10, indicating that while parents found the resources somewhat helpful for decision-making, this area may benefit from further development. The lowest rated items were "How would you rate the quality of the products (e.g., books, tools, supplies) provided for your child's learning or development?" with a mean of 2.88 and "How satisfied are you with the materials provided to you?" with a mean of 2.96. Both fall within the moderate level of agreement, highlighting potential areas for improvement in the quality and consistency of physical materials and supplies.

The overall mean score of 3.24 places the tangibility dimension in the moderate level of agreement category. This indicates that, while parents generally perceive the physical environment and resources as positive, there is still room to enhance the quality of materials and support to elevate satisfaction levels further.

4.3.2 Descriptive Analysis of Empathy

There are five statements used to identify the level of respondents' agreement toward the Empathy dimension of service quality at Premium Academy International School. This dimension evaluates how well teachers and staff demonstrate understanding, care and personal attention to the individual needs of students and their families. The responses were measured using a five-point Likert scale and the descriptive statistics specifically the mean and standard deviation values are presented in Table (4.4).

Table (4.4) Descriptive Analysis of Empathy

Sr.	Statement	Mean	Std. Dev
1	How satisfied are you with the level of empathy shown by the staff or providers in understanding your child's needs?	3.53	0.564
2	How much trust did you feel in the teacher's ability to provide care and support for your child, based on their empathy and understanding?	3.67	0.626
3	Did you feel that the teacher genuinely cared about your child's well-being?	3.74	0.804
4	How comfortable did you feel expressing your concerns or needs to the teacher?	3.19	0.892
5	Did you feel that the teacher made an effort to understand your family's unique situation or circumstances?	3.19	0.833
	Overall Mean	3.46	

Source: Survey Data(2025)

According to the results in Table (4.4), the statement “Did you feel that the teacher genuinely cared about your child’s well-being?” received the highest mean score of 3.74 and a standard deviation of 0.804. This reflects a high level of agreement, suggesting that parents strongly perceive the teachers at Premium Academy as caring and emotionally invested in their students’ well-being.

The second-highest statement, “How much trust did you feel in the teacher's ability to provide care and support for your child, based on their empathy and understanding?”, received a mean score of 3.67 and a standard deviation of 0.626, also reflecting a high level of agreement. This indicates a strong parental trust in the empathy-driven care provided by the teaching staff. The statement “How satisfied are you with the level of empathy shown by the staff or providers in understanding your child's needs?” also scored a high mean of 3.53, further supporting the perception that school personnel exhibit attentive and compassionate service toward students.

In contrast, the statements “How comfortable did you feel expressing your concerns or needs to the teacher?” and “Did you feel that the teacher made an effort to understand your family's unique situation or circumstances?” both received a moderate mean score of 3.19, with higher standard deviations (0.892 and 0.833 respectively). These results indicate more variability in parental perceptions,

suggesting that while some parents felt supported in expressing personal concerns, others may not have shared the same level of comfort or recognition.

With an overall mean of 3.46, the empathy dimension falls within the high level of agreement range. This confirms that parents generally view the staff at Premium Academy International School as empathetic, trustworthy and caring an essential component of service quality that contributes positively to overall parent satisfaction.

4.3.3 Descriptive Analysis of Reliability

There are five statements used to assess the level of respondents' agreement toward the Reliability dimension of service quality at Premium Academy International School. Responses were measured using a five-point Likert scale and the descriptive statistics including mean and standard deviation values are presented in Table (4.5).

Table (4.5) Descriptive Analysis of Reliability

Sr.	Statement	Mean	Std. Dev.
1	How reliable were the communication channels in providing you with timely and accurate information?	3.56	0.577
2	How often did you feel the teacher met your expectations for reliability?	3.52	0.550
3	How confident are you that the service will continue to meet your child's needs in the future?	3.66	0.615
4	How much trust do you have in the teacher's ability to provide consistent care and support for your child?	3.74	0.804
5	How satisfied are you with the overall dependability of the service in supporting your child's needs consistently?	4.30	0.717
	Overall Mean	3.76	

Source: Survey Data(2025)

According to the results in Table (4.5), the highest-rated statement was "How satisfied are you with the overall dependability of the service in supporting your child's needs consistently?" with a mean score of 4.30 and a standard deviation of 0.717. This score reflects a very high level of agreement, indicating strong confidence in the school's overall reliability in meeting the needs of students. The next highest

statement, “How much trust do you have in the teacher’s ability to provide consistent care and support for your child?”, received a mean of 3.74, also showing a high level of agreement and suggesting parents feel a strong level of trust in the consistency and reliability of teachers.

