



**FACTORS EFFECTING PARENTAL SATISFACTION AND
PARENTAL LOYALTY IN FLOWERS PRIVATE SCHOOL IN
YANGON**

**MASTER OF BUSINESS ADMINISTRATION
(MBA)**

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YANGON**

A Thesis Presented
by
WIN LAE LAE AUNG

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in partial fulfillment of the requirements for the degree of

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ABSTRACT

The title of this thesis is “**Effects of Factors Influencing Parental Satisfaction and Parental Loyalty at FLOWERS Private School in Yangon, Myanmar.**” The motivation for this research stems from a personal connection—having a younger sister with autism has made the issue of inclusive education deeply meaningful to the author. Parents of children with autism often face considerable challenges related to school placement, classroom support, and the attitudes and competencies of teachers. In many cases, their sense of control and opportunity for involvement is diminished, especially when their perspectives are overlooked or undervalued by professionals. Such experiences can significantly impact parental satisfaction.

This study examines parental satisfaction with the education of children with autism, with a focus on the multi-dimensional nature of satisfaction. It explores key contributing factors including teaching quality, communication, school facilities, extracurricular activities, financial concerns, and the degree of parental involvement. For private institutions such as FLOWERS Private School in Yangon, understanding these factors is crucial in creating a supportive educational environment that aligns with the expectations and needs of parents.

The research utilizes a **quantitative, survey-based methodology**, employing a structured questionnaire distributed among parents of students at FLOWERS Private School. Regression analyses were conducted to identify which school-related dimensions—such as teacher effectiveness, school leadership, and student academic achievement—most significantly predict parental satisfaction. The findings demonstrate that higher levels of parental satisfaction are positively and significantly associated with increased parental loyalty.

Consistent with prior studies conducted in Myanmar and internationally, the results indicate that **effective teaching, strong school leadership, and clear student progress** are primary drivers of parental satisfaction. Moreover, loyalty is shown to be reinforced by trust and commitment that are built upon these positive experiences. These insights suggest that FLOWERS Private School can enhance parental loyalty

and long-term engagement by investing in high-quality teaching and fostering active parent-school partnerships.

In conclusion, this thesis provides valuable practical implications for private school management in Yangon and contributes to the limited academic literature on parental satisfaction and loyalty in the context of Myanmar's private education sector.

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CHAPTER I

INTRODUCTION

1 Background Information of the Study

In recent years, education has played a vital role in shaping the social, economic, and intellectual development of nations. A country's advancement is closely tied to the quality of its education system and the well-rounded development of its citizens. Education empowers individuals by cultivating their physical, emotional, and cognitive capacities, helping them realize their full potential from early childhood through adulthood (UNESCO, 2020). As such, education is not only a tool for personal achievement but also a foundation for social integration and national progress. To be effective, it must be introduced systematically from the earliest years of a child's life.

In Myanmar, the education system is generally structured into three main levels: basic education, higher education, and vocational education and training (Ministry of Education, 2019). Primary education—comprising kindergarten to Grade Five—is a critical part of basic education, forming the foundation upon which all future learning is built. It is during this stage that children develop academic skills alongside important social, emotional, and cultural competencies. For this development to be successful, structured and nurturing educational environments are essential. Equally important is the role of parents. Their involvement, encouragement, and interest significantly influence their children's motivation, academic outcomes, and long-term educational trajectories (Epstein, 2001).

The educational landscape in Myanmar includes both public and private institutions. In recent decades, private schools have grown in prominence due to their emphasis on student-centered learning, modern facilities, and customized educational approaches. This expansion has enhanced the overall educational experience for many families. As competition among private institutions increases, the ability of these schools to meet parental expectations has become a key determinant of their success. Factors such as the quality of teaching, availability of facilities, safety, communication with families, and leadership effectiveness all contribute to parental satisfaction and loyalty (Kotler & Fox, 1995; Oliva et al., 2021).

However, these factors can take on greater complexity when considered in the context of **children with disabilities**. Inclusive education—defined as a system where children of all abilities learn together in the same environment—remains an evolving concept in Myanmar. Children with disabilities may require a range of supports, including specialized instruction, therapy services, assistive technologies, and trained educators, to succeed in mainstream classrooms (Ainscow & Miles, 2008). Yet, such accommodations are often lacking in both public and private schools.

Historically, students with disabilities in Myanmar have had limited access to quality education due to systemic barriers such as inadequate infrastructure, untrained staff, and societal stigma (Myint, 2017). While some private institutions in urban centers like Yangon are beginning to adopt inclusive practices—such as Individualized Education Plans (IEPs), classroom aides, and therapeutic support—many families still face challenges in finding appropriate and supportive educational settings.

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

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

FLOWERS Private School for Disabled Children was established to address these challenges by offering a specialized, inclusive, and nurturing environment. Understanding the perspectives and satisfaction levels of the parents whose children attend this school is critical for evaluating its impact. For families of children with

disabilities, satisfaction is shaped not only by academic achievement but also by the school's responsiveness, empathy, accessibility, and commitment to inclusivity. Therefore, identifying and analyzing the factors that influence parental satisfaction and loyalty in this unique educational context is essential for shaping better practices and policies in Myanmar's private education sector.

1.1 Rationale of the Study

In recent years, the role of parental involvement in shaping school effectiveness and student outcomes has gained increasing attention, particularly in inclusive education settings. Understanding what factors contribute to parental satisfaction and loyalty is essential for educational institutions aiming to sustain trust and support from families, especially in private school contexts where parental choice plays a critical role in student retention and school reputation (Kotler & Fox, 1995). FLOWERS Private School, which provides inclusive education for children with disabilities, must ensure not only the academic development of its students but also the satisfaction and loyalty of parents who entrust the school with their children's education and care. Prior studies have highlighted various elements such as the quality of teaching, communication, school facilities, and support services as significant contributors to parental satisfaction (Epstein, 2001; Lunenburg & Irby, 2006).

However, limited research exists within the Myanmar context, especially focused on inclusive private schools serving children with special educational needs. This study seeks to fill this gap by examining the key factors influencing parental satisfaction and loyalty at FLOWERS Private School. It adopts a multidimensional approach by assessing aspects such as quality of teaching and learning, communication and engagement, facilities and learning environment, extracurricular and support services, and overall parental satisfaction. By applying quantitative methods, including descriptive statistics and multiple regression analysis, the research aims to identify which factors significantly influence parental loyalty. Given the competitive nature of private education in Myanmar and the increasing expectations of parents, the findings of this study are expected to offer valuable insights for school leaders and policymakers. Improving areas that matter most to parents can help foster

long-term relationships, enhance the school's image, and ultimately contribute to better student outcomes.

Furthermore, this research contributes to the broader academic discourse on school-parent relationships by providing empirical evidence rooted in a Southeast Asian context, which is often underrepresented in educational literature. It also offers practical implications for improving the management strategies of private inclusive schools, emphasizing the importance of consistent communication, responsive support services, and the creation of a welcoming, inclusive learning environment. The rationale for this study, therefore, lies in its relevance to both theory and practice—it not only builds upon existing educational management theories, such as those proposed by Tinto (1993) and Hoy & Miskel (2012), but also responds to a growing societal demand for transparency, accountability, and inclusivity in education. Ultimately, understanding parental perceptions and loyalty is a step toward enhancing school effectiveness, ensuring educational equity, and reinforcing community trust in inclusive education systems.

1.2 Problem Statement of the Study

Despite growing global awareness and national efforts to promote inclusive education, children with disabilities in Myanmar continue to face substantial challenges in accessing quality education tailored to their specific needs. These challenges are especially pronounced in mainstream educational institutions, which often lack the physical infrastructure, specialized resources, trained staff, and inclusive teaching methodologies required to support learners with disabilities (Myint, 2017). As a result, many children with physical, cognitive, sensory, or emotional impairments experience barriers that limit their academic success, social participation, and overall development.

In response to these challenges, some private schools have attempted to bridge the gap by introducing more inclusive practices, with varying degrees of success. FLOWERS Private School in Yangon is one such institution that was established specifically to provide a safe, nurturing, and accessible learning environment for children with disabilities. The school aims to offer specialized teaching, therapeutic support, and inclusive strategies that promote academic and personal development for

students with diverse needs. However, the sustainability and success of such efforts are heavily influenced by the perceptions, satisfaction, and loyalty of the parents whose children attend the school.

Parental satisfaction in the context of disability-inclusive education is multidimensional. It extends beyond basic academic outcomes to include parents' experiences with the school's environment, staff empathy, communication, responsiveness, and availability of support services. In many cases, parents of children with disabilities face heightened emotional, financial, and logistical burdens, making them particularly sensitive to how schools address their children's unique challenges (Ainscow & Miles, 2008). Therefore, a school's ability to provide not only academic instruction but also personalized care and consistent communication is vital in shaping positive parental perceptions.

Moreover, FLOWERS Private School—despite its mission and efforts—grapples with various internal and external constraints. These include limited financial resources, insufficiently trained staff, a lack of advanced therapeutic tools, and minimal government or community support. Such constraints can hinder the school's capacity to provide high-quality inclusive education and may affect the satisfaction and long-term loyalty of parents. If parents are not fully satisfied with the services and support their children receive, they may choose to withdraw, discourage others from enrolling, or lose trust in the school's mission—threatening its sustainability.

Currently, there is limited empirical research in Myanmar that focuses on how these factors affect parental satisfaction and loyalty in private schools serving children with disabilities. Most existing studies focus on general education or public school systems, leaving a gap in understanding the needs and expectations of parents navigating inclusive education in private settings. As a result, school leaders lack data-driven insights to improve programs and strengthen relationships with parents.

This study aims to fill that gap by examining the factors that influence parental satisfaction and loyalty at FLOWERS Private School. By exploring variables such as teaching quality, school facilities, communication, support services, and learning environments, the research will provide actionable insights for improving educational practices and sustaining trust among families of children with disabilities.

This will include **quantitative data** collection techniques to capture a wide range of parental perspectives. ((Marie-Anne Suizzo,Karen Moran Jackson, 2015).

1. Research Design

Descriptive Research Design: The study will aim to describe and analyze the factors influencing parental satisfaction at Flowers Private School. It will gather detailed information through surveys and interviews, aiming to understand the attitudes, perceptions, and concerns of parents. (OM, 2009)

2. Data Collection Methods

Surveys: A structured questionnaire will be administered to parents or guardians of students at Flowers Private School. The survey will consist of (quantitative) questions, addressing factors like teaching quality, school facilities, communication, extracurricular activities, financial considerations, and overall satisfaction. **Sampling:** A random sample of parents will be selected to ensure diverse representation. A target of at least 120 respondents will be considered to ensure data reliability.

3. Data Analysis

Quantitative Data: Survey responses will be analyzed using statistical techniques, such as frequency analysis and correlation analysis, to identify trends and patterns in parental satisfaction.

1.3 Research Objective

The primary aim of this study is to investigate the key factors influencing **parental satisfaction and loyalty** in the context of private school education in Yangon, with a focus on Flowers Private School. The specific objectives of the study are as follows:

1. To examine the effect of **teaching and learning quality** on parental satisfaction.
2. To assess how **communication and parent engagement practices** influence parental satisfaction.

3. To evaluate the impact of **school facilities and the learning environment** on parental satisfaction.
4. To determine the effect of **extracurricular and support services** on parental satisfaction.
5. To analyze the relationship between **parental satisfaction** and **parental loyalty**.

1.4 Research Question of the Study

In line with the research objectives, the study seeks to answer the following questions:

1. What is the effect of teaching and learning quality on parental satisfaction?
2. How do communication practices and parent engagement influence parental satisfaction?
3. What is the impact of school facilities and the learning environment on parental satisfaction?
4. How do extracurricular activities and support services affect parental satisfaction?
5. What is the relationship between parental satisfaction and parental loyalty?

1.5 Scope and Limitation of the study

This study focuses on identifying the factors that influence parental satisfaction and loyalty at Flowers Private School in Yangon, Myanmar. It specifically examines how elements such as teaching quality, communication and engagement, school facilities, and extracurricular support services contribute to parents' perceptions and long-term commitment to the school. The research uses a quantitative method supported by survey data from 120 parents, complemented by qualitative insights from interviews with a smaller group of respondents. While the study provides valuable findings within this context, it is limited in several ways. First, its focus on a single private school restricts the generalization of the results to other institutions or regions. Second, the use of cross-sectional data captures opinions at only one point in time, making it difficult to assess changes over time or causal relationships. Third, despite efforts to include diverse participants, there may be sampling bias due to the voluntary nature of participation. Additionally, some variables such as school leadership or broader social influences were not explored in depth, which may affect a comprehensive understanding of parental attitudes. Lastly,

while the use of a Likert scale provides measurable insights, it may not fully capture the complexity of parents' experiences and emotional responses.

Descriptive statistics and regression analysis method are used to analyze the collected data. Secondary data is collected from the previous research papers, relevant text books and the school profile.

This study employed a quantitative research method. Both primary data and secondary data were used. The secondary data are collected from textbooks, reference books, online websites, and previous research papers. Primary data was collected by using a structured questionnaire. A structured questionnaire was designed with close-ended 5 questions and a five-point Likert Scale. Results from quantitative data were analyzed by using the Statistical Package for the Social Science Software. Descriptive analysis and Multiple Linear Regression analysis were employed to analyze the variables. Target samples for the survey were selected by simple random sampling. The samples were selected from parents in FLOWERS Private School . The FLOWERS Private School has 170 parents. Therefore, in the part of this study to formulate the sample size, the (Yamane, 1973) formula will apply to know the required sample size which is as below;

$$n = \frac{N}{1 + Ne^2}$$

Where,

n= sample size required

N= number of people in the population=350

E= allowable error(%)=0.05(5%)

Substituting the data ,

$$\begin{aligned} n &= \frac{170}{1 + 170(0.05^2)} \\ &= 119.298 \text{ (Estimate 120)} \end{aligned}$$

1.6 Organization of the Study

This paper is comprised of five different chapters. Chapter one describes the introduction of the paper, rationale of the study, objectives of the study, scope and method of the study and organization of the study. Chapter two consists of theories

and relevant literature concerning factors affecting parental satisfaction, parental loyalty, previous studies and conceptual framework of the study. Chapter three presents the profile, activities for parent satisfaction provided by FLOWERS Private School, reliability test and profile of the respondents. Chapter four analyzes factors affecting parental satisfaction and parental loyalty in FLOWERS Private School. Chapter five covers conclusion that is described by the findings and discussions, suggestions and recommendations and needs for further research.

FLOWERS Education Center was established in 2010 where all children and person with disabilities live independently and are valued for their identities. It provides Early Childhood Developmental Screening Assessment, Early Intervention, Special Education, Physiotherapy, Occupational Therapy, Music Therapy, Play Therapy and Pre-vocational Training for Children with Additional Needs and Children with Neuro Diversity.

It identifies the specific delay area of child development, specially targeted ideally training before school entry. The school provides a wide range of therapeutic services tailored to meet the unique needs of Individuals with Additional Needs.

Young adults (aged 1 - 18 years) and person with disability who enjoy learning, strive for independence, and develop strong ties to their communities and form inclusive society.

Furthermore, FLOWERS Education Center provides inclusive education, that follows the school schedule and curriculum of Ministry of Education for primary, secondary and high school with universal design for learning to meet students' changing learning needs at different life stages. They focus on holistic approach on education, emotional well-being and social integration of our children and students.

Systematic training with patience, integrity, respect, interest, transparency, and empathy build trust among children, families, and staff.

VISION

Every Child's Independent Living, Self-help, Inclusive Education, Pres-Vocational Training and Leading to Income Generation.

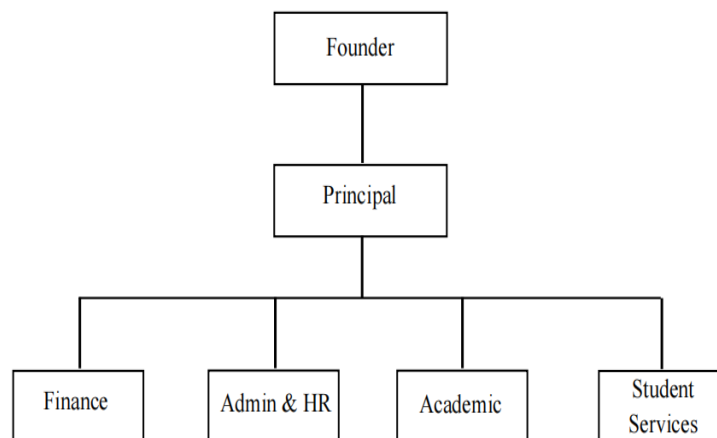
OBJECTIVE

It is envisaged that systematic training will lead to a happy and well adjusted life in the future.

Figure (1.1) FLOWERS Private School Profile



Figure (1.2) Organization Chart of FLOWERS Private School



Source: FLOWERS Private School (2025)

According to Figure (1.2), FLOWERS Private School is composed of four major departments managed by the principal. The founder collaborates with the principal in managing the school's affairs and supports its needs. The school's finances, including accounting, purchasing, and budgeting, are overseen by the Finance

Department. In addition to managing procurement processes, it oversees all issues pertaining to budget allocation, spending tracking, and payment processing. The Department of Administration and Human Resources is in charge of overseeing the school's administrative operations and management of its human resources. This includes managing payroll, hiring and selecting staff, managing employee relations, and making sure that labor rules and regulations are followed.

Training involves specialized classes conducted on everyday and weekends for children with disabilities. The student services department is in charge of setting up bus routes and schedules as well as managing student transportation services. Additionally, they plan and organize extracurricular activities such as sports and school events to improve the quality of the educational experience for students. Collaborating with other departments, they coordinate events like field trips, Thidankyaut festivals, and Christmas events.

Furthermore, they facilitate soccer training for interested students by connecting them with expert coaches and arranging practice locations. Children with disabilities also receive swimming lessons with instructors to assist them in managing their behavior and sensory needs. Their general health and development are enhanced by swimming, which also helps with their emotional and physical well-being.

CHAPTER II

LITERATURE REVIEW

2.1 Introduction and Important of the Subject Area

Parental satisfaction and loyalty play a significant role in the success and sustainability of private schools. In today's competitive educational environment, particularly in urban settings like Yangon, understanding what parents value in a school is essential for maintaining enrollment and strengthening school reputation. The shift from traditional government schools to private education institutions in Myanmar highlights growing expectations among parents for higher educational quality, better facilities, and individualized attention for their children.

This chapter presents theories and relevant literature on the key factors that influence parental satisfaction and loyalty. It discusses previous studies, models, and empirical evidence to provide a foundation for the research. In particular, it explores the effects of teaching and learning quality, communication and parental engagement, school facilities, extracurricular activities, and the relationship between satisfaction and loyalty. The chapter concludes with the conceptual framework that guides the study.

2.2 Theoretical Concepts and Principle

The effect of parental satisfaction and parental loyalty in Flowers Private School can be understood through several theoretical concepts, primarily drawn from Expectation-Confirmation Theory, the Customer Satisfaction and Loyalty Model, and Relationship Marketing Theory. According to these frameworks, parental satisfaction arises when the school's performance—such as academic quality, communication, and student development—meets or exceeds prior expectations. This satisfaction is a key driver of loyalty, influencing parents' decisions to re-enroll their children, recommend the school to others, and actively participate in school activities. The SERVQUAL model further supports this by highlighting that service quality dimensions like reliability, responsiveness, and empathy shape perceptions of satisfaction. In essence, when Flowers Private School consistently delivers high-quality, trust-based, and value-aligned services, it strengthens emotional and behavioral loyalty among parents, ensuring long-term engagement and support.

2.3 Variable of the Study (Dependent Variables & Independent Variables)

Parental Satisfaction

Parental satisfaction refers to the extent to which a school fulfills or surpasses the expectations of parents regarding their children's education, encompassing various dimensions such as academic achievement, teacher performance, communication, school safety, facilities, and support services (Méndez & González, 2020). Rooted in customer satisfaction theory, particularly the Expectation-Confirmation Theory (Oliver, 1980), parental satisfaction is viewed as the outcome of a cognitive and emotional comparison between what parents expect and what they actually experience.

If performance meets or exceeds expectations, satisfaction is achieved; if it falls short, dissatisfaction arises. In this regard, educational institutions function similarly to service providers, where students and parents are considered clients, and the quality of service delivery—teaching, communication, environment, and support—becomes a key determinant of perceived value and satisfaction (Kotler & Fox, 1995).

The growing recognition of parents as stakeholders in educational success has prompted schools to evaluate and improve their operations based on parental feedback. In particular, the SERVQUAL model, developed by Parasuraman, Zeithaml, and Berry (1985), which measures service quality across five dimensions—tangibles, reliability, responsiveness, assurance, and empathy—offers a valuable framework for understanding how schools can evaluate parental satisfaction. For instance, responsiveness and assurance may reflect how promptly teachers address concerns, while empathy relates to personalized support for each child's needs.

Research has shown that high levels of parental satisfaction are linked to increased parental involvement, trust in the school, and ultimately, student achievement (Fan & Chen, 2001). In inclusive school settings—such as those that cater to children with disabilities—parental satisfaction also depends on how effectively the school addresses individual needs, accommodates diversity, and provides relevant support services (Hornby & Lafaele, 2011).

When schools create an inclusive, respectful, and communicative environment, parents are more likely to perceive the institution positively, remain engaged in their child's education, and recommend the school to others. In contrast, dissatisfaction may lead to reduced involvement, negative word-of-mouth, or student transfer. In Myanmar's private school context, where educational choice is available and competitive, parental satisfaction becomes even more crucial for student retention and school growth. Parents expect not only academic excellence but also strong communication, transparent leadership, and emotional support for their children. Therefore, measuring and understanding parental satisfaction enables school leaders to make data-driven decisions that align with parental priorities.