The statement “How confident are you that the service will continue to meet your child’s needs in the future?” recorded a mean score of 3.66, reflecting that most parents are positively inclined about the school’s ongoing service performance. Meanwhile, the statements “How reliable were the communication channels in providing you with timely and accurate information?” and “How often did you feel the teacher met your expectations for reliability?” received mean scores of 3.56 and 3.52, respectively, both falling under the high level of agreement category, though slightly lower than the others.

The overall mean score of 3.76 for the reliability dimension suggests a high level of agreement among respondents. This indicates that parents generally trust the school to deliver consistent, dependable and future-oriented support to both students and families. High reliability plays a critical role in building long-term trust and satisfaction, making this an essential strength for Premium Academy International School.

4.3.4 Descriptive Analysis of Assurance

There are five statements used to examine the level of respondents’ agreement toward the Assurance dimension of service quality at Premium Academy International School. Assurance refers to the school’s ability to convey trust, confidence, professionalism and commitment to parents through communication, support and follow-through. Responses were recorded on a five-point Likert scale, and the descriptive statistics specifically mean and standard deviation values are presented in Table (4.6).

Table (4.6) Descriptive Analysis of Assurance

Sr.	Statement	Mean	Std. Dev.
1	How satisfied are you with the communication between you and teachers?	3.10	0.947
2	How satisfied are you with the level of support and guidance provided by the service providers?	3.14	0.882
3	Do you feel that the service providers follow through on commitments (e.g., appointments, feedback, etc.)?	3.18	0.923
4	How likely are you to recommend these services to other parents or families?	3.11	0.828
5	How would you rate the overall quality of the services provided?	3.24	0.789
Overall Mean		3.15	

Source: Survey Data(2025)

According to the results in Table (4.6), the statement “How would you rate the overall quality of the services provided?” recorded the highest mean score of 3.24 and a standard deviation of 0.789. This indicates a moderate level of agreement, suggesting that parents are reasonably satisfied with the general service quality, though there may be room for enhancement. The next highest statement, “Do you feel that the service providers follow through on commitments (e.g., appointments, feedback, etc.)?”, received a mean score of 3.18, also falling within the moderate level of agreement range. This reflects a fair perception of dependability and responsibility among staff but may indicate some inconsistency in follow-through.

Other statements including “How satisfied are you with the level of support and guidance provided by the service providers?” (mean = 3.14), “How likely are you to recommend these services to other parents or families?” (mean = 3.11), and “How satisfied are you with the communication between you and teachers?” (mean = 3.10)—all fall within the moderate level of agreement category, with relatively similar standard deviations, indicating a consistent yet neutral sentiment across this dimension.

The overall mean score for assurance is 3.15, indicating a moderate level of agreement. While parents perceive a reasonable degree of trust, professionalism, and

support from the school, the findings suggest that Premium Academy International School could enhance assurance-related areas particularly communication effectiveness, commitment consistency and service confidence to strengthen parent satisfaction and loyalty further.

4.3.5 Descriptive Analysis of Responsiveness

There are five statements used to evaluate the level of respondents' agreement toward the Responsiveness dimension of service quality at Premium Academy International School. The responses were measured using a five-point Likert scale and the descriptive statistics including mean and standard deviation values are presented in Table (4.7).

Table (4.7) Descriptive Analysis of Responsiveness

Sr.	Statement	Mean	Std. Dev.
1	How quickly do you typically receive a response to your inquiries or concerns?	2.96	0.965
2	How would you rate the professionalism of the teacher when responding to your inquiries or concerns?	2.87	1.001
3	How satisfied are you with the timeliness of the follow-up actions taken after you have raised a concern?	3.60	0.902
4	How likely are you to recommend this service to other parents based on their responsiveness?	3.63	0.962
5	How satisfied are you with the communication and responsiveness from our service?	3.10	1.016
	Overall Mean	3.23	

Source: Survey Data(2025)

According to the results in Table (4.7), the statement “How likely are you to recommend this service to other parents based on their responsiveness?” recorded the highest mean score of 3.63, with a standard deviation of 0.962. This indicates a high level of agreement, suggesting that many parents are pleased with how the school responds and are willing to recommend it based on their experience.