Moreover, it fosters accountability and continuous improvement in service delivery. From a theoretical standpoint, Tinto's (1993) model of student retention also applies, as parental satisfaction indirectly influences student persistence through parental involvement and support. As such, schools that value and respond to parent voices not only enhance satisfaction but also build a collaborative culture of trust and shared responsibility.

In conclusion, parental satisfaction is a multi-dimensional construct deeply influenced by service quality, stakeholder expectations, and emotional trust. It serves as a vital indicator of school performance and sustainability, especially in inclusive and private education settings. Schools that actively monitor, evaluate, and act on parental satisfaction are better positioned to maintain high levels of engagement, loyalty, and overall educational success.

Parental Loyalty

Parental loyalty refers to the extent to which parents are committed to a school, demonstrated by their willingness to keep their child enrolled, recommend the school to others, and engage in school-related activities. In the context of private education, where competition among institutions is strong, parental loyalty is essential for student retention, positive reputation, and long-term sustainability. Loyalty is more than mere satisfaction—it is a reflection of sustained trust, emotional attachment, and consistent positive experiences.

According to Hallowell (1996), satisfaction alone is not enough to ensure loyalty; rather, satisfaction must evolve into emotional commitment, which then fosters loyalty. This aligns with the **Loyalty Chain Theory**, which proposes a progression from satisfaction to emotional bonding, and finally, to active loyalty. When applied to schools, this suggests that parents who are emotionally connected to the school community are more likely to exhibit loyal behaviors such as volunteering, participating in school events, and promoting the school through word-of-mouth.

Moreover, the **Theory of Reasoned Action** (Ajzen & Fishbein, 1980) helps explain how parental attitudes, subjective norms, and intentions influence their loyalty-related behaviors. For instance, if parents hold a positive evaluation of the school (attitude), believe that others also value the school (subjective norm), and feel that continuing with the school is beneficial (intention), they are more likely to act in loyal ways. This theory underscores that parental loyalty is not merely passive but is driven by deliberate, reasoned choices based on trust and perceived value. Research by Oliva et al. (2021) affirms that parental satisfaction is a significant predictor of loyalty. Their study revealed that when schools consistently meet or exceed parental expectations—particularly in academic quality, communication, and responsiveness—parents are more inclined to re-enroll their children and recommend the school to others.

In inclusive education settings, such as those that cater to children with disabilities, loyalty becomes even more critical. Parents of children with special needs often seek stability, trust, and personalized support. When these needs are met consistently, loyalty is strengthened. Additionally, loyal parents are more likely to serve as advocates for the school, enhancing its image and community presence. Positive parental word-of-mouth not only aids in attracting new families but also contributes to the emotional climate of the school, reinforcing a cycle of trust and satisfaction. According to Reichheld and Sasser (1990), loyal customers (or parents, in this case) are more valuable over time because they deepen their commitment, reduce turnover, and positively influence others.

In conclusion, parental loyalty is a complex, multi-dimensional construct influenced by satisfaction, emotional commitment, and perceived long-term value. It plays a pivotal role in the stability and growth of private schools, especially those

serving diverse and inclusive populations. Understanding the drivers of loyalty—such as effective communication, inclusive practices, and continuous parental engagement—enables school administrators to build stronger relationships with families, fostering long-term success and sustainability in the educational landscape.

Quality of Teaching and Learning

Quality of teaching and learning is a cornerstone of educational success and is frequently cited as one of the most influential factors in determining both student outcomes and parental satisfaction. High-quality teaching encompasses more than the delivery of content; it involves the ability of educators to engage students, personalize instruction, foster a supportive learning environment, and develop students' cognitive and emotional capacities. According to Rahman et al. (2019), effective instruction—marked by clear explanations, interactive pedagogy, and meaningful feedback—is positively correlated with higher levels of satisfaction among both students and parents. In particular, when parents observe that their children are making visible academic progress and developing essential skills, they are more likely to believe that the teaching quality is high.

The concept of teaching quality can also be understood through the lens of **Constructivist Learning Theory**, which posits that learners build knowledge actively through engagement and social interaction (Vygotsky, 1978). Teachers who use constructivist strategies—such as differentiated instruction, collaborative activities, and formative assessments—tend to foster deeper understanding and student motivation, which in turn affects parental perceptions positively. When students are actively participating and enjoying their learning experiences, parents are more inclined to view the school as effective and trustworthy.

Furthermore, **Expectation-Confirmation Theory (ECT)**, often used in consumer satisfaction research, explains how parents form satisfaction judgments based on whether the actual experience with teaching matches their prior expectations (Oliver, 1980). If teaching quality exceeds expectations—demonstrated by supportive teachers, creative instruction, and personalized feedback—parents experience higher satisfaction, which may influence loyalty and word-of-mouth advocacy. Conversely, when teaching falls short of expectations, even if it meets basic standards,

dissatisfaction can emerge. This theory is especially relevant in private education settings, where parents are paying fees and thus expect a premium level of service and educational delivery.

In Myanmar, the Ministry of Education (2019) notes that a significant number of families choose private schools because of their reputation for high teaching standards and innovative learning approaches. Many parents perceive government schools as lacking in teacher attentiveness and modern pedagogy. As a result, teaching effectiveness is a critical factor that influences school choice in the private sector. For inclusive institutions, like those serving students with disabilities, teaching quality also involves adaptability—ensuring that educators can tailor lessons to meet diverse needs. Oliva et al. (2021) emphasize that professionalism, empathy, and specialized skills among teachers significantly impact parent satisfaction in inclusive learning environments.

In summary, the quality of teaching and learning is central to how parents evaluate the educational experience of their children. It shapes their trust in the school, affects their likelihood of re-enrollment, and influences recommendations to others. A school that consistently delivers high-quality teaching not only promotes academic success but also strengthens its relationship with families, enhancing satisfaction and loyalty in the long term.

Communication and Engagement

Communication and engagement between schools and parents are foundational components of a successful educational partnership. Effective communication not only provides parents with information about their child's progress but also nurtures trust, encourages collaboration, and contributes to overall parental satisfaction. According to Epstein's (2001) **Framework of Six Types of Parental Involvement**, communication is one of the six essential elements for building effective school-family partnerships.

This theory emphasizes the importance of two-way, meaningful communication that moves beyond newsletters and announcements to include active listening, mutual feedback, and dialogue. Schools that consistently inform parents

about academic performance, behavioral concerns, upcoming events, and school decisions empower parents to become active participants in their child's education. This sense of inclusion fosters stronger emotional connections and enhances satisfaction.

Frequent, transparent, and timely communication also plays a crucial role in expectation management and issue resolution. Based on the **Expectation-Confirmation Theory (ECT)** developed by Oliver (1980), parental satisfaction is influenced by the alignment between expectations and actual experiences. When schools clearly communicate what they offer and follow through on their commitments, parents are more likely to feel satisfied and confident in the school. Conversely, when communication is lacking or inconsistent, unmet expectations can lead to dissatisfaction, even if the school's performance is objectively adequate. Thus, communication functions as both a preventive and corrective mechanism in managing parental expectations.

Research supports this theoretical understanding. Avvisati et al. (2014), in a study conducted across OECD countries, found that when parents are engaged in school life through effective communication, their children tend to achieve higher academic performance and parents report greater satisfaction with the school. Communication becomes even more vital in inclusive education settings or for students with disabilities, where individual needs must be continuously monitored, discussed, and adapted in collaboration with families. The ability of teachers and school staff to respond respectfully and promptly to parental concerns—whether about academic, behavioral, or emotional issues—significantly enhances trust and loyalty (Méndez & González, 2020).

Moreover, engagement extends beyond communication to include parental participation in school events, decision-making, and classroom activities. When schools invite and encourage parental involvement, parents are more likely to develop a sense of belonging and ownership in the school community. This active involvement positively impacts how they perceive the school's overall performance and value. As noted by Goodall and Montgomery (2014), effective parental engagement is associated not only with higher satisfaction but also with stronger

loyalty—parents are more inclined to re-enroll their children and recommend the school to others when they feel heard, respected, and included.

In summary, communication and engagement are not peripheral aspects of school operations but central to fostering strong, lasting relationships with families. Schools that prioritize clear, respectful, and inclusive communication strategies are more likely to cultivate parental satisfaction and loyalty. These practices help create a collaborative learning environment where parents feel valued and involved, thereby contributing to better educational outcomes and institutional reputation.

Facilities and Learning Environment

The quality of a school's facilities and its broader learning environment plays a crucial role in shaping parental satisfaction and perceptions of educational value. Drawing on service marketing theory, Kotler and Fox (1995) emphasized that physical facilities are part of the “tangible cues” customers use to evaluate service quality. In the education context, these tangibles include infrastructure such as classrooms, sanitation, safety systems, lighting, ventilation, playgrounds, and assistive technologies. When these elements are perceived as clean, safe, and conducive to learning, parents are more likely to trust the school and feel assured about their child's well-being. A positive physical environment also reflects the institution's commitment to professionalism, safety, and inclusivity—factors that significantly influence parental satisfaction.

Moreover, the **Service Quality Model (SERVQUAL)** developed by Parasuraman, Zeithaml, and Berry (1988) provides a theoretical lens to understand the relationship between school facilities and perceived quality. In their framework, the “tangibles” dimension refers to the physical appearance of facilities, equipment, and communication materials. In educational settings, modern classrooms, functional restrooms, disability-friendly access (such as ramps or specialized furniture), and well-maintained learning environments directly affect how parents assess the reliability and responsiveness of the school. This is especially important in private educational institutions, where parents pay tuition fees and expect a commensurate level of facility quality as part of the service package.

Empirical studies support the theoretical emphasis on the built environment. Nguyen et al. (2019) found that schools with better-maintained facilities and well-organized physical spaces positively influenced both student outcomes and parental satisfaction. A clean and supportive environment reduces stress, promotes learning engagement, and contributes to better academic performance—outcomes that parents closely observe and value. Furthermore, psychological elements such as classroom atmosphere, student-teacher interactions, and noise levels also shape the overall learning environment. A school that provides a calm, nurturing, and emotionally safe setting enhances parents' confidence in the school's holistic approach to education.

Inclusion is another critical aspect of the learning environment, particularly for students with disabilities. According to Ainscow and Miles (2008), an inclusive school environment must provide not only physical accessibility—such as wheelchair-friendly infrastructure—but also adaptive learning resources, support staff, and flexible teaching methods that meet diverse learning needs. Parents of children with disabilities are especially sensitive to these factors and assess the school based on its ability to support their child's full participation and development. A failure to provide these accommodations can lead to dissatisfaction, mistrust, or withdrawal from the school.

In conclusion, the facilities and learning environment of a school are not merely background elements but central to parental evaluation of quality and satisfaction. A well-designed, inclusive, and supportive environment communicates the school's priorities, professionalism, and care for student well-being. When parents perceive that the physical and psychological settings align with their expectations for safety, inclusion, and academic support, their satisfaction increases—and so does their likelihood of continued loyalty and advocacy for the school.

Extracurricular and Support Services

Extracurricular activities and student support services are critical components of a comprehensive educational experience that promotes the holistic development of learners. These elements extend beyond academic instruction, offering opportunities for students to engage in physical, emotional, creative, and social growth. According to Eccles and Barber (1999), participation in extracurricular activities such as sports,

arts, music, and academic clubs is positively associated with higher levels of self-esteem, increased school engagement, and improved interpersonal skills. These activities foster a sense of belonging and identity, which are essential for positive youth development. For parents, such programs are seen as reflections of the school's commitment to nurturing well-rounded individuals who are not only academically competent but also socially and emotionally equipped for life.

The **Ecological Systems Theory** proposed by Bronfenbrenner (1979) offers a useful lens to understand the importance of extracurricular and support services in education. Within this framework, schools function as a microsystem that interacts directly with the child's development. Support services, such as counseling, speech therapy, occupational therapy, and behavioral interventions, play a vital role in addressing students' individual needs—particularly those with learning disabilities or socio-emotional challenges. These services ensure that all students, regardless of their starting point, receive equitable opportunities to thrive academically and personally. When such support is available and effectively communicated to parents, it enhances their confidence in the school's capacity to care for their child's unique needs.

Parents of children with special needs place even greater importance on the availability and effectiveness of support services. As highlighted by Turnbull et al. (2011), families of children with disabilities often seek schools that can provide individualized support, inclusive extracurricular programs, and collaboration with outside professionals. The presence of these resources reassures parents that their children will be understood, supported, and integrated within the broader school community. In such cases, the perception of care and attention becomes a significant driver of parental satisfaction and loyalty. Furthermore, when schools proactively inform parents about the range of services and invite them to participate in decision-making regarding their child's development, a sense of partnership and trust is cultivated.

The **Total Quality Management (TQM)** approach in education, as proposed by Sallis (2002), also emphasizes the need to view support services as part of the overall quality framework of a school. From this perspective, extracurricular and non-academic services are not supplementary but integral to the school's value offering. The consistent delivery and evaluation of these programs enhance the quality of

service experienced by students and parents alike. However, limited access to such services, or a lack of communication about them, can lead to dissatisfaction and mistrust, especially in private schools where parents expect a more holistic educational experience in exchange for their investment.

In conclusion, extracurricular and support services are indispensable in shaping the school experience from both the student and parental perspectives. Their role in promoting holistic development, inclusivity, and emotional well-being makes them key indicators of school quality. Schools that prioritize and effectively deliver these services are more likely to meet diverse student needs and enhance overall parental satisfaction and commitment.

2.4 Relevant Previous Studies

A growing body of empirical research supports the relationships among school service quality, parental satisfaction, and parental loyalty, particularly in private education settings. These studies—both within Myanmar and internationally—highlight how factors such as teacher effectiveness, communication, school environment, and leadership influence parent perceptions and decision-making. This section outlines recent findings that support the current study’s conceptual framework.

In the Myanmar context, **Latt (2024)** conducted a study at Real Primary Private School in Yangon, examining eight core factors influencing parental satisfaction. The study found that **teacher effectiveness, principal leadership, and student achievement** had statistically significant positive effects on satisfaction (meral.edu.mm). Importantly, Latt also tested the **mediating roles of parental trust and relationship commitment**, discovering that both variables **partially mediated** the relationship between parental satisfaction and parental loyalty. These findings suggest that a school’s ability to foster **educational outcomes and professional trust** is vital in sustaining parental support. The structure closely mirrors the present study’s framework at FLOWERS Private School, indicating that similar patterns may emerge: strong educational leadership and teaching practices build satisfaction, which in turn cultivates loyalty through enhanced trust and emotional commitment.

A related study by **Thang (year unspecified)** focused on parental satisfaction at the **International Language and Business Centre (ILBC)**, also located in Yangon. This study offered a ranked list of service-performance factors most valued by parents, including **teacher communication, office staff professionalism, school facilities, teacher quality, safety, principal effectiveness, student achievement, and parental involvement** (academia.edu). Statistical analysis confirmed that **all eight factors had significant positive relationships with overall parental satisfaction**, with particularly strong correlations observed for **teacher communication and staff interaction**. Thang's findings support the broader literature suggesting that **interpersonal factors—especially staff responsiveness and teacher-parent dialogue—are critical drivers of satisfaction** in private school settings. These insights reinforce the relevance of examining similar variables in FLOWERS Private School, where communication and inclusivity may play even larger roles for families of children with disabilities.

Further evidence comes from **Hsu Wai Mon's MBA thesis** on private high schools in **Nay Pyi Taw**, which identified **service quality and convenience** as the most influential predictors of parental satisfaction (bucket-ox15x1.s3.ap-southeast-1.amazonaws.com). Though the study used slightly different constructs, the core finding—that **increased perceived quality leads to higher parental loyalty**—remains consistent across contexts. These results indicate that improving a school's practical offerings and ease of access can positively shape parents' long-term commitment.

On the international level, a study by **Huang et al. (2022)**, involving 923 parents from Chinese kindergartens, explored how **satisfaction influenced loyalty** and confirmed that **trust and relationship commitment served as partial mediators** in this relationship (pmc.ncbi.nlm.nih.gov). This supports the **Key Mediating Variable (KMV) model** by Morgan and Hunt (1994), which emphasizes that loyalty is not merely a result of satisfaction, but also of **emotional connection and long-term relational investment**. Such findings align with FLOWERS Private School's goal of building trust with families of children with disabilities through tailored support and responsive practices.

In summary, both national and international studies consistently validate the role of **teaching quality, communication, facilities, and leadership** in shaping **parental satisfaction**, and confirm that satisfaction, when supported by trust and relationship commitment, leads to **parental loyalty**. These findings strongly support the conceptual framework of the present study, emphasizing the need for schools—especially those serving children with special needs—to prioritize.

2.5 Conceptual Framework of the Study

This conceptual framework illustrates the hypothesized relationships between the independent variables and the dependent variable in this study. Four key independent variables—**Quality of Teaching and Learning, Communication and Engagement, Facilities and Learning Environment, and Extracurricular and Support Services**—are proposed to influence **Parental Satisfaction**. In turn, **Parental Satisfaction** is expected to have a direct positive impact on **Parental Loyalty**.

This model is grounded in service quality and satisfaction theories, which suggest that customer (parent) satisfaction plays a mediating role between service features and customer loyalty (Kotler & Fox, 1995; Oliva et al., 2021). By examining these relationships, the study aims to identify which factors most significantly shape parents' satisfaction and their continued loyalty to the school.

This corresponds to a chain of influence:

(School Factors) → Parental Satisfaction → Parental Loyalty.

In this study, the conceptual framework identifies the **factors that affect parental satisfaction and loyalty** in a private school setting (Flowers Private School in Yangon). The model is based on **service satisfaction and loyalty theories**, such as those proposed by Kotler & Fox (1995) and Hallowell (1996), which state that customer satisfaction is a primary determinant of customer loyalty.

The framework proposes the following relationships:

Independent Variables (IVs):

Quality of Teaching and Learning – The effectiveness and professionalism of educators.

Communication and Engagement – The quality and frequency of communication between school and parents.

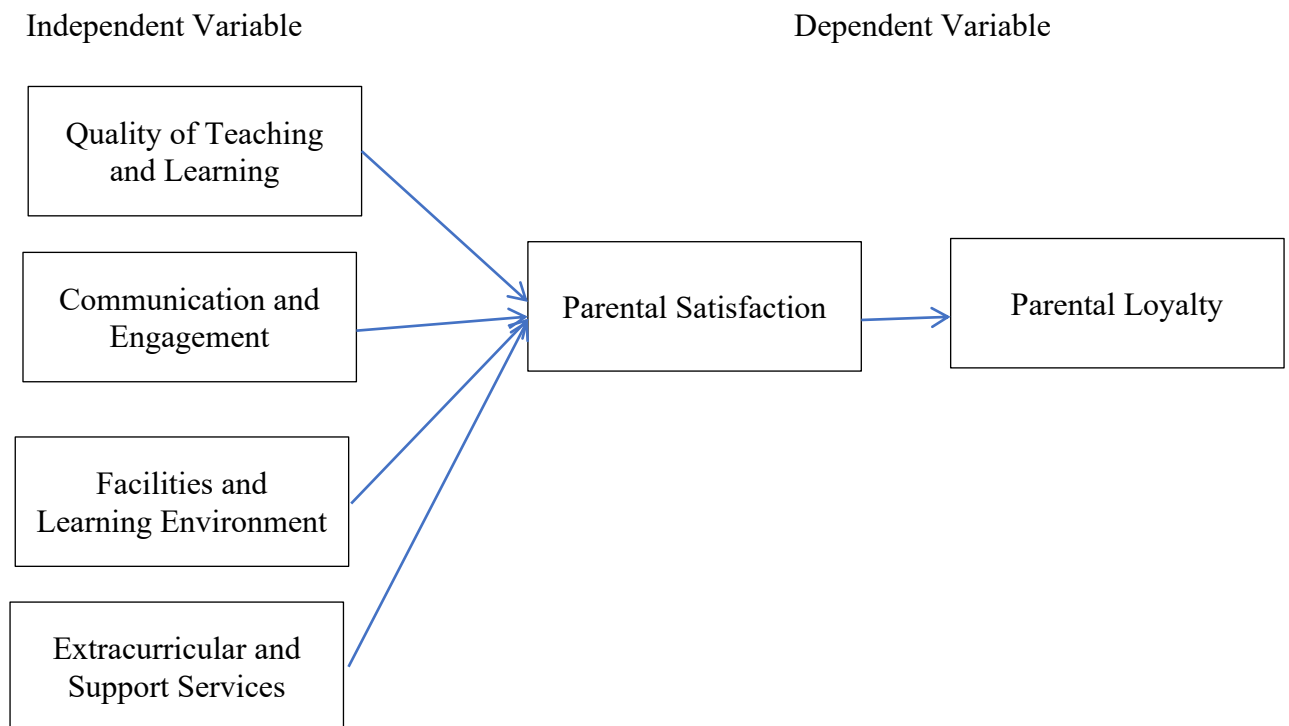
Facilities and Learning Environment – The quality of the physical and psychological environment of the school.

Extracurricular and Support Services – Additional services and activities beyond academics that contribute to child development.

Parental Satisfaction – How satisfied parents are with the school's performance in key areas.

Parental Loyalty – The likelihood of parents recommending the school, continuing enrollment, and staying committed to the school.