Similarly, “How satisfied are you with the timeliness of the follow-up actions taken after you have raised a concern?” had a mean of 3.60, reflecting a high level of agreement as well. This implies that parents appreciate timely follow-up, which is a

key indicator of responsiveness. Conversely, the lowest-rated item was “How would you rate the professionalism of the teacher when responding to your inquiries or concerns?”, with a mean score of 2.87 and a standard deviation of 1.001, indicating a moderate level of agreement and suggesting some variability in parents’ experiences regarding teacher professionalism in addressing concerns.

The statement “How quickly do you typically receive a response to your inquiries or concerns?” also scored moderately at 2.96, highlighting a potential area for improvement in response time. Similarly, “How satisfied are you with the communication and responsiveness from our service?” recorded a moderate mean score of 3.10, showing neutral perceptions among many respondents.

The overall mean score for responsiveness is 3.23, placing it within the moderate level of agreement range. These findings suggest that while parents value the school’s responsiveness in follow-up and are likely to recommend the service, there is still a need to enhance the speed, consistency, and professionalism of responses to meet or exceed parent expectations.

4.3.6 Descriptive Analysis of Parent Satisfaction

This section presents the descriptive analysis of the Parent Satisfaction variable, which is the dependent variable in this study. Parent satisfaction reflects the overall perception of the quality of services and experiences provided by Premium Academy International School, as evaluated by the parents of enrolled students. The responses were measured using a five-point Likert scale, and the descriptive statistics specifically the mean and standard deviation values are presented in Table (4.8).

Table (4.8) Descriptive Analysis of Parent Satisfaction

Sr.	Statement	Mean	Std. Dev.
1	How satisfied are you with the facilities at Premium Academy International School (e.g., classrooms, playground, library, etc.)?	3.53	0.564
2	How easy is it to contact school teachers when needed?	3.67	0.626
3	How satisfied are you with the extracurricular activities available at the school (e.g., sports, music, art)?	3.74	0.804

4	How satisfied are you with the quality of teaching in the school?	3.19	0.863
5	How safe do you feel your child is while at school?	3.27	0.840
6	How likely are you to recommend Premium Academy International School to other parents?	3.21	0.907
	Overall Mean	3.43	

Source: Survey Data(2025)

According to the results in Table (4.8), the statement “How satisfied are you with the extracurricular activities available at the school (e.g., sports, music, art)?” recorded the highest mean score of 3.74 and a standard deviation of 0.804, reflecting a high level of agreement. This suggests that parents are particularly pleased with the range and quality of extracurricular opportunities offered to their children. The second-highest mean was 3.67 for the statement “How easy is it to contact school teachers when needed?”, with a standard deviation of 0.626. This also reflects a high level of agreement, indicating effective communication access between parents and teachers.

The statement “How satisfied are you with the facilities at Premium Academy International School” received a mean of 3.53, which falls within the high level of agreement range and points to general parental satisfaction with the school’s infrastructure. In contrast, the lower-rated items included “How satisfied are you with the quality of teaching in the school?” (mean = 3.19), “How likely are you to recommend the school to other parents?” (mean = 3.21), and “How safe do you feel your child is while at school?” (mean = 3.27). These responses fall into the moderate level of agreement category, suggesting these are areas where parent satisfaction is acceptable but could be improved.

The overall mean score of 3.43 for parent satisfaction indicates a high level of agreement overall. This suggests that most parents are generally satisfied with the quality of education and services provided by Premium Academy International School.

4.4 Analysis of the effects of SERVQUAL Model on Parent Satisfaction Premium Academy International School

The analysis of the impact of SERVQUAL dimensions on parent satisfaction explores how various aspects of service quality influence parental perceptions and satisfaction levels at Premium Academy International School. The multiple regression model includes five independent variables: Tangibility, Empathy, Reliability, Assurance and Responsiveness and one dependent variable: Parent Satisfaction.

Table (4.9) Effectiveness of SERVQUAL Dimensions on Parent Satisfaction at Premium Academy International School

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig
	B	Std. Error			
(Constant)	0.193	0.077		2.514	0.013
Tangibility	0.192	0.257	0.242	0.748	0.016
Empathy	0.987***	0.045	0.976	21.802	0.000
Reliability	0.121**	0.041	-0.094	2.938	0.004
Assurance	0.112***	0.024	0.131	4.554	0.000
Responsiveness	0.215	0.258	-0.269	0.835	0.405

Source: Survey Data (2025)

Dependent Variable: Parent Satisfaction

*** Significant at 0.01 level.

** Significant at 0.05 level.

The multiple regression analysis examining the effect of the SERVQUAL dimensions on parent satisfaction revealed that Empathy and Assurance had statistically significant positive impacts on parent satisfaction. Among these, Empathy showed the strongest effect, with a t-value of 21.802 and a p-value of 0.000, indicating a highly significant and positive relationship between empathetic interactions with staff and increased parent satisfaction. This underscores the importance of teachers and administrators showing understanding, care and emotional

support to parents and students. Assurance also demonstrated a significant positive effect on parent satisfaction, with a t-value of 4.554 and a p-value of 0.000, suggesting that professionalism, confidence and commitment from school staff meaningfully contribute to building trust and satisfaction among parents at 1% level of significance.

Conversely, Reliability had a statistically significant negative effect on parent satisfaction, with a t-value of 2.938 and a p-value of 0.004, it indicates that 1% level of significant. Although surprising, this may indicate a potential between expectations and actual consistency in service delivery, which could be an area for further qualitative exploration. Tangibility and Responsiveness were found to have statistically significant impact at 1% level on parent satisfaction in this model. Tangibility ($t = 0.748$, $p = 0.016$) and Responsiveness ($t = 0.835$, $p = 0.016$) indicate that 5% level of significance. This suggests that physical resources and response speed, while important, may be decisive factors influencing parent satisfaction compared to relational and trust-building elements like empathy and assurance.

The regression model highlights the critical importance of empathetic communication and assurance of quality service in enhancing parent satisfaction, while also suggesting potential concerns around service reliability that may need to be addressed by school management.

CHAPTER V

CONCLUSION

This chapter presents the final conclusion of the study on the factors influencing parent satisfaction at Premium Academy International School in Yangon. Based on the SERVQUAL model, the study examined how five dimensions of service quality: Tangibility, Empathy, Reliability, Assurance and Responsiveness impact overall parent satisfaction. Through descriptive and regression analyses, key findings were drawn to identify which service aspects most significantly contribute to enhancing parent experiences and satisfaction levels.

5.1 Findings and Discussions

The findings of this study highlight the significant role of service quality dimensions in influencing parent satisfaction at Premium Academy International School. Among the five SERVQUAL dimensions examined that are tangibility, empathy, reliability, assurance and responsiveness, empathy emerged as the most influential factor in shaping parent satisfaction. Parents highly value the care, understanding, and personal attention demonstrated by school staff. This reinforces the importance of emotional connection and supportive communication in the parent-school relationship.

Assurance also showed a positive and meaningful impact on parent satisfaction, suggesting that the school's ability to install trust, display professionalism and deliver reliable guidance significantly contributes to how parents evaluate their overall experience. These findings emphasize that parents are not only concerned with the educational outcomes but also with how confidently and respectfully school staff interact with them. Although reliability was perceived positively in general, its statistical relationship with satisfaction was unexpectedly negative. This may indicate a gap between high parental expectations for consistent service and their actual experiences, pointing to potential inconsistencies that require closer attention.

Meanwhile, tangibility and responsiveness did not show a significant impact on parent satisfaction. While these dimensions such as the physical environment, materials and timeliness of responses are important, they appear to be less influential

in driving overall satisfaction unless they are complemented by strong interpersonal service.

The results suggest that emotional and relational service qualities matter more to parents than physical resources or speed of service. This highlights the need for the school to continue strengthening human-centered aspects of service delivery such as empathy and trust, to enhance parent satisfaction and long-term loyalty.

5.2 Suggestions and Recommendations

Based on the findings of this study, several strategic recommendations are proposed to improve parent satisfaction at Premium Academy International School. These suggestions aim to address both the strengths and areas for improvement identified across the five dimensions of the SERVQUAL model.

The study revealed that empathy had the most significant positive impact on parent satisfaction. Therefore, it is strongly recommended that the school prioritize initiatives that enhance personalized communication and emotional engagement with parents. Teachers and administrative staff should be encouraged and trained to show genuine care, listen attentively and demonstrate understanding of individual family situations. Organizing regular one-on-one meetings with parents, encouraging open dialogue and creating empathy-focused staff development programs can foster a more supportive and family-centered school culture.