Figure (2.1) Conceptual Framework of the study



CHAPTER III

METHODOLOGY

3.1 Research Methods

This chapter outlines the research methodology used to investigate the factors affecting parental satisfaction and parental loyalty in private schools. It describes the research design, population and sampling, data collection methods, research instruments, reliability and validity procedures, and the data analysis techniques applied in the study. The goal is to ensure that the research is **systematic, reliable, and valid** in exploring how variables such as teaching quality, communication, facilities, and extracurricular support influence parental satisfaction and loyalty.

3.2 Research Design and Sampling

This study adopts a **quantitative research approach** using a **descriptive and correlational design**. The descriptive aspect provides an overview of parental perceptions, while the correlational component helps assess relationships between independent variables (e.g., communication, facilities) and the dependent variables (parental satisfaction and loyalty). A **cross-sectional survey design** is used to gather data at a single point in time.

It adopted a quantitative design using a descriptive and explanatory approach to investigate the factors affecting parental satisfaction and loyalty in private special education settings, specifically at FLOWERS Private School in Yangon, Myanmar. Quantitative research is appropriate when the goal is to quantify variables, establish patterns, and analyze relationships through statistical tools (Creswell, 2014). A descriptive design was used to outline the current status of parental perceptions, while the explanatory component sought to identify causal relationships among variables such as quality of teaching, communication, facilities, extracurricular support, parental satisfaction, and loyalty. This dual-purpose design enabled the researcher not only to summarize the data but also to explore the predictive influence of different school-related factors on parental loyalty through regression analysis.

To achieve these objectives, a **survey method** was employed using a structured questionnaire. This method allows researchers to collect standardized data

from a large number of respondents in a cost-effective and time-efficient manner (Bryman, 2016). The survey was divided into multiple sections based on key constructs identified in the literature review—such as teaching quality, communication and engagement, learning environment, support services, and satisfaction. Items were measured on a 5-point Likert scale ranging from “strongly disagree” to “strongly agree,” which helps capture the intensity of parental perceptions and attitudes. The questionnaire was validated by field experts and pilot-tested with a small group of parents to ensure clarity and reliability. Cronbach’s alpha values for each construct exceeded 0.70, indicating acceptable internal consistency.

The **target population** for this study included parents or guardians of children enrolled at FLOWERS Private School, a private institution catering to students with special education needs. Given the specialized nature of the school and the focus on inclusive education, it was crucial to select respondents who had direct experience with the school’s services and who could provide informed feedback about their child’s educational experience. A **purposive sampling** technique was used to select participants who met the criteria: being the legal guardian of a child with special needs and having had at least six months of experience with the school. This method is appropriate in qualitative-focused or exploratory quantitative studies where specific characteristics of the population are essential for meaningful analysis (Etikan et al., 2016).

Out of an estimated population of 150 eligible families, a sample of 120 parents participated in the survey, yielding an 80% response rate. This sample size was deemed sufficient to achieve statistical reliability and allow for meaningful regression analysis (Hair et al., 2010). While purposive sampling limits the generalizability of findings to a broader population, it enhances the relevance and depth of the data by focusing on a clearly defined and information-rich group. Ethical considerations were strictly followed, including informed consent, confidentiality assurances, and the voluntary nature of participation.

In summary, the research design was strategically developed to align with the objectives of the study. The use of a structured survey and purposive sampling enabled the researcher to gather reliable, relevant, and statistically analyzable data from the appropriate population. This approach provided a solid foundation for

examining the relationship between school-related factors and parental satisfaction and loyalty in the context of inclusive private education in Myanmar.

This design is appropriate for:

Measuring attitudes and satisfaction levels among a large group of respondents.

Identifying associations between school service quality and parental loyalty.

Testing hypotheses using statistical tools.

1. Research Design - Descriptive Research Design: The study will aim to describe and analyze the factors influencing parental satisfaction at Flowers Private School. It will gather detailed information through surveys and interviews, aiming to understand the attitudes, perceptions, and concerns of parents.

2. Data Collection Methods - Surveys: A structured questionnaire will be administered to parents or guardians of students at Flowers Private School. The survey will consist of both closed-ended (quantitative) and open-ended (qualitative) questions, addressing factors like teaching quality, school facilities, communication, extracurricular activities, financial considerations, and overall satisfaction.

Sampling: A random sample of parents will be selected to ensure diverse representation. A target of at least 100 respondents will be considered to ensure data reliability.

Interviews: In-depth interviews will be conducted with a smaller group of parents to gain qualitative insights into their specific concerns, challenges, and satisfaction levels. These interviews will provide a deeper understanding of the factors that cannot be fully captured through the survey alone.

3. Data Analysis - Quantitative Data: Survey responses will be analyzed using statistical techniques, such as frequency analysis and correlation analysis, to identify trends and patterns in parental satisfaction.

4. Ethical Considerations - Informed Consent: All participants will be informed about the purpose of the study and the voluntary nature of their participation.

Confidentiality: Personal information will be kept confidential, and data will be used solely for research purposes.

Anonymity: Participants will anonymize in the study results to ensure privacy and prevent any identification of individuals.

5. Limitations - Sample Bias: The study's findings may be limited by the sample size and the possibility of unrepresentative responses from certain groups of parents.

Geographical Limitations: The study focuses only on one private school (Flowers Private School), so the results may not be generalized to other schools in Yangon or beyond.

3.3 Data Collection Method

The data collection method for this study was centered on the use of a **structured questionnaire survey**, a widely accepted tool in quantitative research that allows for the efficient gathering of standardized data from a target population (Creswell, 2014). The questionnaire was designed to measure parents' perceptions across six key domains: (1) Quality of Teaching and Learning, (2) Communication and Engagement, (3) Facilities and Learning Environment, (4) Extracurricular and Support Services, (5) Parental Satisfaction, and (6) Parental Loyalty. Each domain was operationalized into multiple statements rated on a five-point Likert scale, ranging from 1 = strongly disagree to 5 = strongly agree. This scale was chosen because it enables the capture of degrees of agreement or disagreement, providing quantifiable data for statistical analysis (Joshi et al., 2015). The questionnaire items were developed based on an extensive literature review and adapted to fit the Myanmar context, particularly in special education settings.

Before the main data collection, a **pilot study** was conducted with 15 parents who met the study's inclusion criteria. This preliminary step helped assess the clarity, relevance, and reliability of the questionnaire items. Feedback from the pilot participants was used to revise and refine ambiguous or culturally sensitive questions. Furthermore, the reliability of each section was tested using **Cronbach's alpha**, and all constructs achieved values above 0.70, indicating acceptable internal consistency.

(Nunnally & Bernstein, 1994). After final adjustments, the revised questionnaire was printed and distributed in hard copy format to parents of students at FLOWERS Private School in Yangon, a private institution specializing in inclusive education for children with disabilities.

Purposive sampling was used to identify respondents who were legal guardians of enrolled children and had at least six months of engagement with the school. This sampling method ensured that participants were knowledgeable and could provide meaningful feedback based on firsthand experiences. A total of 150 questionnaires were distributed during parent-teacher meetings, therapy sessions, and by direct communication through school staff. Of these, 120 completed questionnaires were returned, yielding a high response rate of 80%. Respondents were assured of **confidentiality**, and their participation was strictly **voluntary**. An **informed consent form** was attached to the questionnaire to explain the study's purpose, how the data would be used, and that no personal identifiers would be collected.

The collection period lasted for four weeks, ensuring enough time for busy parents to respond thoughtfully. Each questionnaire was manually checked for completeness before being included in the final dataset. The data were then coded and entered into SPSS software for analysis. Descriptive statistics, including means and standard deviations, were used to summarize the data. Additionally, inferential techniques such as regression analysis were applied to identify relationships among variables.

In summary, the data collection method employed a carefully designed and validated survey tool, administered through direct and ethical engagement with a specific population of parents. This approach ensured both reliability and relevance in capturing parental perceptions of school quality, ultimately supporting the study's objective to explore the factors influencing parental satisfaction and loyalty in the private education sector of Myanmar.

DATA ANALYSIS

The data analysis for this study was conducted using quantitative techniques to evaluate the relationships among the key variables: Quality of Teaching and Learning, Communication and Engagement, Facilities and Learning Environment,

Extracurricular and Support Services, Parental Satisfaction, and Parental Loyalty. After collecting 120 valid responses from parents at FLOWERS Private School, the data were first coded and entered into **Statistical Package for the Social Sciences (SPSS) version 26**, a robust software widely used in social science research for statistical analysis (Pallant, 2020). The analysis process involved three main phases: descriptive statistics, reliability testing, and inferential statistics including multiple regression analysis. Descriptive statistics was used to analyze the distribution of the variables.

The logistic regression was used to analyze the dependent and independent variables. For all three research questions, the perceptions of parents concerning the frustration with getting these services working to increase skills for their children are the independent variables.

Communication with and among Parental satisfaction and Parental loyalty associated with the level of parents' satisfaction are the dependent variables, measured on an ordinal scale from "very satisfied" to "less than very satisfied".

In conclusion, the data analysis provided empirical support for the hypothesized relationships in the conceptual framework. It demonstrated the importance of satisfaction and engagement factors in shaping parental loyalty, offering meaningful implications for school improvement and strategic planning in inclusive private education settings.

3.4 Ethical Consideration

This study was conducted in full adherence to ethical research guidelines to ensure that all participants, particularly those involved in interviews at Flowers Private School, were treated with dignity, respect, and care. The following ethical principles were strictly observed throughout the research process:

1. Informed Consent

Prior to conducting interviews, all participants were provided with detailed information regarding the purpose, objectives, procedures, and potential uses of the study. Informed consent was obtained in writing from each participant. In cases where participants were minors, consent was also secured from their parents or legal guardians.

2. Confidentiality and Anonymity

All data collected through interviews were treated with the highest degree of confidentiality. Identifying information was excluded from the final report unless explicit permission was granted. To protect participants' identities, pseudonyms or participant codes were used in place of real names.

3. Voluntary Participation

Participation in the interviews was entirely voluntary. Participants were informed that they could decline to answer any question or withdraw from the interview at any time without facing any negative consequences or judgment.

4. Non-maleficence

The study was carefully designed to ensure that no physical, emotional, or psychological harm would come to any participant. Interview questions were crafted to be respectful, culturally appropriate, and non-invasive. Interviews were conducted in safe, familiar settings to maintain participants' comfort and well-being.

5. Permission from the School

Formal approval to conduct the study was obtained from the school administration at Flowers Private School. The researcher complied with all school.

6. Data Integrity

All data collected from interviews were documented accurately and honestly. Transcriptions were verified for accuracy, and no form of data manipulation or fabrication was practiced. The integrity of the research findings was maintained throughout the study.

3.5 Reliability Test

The variable's consistency or stability in the structured questionnaire is measured by reliability. A 5-point Likert scale is used to create questions.