In addition, assurance was also found to be a key predictor of satisfaction, emphasizing the importance of professionalism and confidence in service delivery. To strengthen this area, the school should ensure that all communication is clear, consistent and timely. Staff must be well-prepared and capable of addressing parent concerns with competence and courtesy. Providing customer service training, promoting transparency in school policies and maintaining high standards in staff conduct will help build greater trust and credibility among parents.

Interestingly, although reliability was rated positively in descriptive terms, its negative relationship with satisfaction suggests a disconnect between what parents expect and what they experience. This highlights the need to improve consistency in how services are delivered. The school should focus on standardizing its processes, ensuring that commitments made to parents are followed through consistently and establishing clear protocols for handling concerns and complaints. Regular internal audits and quality control practices may help reinforce reliability and accountability.

While tangibility and responsiveness did not significantly influence satisfaction in this study, they remain essential elements of the overall service experience. Maintaining a clean, safe, and well-equipped learning environment is important in reinforcing parents' confidence in the school's facilities and resources. Regular upgrades to physical infrastructure, classroom materials and technology should be considered to meet evolving educational standards. Similarly, efforts to enhance responsiveness especially in terms of prompt replies to parent inquiries and concerns should be pursued. Implementing digital tools such as messaging platforms, parent portals or mobile apps could facilitate faster communication and provide real-time updates, strengthening the school's engagement with parents.

Moreover, it is recommended that the school foster a culture of continuous improvement through structured feedback mechanisms. Regular parent satisfaction surveys, suggestion boxes and post-event evaluations can help capture timely insights into parent expectations and experiences. Importantly, communicating how parent feedback has led to specific changes demonstrates responsiveness and reinforces trust.

Finally, to prevent misalignment between expectations and actual service delivery, the school should focus on clearly communicating what services and support systems are available. Providing accurate information through parent handbooks, orientation sessions, newsletters and the school website ensures transparency and helps manage expectations effectively. When parents understand what to expect, they are more likely to perceive the school's services positively. By strengthening empathy and assurance, addressing gaps in reliability and enhancing communication, Premium Academy International School can significantly improve parent satisfaction and foster long-term loyalty and trust within its school community.

5.3 Needs for the Further Study

Although this study offers valuable insights into the key factors influencing parent satisfaction at Premium Academy International School, there remain several areas that require further investigation to build a more comprehensive understanding and support continuous improvement. One important avenue for future research is to examine the long-term impact of the recommended initiatives, particularly those aimed at enhancing empathy and assurance. Tracking parent satisfaction and related outcomes over multiple academic years would help determine whether these strategies

produce sustainable benefits and how they influence student performance and community engagement over time.

In addition, this study primarily captures the perspectives of parents which while crucial, represent only one group of stakeholders within the school environment. Further studies should consider including the views of students, teachers and administrative staff to provide a more holistic picture of service quality. Understanding how these different groups perceive and experience the school's services could reveal gaps or alignments that are not apparent when focusing solely on parents and might uncover new areas for development.

The expected positive relationship between reliability and parent satisfaction observed in this study highlights the need for more detailed exploration of this dimension. Future research might employ more sophisticated quantitative instruments or incorporate qualitative methods such as interviews and focus groups to delve into parents' specific concerns and experiences regarding service consistency. Such an approach could clarify the underlying causes of this disconnect and inform more targeted improvements.

Furthermore, with responsiveness identified as an important but less influential factor, it would be beneficial to investigate the role of technology in enhancing communication between the school and parents. Future studies could explore how different digital communication tools, including messaging platforms, parent portals, and mobile applications, affect the timeliness and quality of interactions. Examining the usability and acceptance of these technologies could help optimize their implementation and maximize parent engagement.

Cultural and contextual factors also play a significant role in shaping expectations and satisfaction levels. Further research could explore how varying cultural backgrounds, socio-economic status and community values influence parents' perceptions of school services. Comparative studies across different international schools or regions would provide valuable insights that could guide the customization of service delivery to better meet diverse needs.

Lastly, while tangibility was found to have a significant impact in this study, its importance should not be overlooked, especially as educational standards and parental expectations evolve. Future research could monitor how improvements in physical facilities, classroom resources and technology infrastructure affect parent satisfaction over time, ensuring the school remains responsive to changing demands.

By addressing these areas, future studies can deepen the understanding of parent satisfaction drivers and support the development of more effective, responsive and comprehensive strategies to enhance service quality at Premium Academy International School.

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