Table (3.1) Reliability Test

Sr. No.	Construct / Variable	No. of Items	Cronbach's Alpha (α)	Internal Consistency
1	Quality Teaching and learning	7	0.855	Good
2	Communication and Engagement	7	0.822	Good
3	Facilities and learning Environment	7	0.879	Good
4	Extracurricular and Support Services	7	0.940	Excellent
5	Patental Satisfaction	7	0.915	Excellent
6	Patental Loyaly	7	0.914	Excellent

The reliability of the research instrument was assessed using Cronbach's Alpha (α), and the results are presented in Table 3.1. All six constructs demonstrated strong internal consistency, with Cronbach's Alpha values exceeding the minimum acceptable threshold of 0.70 (Nunnally, 1978). Specifically, the variables *Quality of Teaching and Learning* ($\alpha = 0.855$), *Communication and Engagement* ($\alpha = 0.822$), and *Facilities and Learning Environment* ($\alpha = 0.879$) showed good reliability. The variables *Extracurricular and Support Services* ($\alpha = 0.940$), *Parental Satisfaction* ($\alpha = 0.915$), and *Parental Loyalty* ($\alpha = 0.914$) demonstrated excellent internal consistency. These results confirm that the measurement items for each construct were reliable and appropriate for further statistical analysis.

3.6 Demographic Analysis

Table (3.2) Demographic Profile of Respondents

No.		Demographic	No. of Respondents	Percentage (%)
		Total Respondents	120	100
1	Children Gender	Male	76	63.3
		Female	44	36.7
2	Children Age	Under 10 years	14	16.7
		Between 11 to 20 years	3	68.3
		Between 21 to 30 years	1	7.5
		Above 31 years	9	7.5
		None	0	0
3	Custodial Status	Father	39	32.5
		Mother	45	37.5
		Uncle or Aunt	34	28.3
		Grandparents	2	1.7
		Sister or Brother	0	0
		None	0	0
4	Number of Children	One Child	115	95.8
		Two Children	2	1.7
		Above two children	3	2.5
		None	0	0
5	Occupation	Government Employee	0	0
		Private Business Staff	107	89.2
		Business Owner	5	4.2
		House wife	5	4.2
		other	3	2.5
6	Time line	Mon to Thursday (9 AM to 2 PM)	38	31.7
		Mon to Thursday (1 AM to 4:30 PM)	41	34.2
		Saturday	39	32.5
		Other	2	1.7
7	Enrolled	Below 1 years	2	1.7
		Between 1 to 2 years	109	90.8
		Between 3 to 5 years	7	5.8
		Between 5 to 10 years	2	1.7
		Above 10 years	0	0
8	Grade	One by One	3	2.5
		Group	113	94.2
		Pre-voacation	3	2.5
		None	1	0.8

The demographic characteristics of the 120 respondents provide a meaningful context for the effects of Parental loyalty and satisfaction in FLOWERS Private School. In terms of gender distribution, a majority of the respondents were male (63.3%), followed by female participants (36.7%). This slightly male-dominated respondent group suggests growing male participation in factors affecting parental satisfaction and parental loyalty in FLOWERS Private school.

Regarding age, most respondents were in the children and adolescent age stages. The under-10 age group accounted for 16.7% of the sample. The 11 to 20 years age group followed with a significant 68.3%, indicating a strong representation of school-aged individuals. Respondents aged 21 to 30 years made up 7.5%, and another 7.5% were above 31 years. This age distribution reflects a clear tendency for younger individuals—especially those in the 11 to 20 age range—to be more present or involved, likely due to school attendance.

Most of the respondents were under the care of their mothers (37.5%), followed closely by fathers (32.5%) and then uncles or aunts (28.3%), showing a significant role of extended family in care-giving. An overwhelming majority of families (95.8%) reported having only one child enrolled.

Regarding occupation, most guardians were private business staff (89.2%), with only a small number being business owners, housewives, or in other categories; notably, there were no government employees among them. Attendance times were fairly distributed, with 34.2% attending from Monday to Thursday in the afternoon, 31.7% in the morning, and 32.5% on Saturdays. The data also revealed that most children (90.8%) had been enrolled for one to two years, suggesting stable and ongoing participation.

Finally, the majority of students (94.2%) were enrolled in group classes, while a small number took part in one-on-one or per-vocational sessions. This overall profile shows a strong concentration of school-aged, single-child participants from business-oriented families who prefer group-based learning formats.

Most respondents were school-aged children between 11 to 20 years old, with more males than females. The majority came from single-child families and were cared for mainly by mothers or close relatives. Most guardians worked in the private

business sector. Children mostly attended group classes, and many had been enrolled for one to two years, showing regular and stable participation.

This chapter presents the research methodology employed to investigate the factors affecting parental satisfaction and loyalty in Flowers Private School. The study uses a quantitative research approach with a descriptive and correlational design to explore how various school-related factors—such as teaching quality, communication, facilities, and extracurricular support—influence parental attitudes and loyalty.

A cross-sectional survey was conducted, collecting primary data through structured questionnaires distributed to a random sample of 120 parents or guardians. The questionnaire included both closed-ended Likert scale items and open-ended questions to capture quantitative data and qualitative insights. Additionally, in-depth interviews with 10-15 parents were conducted to gain deeper understanding of parental perspectives that surveys alone could not fully reveal.

Data analysis involved descriptive statistics, frequency distribution, and logistic regression using SPSS and Microsoft Excel software. Quantitative data were statistically analyzed to identify trends and correlations between independent variables (e.g., communication, facilities) and dependent variables (parental satisfaction and loyalty). Qualitative data from interviews and open responses were coded thematically to uncover recurring themes.

Reliability of the research instrument was verified using Cronbach's Alpha, with all constructs showing good to excellent internal consistency ($\alpha > 0.80$). Ethical considerations were strictly observed, including obtaining informed consent, ensuring confidentiality and anonymity, securing voluntary participation, and safeguarding participant welfare. Formal permission from the school administration was also obtained.

Demographic analysis of respondents revealed a majority of male children aged 11 to 20 years, predominantly from single-child families under maternal or extended family care. Most parents were employed in the private business sector, with children enrolled primarily in group classes for one to two years.

Overall, this systematic and ethically conducted methodology ensures reliable and valid findings to understand the dynamics of parental satisfaction and loyalty in the context of private education.

CHAPTER IV

FACTORS AFFECTING PARENTAL SATISFACTION AND PARENTAL LOYALTY IN FLOWERS PRIVATE SCHOOL

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

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

A score of 1.00 to 1.80 indicates strongly disagree.

A score of 1.81 to 2.60 indicates disagree.

A score of 2.61 to 3.40 indicates neutral.

A score of 3.41 to 4.20 indicates agree.

A score of 4.21 to 5.00 indicates strongly agree.

4.1 Descriptive Analysis

Parental Satisfaction and loyalty of FLOWERS Private School with Their Decision to Obtain results are measured with seven statements. The mean value and Standard Deviation are described in Table (4.1).

Table (4.1) Quality of Teaching and Learning FLOWERS Private School

Sr. No.	Factors	Mean	Std. Deviation
1	The teachers effectively adapt their teaching to meet my child's individual learning needs.	3.45	0.969
2	My child is making academic and/or developmental progress at this school.	3.98	0.733
3	The teaching strategies used are appropriate for children with disabilities.	3.63	0.869
4	My child receives individualized attention or support when needed.	3.36	0.986
5	Teachers demonstrate a clear understanding of different types of disabilities.	3.68	0.790
6	I am confident in the qualifications and skills of the teaching staff.	3.32	1.021
7	Overall, I am satisfied with the quality of teaching and learning at the school.	3.36	1.002
	Overall mean value	3.54	

Source: Survey Data (2025)

Table 4.1 presents parents' perceptions of the quality of teaching and learning at FLOWERS Private School, based on several key factors. The overall mean score across all items is 3.54, indicating a generally positive level of satisfaction, though not exceptionally high. The highest-rated statement, with a mean of 3.98, was "My child is making academic and/or developmental progress at this school," which shows that most parents feel their children are benefiting from the education provided. Other relatively strong areas include teachers' understanding of different types of disabilities (mean = 3.68) and the use of appropriate teaching strategies for children with disabilities (mean = 3.63). These results suggest that the school is making commendable efforts to support inclusive education and cater to diverse learning needs. However, lower ratings were observed in some areas that point to potential areas for improvement. For example, "My child receives individualized attention or support when needed" and "Overall, I am satisfied with the quality of teaching and

learning at the school” both received a mean of 3.36, indicating that while parents are moderately satisfied, there are still gaps in providing consistent, personalized support. The lowest-rated factor was confidence in the qualifications and skills of the teaching staff (mean = 3.32), which may reflect concerns about teacher training or professional development. Overall, while the feedback is generally positive, the results highlight a need to strengthen individual attention for students and enhance the professional capacity of teachers to further improve teaching and learning outcomes.

However, several areas received comparatively lower scores. The statement “*I am confident in the qualifications and skills of the teaching staff*” had the lowest mean value at **3.32**, and “*My child receives individualized attention or support when needed*” and “*Overall, I am satisfied with the quality of teaching and learning at the school*” both received a **mean of 3.36**. These scores suggest a **moderate level of concern** among some parents regarding personalized attention and overall confidence in staff capability.

In summary, the data reflect a **positive yet cautious assessment** of the teaching quality. While the majority of parents are satisfied with their child’s progress and the inclusive approach to education, areas such as individual support and teacher qualifications need further attention to enhance overall satisfaction. The standard deviations, ranging from **0.733 to 1.021**, indicate some variation in parental opinions, suggesting that while many are pleased, others may have differing or less favorable experiences.

4.2 Communication and Engagement

Communication and Engagement are measured with seven statements. The mean value and standard deviation are described in Table (4.2).

Table (4.2) Communication and Engagement of FLOWERS Private School

Sr. No.	Factors	Mean	Std. Deviation
1	The school keeps me regularly informed about my child's progress and development.	3.16	0.898
2	Teachers and staff respond promptly and respectfully to my concerns.	3.06	1.007
3	I receive timely updates about school activities, changes, or events.	3.90	0.738
4	I am encouraged to participate in discussions about my child's education.	3.64	0.828
5	The school values and respects my input as a parent.	3.72	0.700
6	I am aware of and involved in decisions that affect my child.	3.68	0.756
7	The communication between school and home is effective and supportive.	3.71	0.738
	Overall mean vallue	3.55	

Source: Survey Data (2025)

Table 4.2 illustrates the main effects related to parental involvement and communication in the context of learning within an MBA program in Myanmar. The overall mean score is 3.55, indicating a generally favorable response from parents regarding the school's efforts to keep them informed and involved. The highest-rated item, "I receive timely updates about school activities, changes, or events" (mean = 3.90), suggests that communication regarding logistics and schedules is strong. Other highly rated factors include "The school values and respects my input as a parent" (mean = 3.72) and "The communication between school and home is effective and supportive" (mean = 3.71). These responses reflect a healthy level of mutual respect and open communication between the school and families. Additionally, parents felt

moderately involved in their children's education, as shown by the scores for being encouraged to participate in discussions (mean = 3.64) and being aware of decisions affecting their child (mean = 3.68). However, the two lowest-rated factors—"The school keeps me regularly informed about my child's progress" (mean = 3.16) and "Teachers and staff respond promptly and respectfully to my concerns" (mean = 3.06)—indicate some areas where communication and responsiveness could be improved. These findings suggest that while overall engagement and respect are present, schools could benefit from enhancing the frequency and depth of academic progress updates and ensuring quicker, more respectful communication when parents raise concerns.

However, two factors scored noticeably lower. "*Teachers and staff respond promptly and respectfully to my concerns*" received a **mean of 3.06**, and "*The school keeps me regularly informed about my child's progress and development*" scored **3.16**. These lower scores suggest that while the school communicates effectively about general matters, there is **room for improvement in individualized feedback and responsiveness** to parental concerns—areas that are crucial for building deeper trust and engagement.

Overall, the findings indicate that parents appreciate the school's efforts in maintaining communication and promoting involvement, particularly in school-wide activities and decisions. However, a more personalized and responsive approach in addressing parents' individual concerns and updating them about their child's academic progress could further strengthen parental engagement and satisfaction.

4.3 Facilities and Learning Environment

Facilities and learning Environment are measured with seven statements. The mean value and standard deviation are described in Table (4.3).

Table (4.3) Facilities and Learning Environment

Sr. No.	Factors	Mean	Std. Deviation
1	The school environment is safe and accessible for children with various disabilities.	3.90	0.666
2	Classrooms are adapted to accommodate diverse learning and physical needs.	3.80	0.763
3	The school provides assistive technologies or tools when needed.	3.93	0.683
4	My child has access to a calm and supportive learning environment.	3.80	0.805
5	The physical space (e.g., ramps, bathrooms) is disability-friendly.	3.48	0.979
6	Learning materials are appropriate and inclusive for students with special needs.	3.61	0.863
7	I am satisfied with the overall condition and suitability of the school facilities.	3.61	0.929
	Overall mean value	3.733	

Source: Survey Data (2025)

Table 4.3 focuses on the quality of facilities and the learning environment provided by the school, particularly in the context of inclusive for children with disabilities. The overall mean score is 3.73, indicating a high level of parental satisfaction with the school's infrastructure and supportive learning conditions. The highest-rated factor is "The school provides assistive technologies or tools when needed" with a mean of 3.93, reflecting strong appreciation for the school's efforts to support students with special needs through appropriate tools. Similarly, "The school environment is safe and accessible for children with various disabilities" (mean = 3.90)

and “Classrooms are adapted to accommodate diverse learning and physical needs” (mean = 3.80) received high scores, suggesting that both physical and instructional environments are well-designed for inclusion. The same mean (3.80) was also given to “My child has access to a calm and supportive learning environment,” showing parents feel that the atmosphere is nurturing and conducive to learning. While most responses were positive, the lowest-rated item was “The physical space (e.g., ramps, bathrooms) is disability-friendly” with a mean of 3.48, indicating that while overall accessibility is present, there may be room for improvement in specific infrastructure features. Two other factors—appropriateness of learning materials and overall satisfaction with school facilities—each received a respectable mean of 3.61. Overall, the results highlight that the school has created an inclusive, safe, and supportive learning environment, with only minor improvements needed in physical accessibility.

While overall feedback is positive, “*The physical space (e.g., ramps, bathrooms) is disability-friendly*” received the **lowest mean score of 3.48**, which, although still in the “Agree” range, suggests that some parents perceive room for improvement in the school’s accessibility infrastructure. Meanwhile, both “*Learning materials are appropriate and inclusive for students with special needs*” and “*I am satisfied with the overall condition and suitability of the school facilities*” achieved moderate but respectable scores of **3.61**, pointing to a general sense of contentment with instructional materials and facility upkeep.

In conclusion, the data reflect a **strong parental endorsement** of the school’s efforts in providing a safe, inclusive, and accommodating environment. However, **minor enhancements in specific physical features**—particularly in disability-friendly infrastructure—could further elevate parental satisfaction and ensure the environment fully meets the needs of all students.

4.4 Extracurricular and Support Services

Extracurricular and Support Services are measured with seven statements. The mean value and standard deviation are described in Table (4.4).

Table (4.4) Extracurricular and Support Services

Sr. No.	Factors	Mean	Std. Deviation
1	My child has access to extracurricular activities suited to their abilities and interests.	2.77	1.163
2	The school offers appropriate therapy or support services (e.g., speech, occupational, behavioral).	2.68	1.085
3	These support services contribute positively to my child's development.	2.96	1.103
4	Activities beyond the classroom help my child's social and emotional growth.	3.02	1.026
5	The school staff work together to ensure my child's overall well-being.	3.20	1.090
6	I am informed about the availability and scope of support services at the school.	3.15	1.090
7	I am satisfied with the range and quality of non-academic programs and services.	3.39	0.938
	Overall mean value	3.025	

Source: Survey Data (2025)

Table 4.4 presents parents' perceptions of how well the school supports **managerial and leadership skill development**, particularly through non-academic programs and services. The **overall mean score is 3.03**, indicating a moderate level of satisfaction. Among the evaluated factors, the highest-rated was **"I am satisfied with the range and quality of non-academic programs and services"** with a mean of **3.39**, showing that some parents are fairly content with extracurricular and developmental opportunities. The next highest score was for **"The school staff work together to ensure my child's overall well-being"** (mean = **3.20**), reflecting recognition of collaborative efforts among staff. Other aspects such as being informed

about available support services (3.15) and the impact of activities beyond the classroom on social and emotional growth (3.02) received slightly above-average ratings. However, several areas received relatively low scores, suggesting key areas for improvement. **“The school offers appropriate therapy or support services (mean = 2.68) and “My child has access to extracurricular activities suited to their abilities and interests” (mean = 2.77) were the lowest-rated factors, indicating a perceived lack of tailored services and inclusive activities. Even though “These support services contribute positively to my child’s development” received a slightly higher rating (2.96), it still falls below the overall average, reinforcing concerns about the effectiveness and accessibility of specialized services. In summary, while there are signs of collaboration and basic service availability, the school may need to enhance its non-academic programs and support structures to better nurture students' holistic growth and leadership potential.**

In summary, while there is some parental satisfaction with the **overall scope of non-academic programs**, the data points to a need for the school to **expand and tailor extracurricular activities and therapy services**, ensure **better communication with parents**, and **enhance support structures** that contribute meaningfully to students' holistic development.

4.5 Parental Satisfaction

Parental Satisfactions are measured with seven statements. The mean value and standard deviation are described in Table (4.5).

Table (4.5) Parental Satisfaction of FLOWERS Private School

Sr. No.	Factors	Mean	Std. Deviation
1	Overall, I am satisfied with the education and care my child receives at this school.	3.51	0.840
2	The school meets my expectations in addressing my child's unique needs.	3.32	0.961
3	I feel that my child is safe, supported, and respected at school.	3.12	1.034
4	I am happy with how the school works in partnership with families.	3.05	1.028
5	The school provides a positive environment for both students and parents.	2.87	1.053
6	I trust the school to make decisions in the best interest of my child.	3.10	0.982
	Overall mean value	3.161	

Source: Survey Data (2025)

Table 4.5 highlights parents' perceptions of key challenges related to their child's learning experience in the MBA program. The overall mean score of **3.16** suggests a moderate level of satisfaction, but also indicates room for improvement. The highest-rated factor, **"Overall, I am satisfied with the education and care my child receives at this school"** (mean = **3.51**), shows that many parents feel positively about the general quality of education and care. However, lower scores in other areas reveal some concerns. For instance, the school's ability to meet children's unique needs received a mean of **3.32**, while **feelings of safety, support, and respect at school scored 3.12**, reflecting some parental uncertainty about these critical aspects. Similarly, the partnership between the school and families had a mean score of **3.05**, and satisfaction with the school environment for both students and parents was even lower at **2.87**, indicating that the school may need to strengthen collaboration and improve the overall atmosphere. Trust in the school's decision-making was moderate,

with a score of **3.10**. Collectively, these results suggest that while parents appreciate the care and education provided, there are challenges in fully meeting expectations, fostering a positive environment, and building strong partnerships with families, which the school could address to enhance overall satisfaction and student well-being.

Overall, the data signals that while parents recognize and value the school's educational efforts, there is a **pressing need to strengthen communication, trust, school-family partnerships, and the overall learning environment** to increase parental satisfaction and ensure that every child's needs are fully supported.

4.6 Parental Loyalty

Parental Loyalty are measured with seven statements. The mean value and standard deviation are described in Table (4.6).

Table (4.6) Parental Loyalty

Sr. No.	Factors	Mean	Std. Deviation
1	I intend to keep my child enrolled at this school in the future.	3.69	0.754
2	I would recommend this school to other parents of children with disabilities.	3.63	0.861
3	I speak positively about this school to other families and friends.	3.61	0.882
4	I feel a strong sense of trust and connection with this school.	3.22	0.972
5	If I had another child with a disability, I would enroll them here.	3.51	0.810
6	I feel committed to supporting the school's efforts and programs.	3.25	0.910
7	I am loyal to this school because of its positive impact on my child.	3.78	0.812
	Overall mean value	3.527	

Source: Survey Data (2025)

Table 4.6 explores the level of **parental loyalty, trust, and commitment** toward the school in the context of learning challenges in the MBA program. The

overall mean score is 3.53, indicating a generally positive view among parents. The highest-rated item was **“I am loyal to this school because of its positive impact on my child”** with a mean of **3.78**, suggesting that many parents see tangible benefits from the school’s efforts. Similarly, high scores were given for **future enrollment intentions (3.69)** and **willingness to recommend the school to other parents of children with disabilities (3.63)**, showing strong confidence in the school’s services. Parents also expressed positive when speaking about the school to others (mean = **3.61**) and said they would consider enrolling another child with a disability (mean = **3.51**), reflecting a relatively high level of satisfaction and endorsement. However, slightly lower scores were observed for **feeling a strong sense of trust and connection with the school (3.22)** and **personal commitment to supporting the school’s efforts (3.25)**. These results suggest that while most parents are loyal and appreciative, there may be a need for the school to build deeper emotional engagement and involvement with families. Overall, the findings indicate a solid foundation of trust and satisfaction, but further strengthening the parent-school relationship could enhance long-term commitment and support.

In summary, FLOWERS Private School enjoys a **respectable level of parental loyalty**, driven primarily by the perceived positive outcomes for their children. Still, building **stronger relational bonds and encouraging active parental involvement** could further solidify and sustain this loyalty over time.

4.7 Regression Analysis

Table (4.7) Regression Analysis

Model	B	Beta	t	Sig.
(Constant)	0.176		0.392	0.696
Parental Satisfaction	0.686***	0.774	13.271	0.00
Quality of Teaching and Learning	0.071	0.60	0.520	0.604
Communication and Engagement	0.512	0.181	2.826	0.006
Facilities and Learning Environment	0.287	0.227	2.243	0.27
Extracurricular and Support Services	-0.52	-0.60	-0.802	0.424
R-Square	0.599			
Adjusted R-Square	0.595			
F-Value	176.129**			

Source: Survey Data (2025)

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

The results of the multiple regression analysis, as shown in Table 4.7, indicate that the overall model is statistically significant, with an F-value of 176.129 ($p < 0.01$), suggesting that the independent variables collectively explain a significant proportion of the variance in the dependent variable. The R-square value of 0.599 implies that approximately 59.9% of the variation in the dependent variable can be accounted for by the five predictors included in the model. The adjusted R-square value of 0.595 further confirms the model's goodness of fit, adjusting for the number of variables.

Among the predictors, **Parental Satisfaction** emerged as the most influential factor, with a standardized beta coefficient (β) of 0.774, a t-value of 13.271, and a significance level of $p < 0.001$. This indicates a strong, positive, and statistically significant effect on the outcome variable. **Communication and Engagement** also

showed a significant positive effect ($\beta = 0.181$, $t = 2.826$, $p = 0.006$), followed by **Facilities and Learning Environment**, which was statistically significant as well ($\beta = 0.227$, $t = 2.243$, $p = 0.027$). These results suggest that when parents perceive better communication, engagement, and quality facilities, they are more likely to be satisfied or perceive a higher quality in the school environment.

In contrast, **Quality of Teaching and Learning** ($\beta = 0.060$, $t = 0.520$, $p = 0.604$) and **Extracurricular and Support Services** ($\beta = -0.060$, $t = -0.802$, $p = 0.424$) were not statistically significant predictors. Their high p-values indicate that these variables do not meaningfully contribute to the prediction of the dependent variable in this model. Notably, extracurricular services even showed a negative, though insignificant, coefficient, which may warrant further qualitative investigation.

Overall, the findings highlight the critical role of parental satisfaction, effective communication, and a conducive learning environment in shaping perceptions or outcomes within the school context, while suggesting that teaching quality and support services may be perceived as less impact in this particular model.

This chapter presented the key findings of the study based on survey responses from 120 parents at Flowers Private School. Using descriptive statistics and regression analysis, the results highlighted the roles of various factors—teaching quality, communication, facilities, extracurricular services, and parental satisfaction—in influencing parental loyalty.

In summary, the findings emphasize that **satisfaction, communication, and infrastructure** are key drivers of loyalty among parents, while **teaching quality and support services**, although important, may need enhanced visibility or effectiveness to significantly impact parental perceptions and long-term commitment.

1. Quality of Teaching and Learning

Parents showed a generally positive perception, with an overall mean score of **3.54**. The highest-rated item was students' academic progress (**3.98**), while the lowest was confidence in teacher qualifications (**3.32**). These results suggest satisfaction with

inclusive teaching practices, though improvements are needed in individualized attention and professional development.

2. Communication and Engagement

This dimension received an overall mean of **3.55**, showing favorable parental attitudes toward the school's communication efforts. Timely updates (mean **3.90**) and respectful engagement (mean **3.72**) were strong points. However, regular progress updates (mean **3.16**) and responsiveness to concerns (mean **3.06**) were rated lower, indicating areas for better communication.

3. Facilities and Learning Environment

Parents were highly satisfied with school facilities, with an overall mean of **3.73**. Assistive technologies (mean **3.93**) and a safe environment (mean **3.90**) were well-rated. Some concerns were raised regarding disability-friendly physical spaces (mean **3.48**), suggesting the need for improved infrastructure accessibility.

4. Extracurricular and Support Services

This category received the lowest overall mean of **3.03**, indicating moderate satisfaction. While satisfaction with non-academic services was reasonable (mean **3.39**), support services and tailored activities for children with special needs were rated poorly, particularly therapy services (mean **2.68**). The findings suggest a need to enhance extracurricular offerings and individualized support.

5. Parental Satisfaction

Parental satisfaction had a moderate mean score of **3.16**. Most parents were generally satisfied with the care their children received (mean **3.51**), but lower scores were recorded for collaboration with families (mean **3.05**) and the overall school environment (mean **2.87**), pointing to areas where trust and partnership should be strengthened.

6. Parental Loyalty

Parental loyalty was generally positive, with an overall mean of **3.53**. Parents expressed a strong intention to re-enroll their children (mean **3.69**) and recommend the school to others (mean **3.63**). However, emotional connection and commitment to support the school were rated lower (means **3.22** and **3.25**), indicating opportunities to build deeper relationships with families.

7. Regression Analysis

The regression model explained **59.9%** of the variance in the outcome variable ($R^2 = 0.599$), indicating a good fit. **Parental Satisfaction** was the most significant predictor of loyalty ($\beta = 0.774$, $p < 0.001$), followed by **Communication and Engagement** ($\beta = 0.181$, $p = 0.006$) and **Facilities and Environment** ($\beta = 0.227$, $p = 0.027$). In contrast, **Teaching Quality** and **Extracurricular Services** were not statistically significant predictors.

Conclusion of Chapter 4

The findings emphasize the importance of fostering **parental satisfaction**, **effective communication**, and **a supportive learning environment** to enhance loyalty in private school settings. While overall feedback from parents was moderately positive, the study highlights specific areas—such as support services, individualized attention, and family collaboration—that require strategic improvement to strengthen parental trust and long-term commitment.

Summary of the regression analysis

This study examined the impact of various school-related factors on **parental loyalty** at FLOWERS Private School using multiple regression analysis. The findings reveal that **Parental Satisfaction** is the strongest predictor of loyalty, with a statistically significant and positive effect. Additionally, **Communication and Engagement** and **Facilities and Learning Environment** also show significant influence, highlighting the importance of maintaining open communication channels and providing an inclusive, well-equipped environment. Surprisingly, **Quality of Teaching and Learning** and **Extracurricular and Support Services** were found to

have no significant impact in predicting parental loyalty in this model. This indicates that while these factors are generally valued, they may not directly influence parents' decisions to remain committed to or promote the school. Overall, the model explains nearly **60% of the variance in parental loyalty**, suggesting that schools can build trust and long-term support by focusing on the most influential areas.

Visual Chart Suggestion

(A bar chart or table could be used in the report)

Title: Predictors of Parental Loyalty – Standardized Beta Coefficients

Factor	Beta (β) Significance (p)	
Parental Satisfaction	0.774	0.000 ***
Communication and Engagement	0.181	0.006 **
Facilities and Learning Environment	0.227	0.027 *
Quality of Teaching and Learning	0.060	0.604 (ns)
Extracurricular and Support Services	-0.060	0.424 (ns)

*** = $p < 0.001$ | ** = $p < 0.01$ | * = $p < 0.05$ | ns = not significant

Recommendations Based on Findings

Strengthen Parental Satisfaction Programs

Continue and enhance practices that improve overall parental satisfaction, such as personalized care, parent recognition events, and feedback loops. Conduct regular satisfaction surveys to track improvements and address concerns promptly.

Improve Communication and Parent Engagement

Enhance two-way communication using apps, regular newsletters, and parent-teacher meetings. Create more opportunities for parents to participate in school decision-making processes.

Upgrade Facilities and Learning Environment

Invest in inclusive infrastructure like ramps, sensory rooms, and calming zones.

Ensure classrooms and school facilities support children with diverse learning needs.

Re-evaluate Teaching Strategies and Visibility

Although teaching quality is essential, the lack of statistical significance suggests parents may not perceive its direct impact. Increase transparency about teacher qualifications and classroom strategies.

Revamp Extracurricular and Support Services

Consider expanding or customizing extracurricular and therapy options based on student needs. Communicate more clearly about what non-academic support services are offered and how they benefit students.

CHAPTER V

CONCLUSION

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

5.1 Finding and Discussion

Parental Satisfaction and Parental Loyalty in FLOWERS Private School

The findings from the study reveal important insights into both **parental satisfaction** and **parental loyalty** at FLOWERS Private School, particularly in the context of supporting children with disabilities.

Overall, **parental satisfaction** is moderate to high across several dimensions, including teaching quality, learning environment, support services, and communication between the school and families. In terms of teaching and learning (Table 4.1), parents expressed confidence in their children's academic progress (mean = 3.98) and the appropriateness of teaching strategies for children with disabilities (mean = 3.63). Teachers were also perceived as understanding different types of disabilities (mean = 3.68). However, there were areas where satisfaction was slightly lower, such as individualized attention (mean = 3.36) and confidence in teacher qualifications (mean = 3.32), indicating the need for ongoing professional development and personalized learning approaches.

Parental satisfaction with **communication and involvement** (Table 4.2) showed a fairly positive trend, with an overall mean of 3.55. Parents reported high satisfaction with receiving timely updates (mean = 3.90), feeling respected (mean = 3.72), and being involved in decisions (mean = 3.68). Nonetheless, there were lower ratings regarding regular updates on academic progress (mean = 3.16) and how

promptly staff respond to concerns (mean = 3.06), suggesting a need for stronger engagement and responsiveness.

Regarding the **learning environment and facilities** (Table 4.3), parents rated this area highly (overall mean = 3.73). The school was seen as a safe and inclusive space, with strong scores in the provision of assistive technologies (mean = 3.93), accessible environments (mean = 3.90), and classroom adaptations (mean = 3.80). However, physical infrastructure like ramps and bathrooms scored lower (mean = 3.48), indicating a need for further investment in disability-friendly spaces.

When it comes to **non-academic services and support for holistic development** (Table 4.4), satisfaction levels were comparatively lower (overall mean = 3.03). Parents expressed concerns about limited access to extracurricular activities (mean = 2.77) and therapy or support services (mean = 2.68), though satisfaction slightly improved when asked about overall well-being and service effectiveness. These results suggest that while the academic and classroom environment is strong, the school could benefit from expanding and improving its support services and extracurricular programming.

In terms of **general school experience and challenges** (Table 4.5), parents moderately agreed that the school meets their expectations and supports their children (overall mean = 3.16). While they were generally satisfied with the care provided (mean = 3.51), lower ratings were given for family partnerships (mean = 3.05) and the school environment (mean = 2.87), signaling that building a more inclusive and cooperative atmosphere remains a challenge.

Importantly, the data also reveals a **strong sense of parental loyalty** (Table 4.6). The overall mean of 3.53 indicates that parents are willing to continue supporting the school and share positive experiences with others. Many intend to keep their child enrolled (mean = 3.69), recommend the school to others (mean = 3.63), and feel a positive impact from the school on their children (mean = 3.78). However, slightly lower levels of emotional connection and active commitment were observed (mean = 3.22 and 3.25 respectively), which suggests an opportunity for the school to strengthen its relationships with families through more personalized engagement and community-building efforts.

In summary, the findings demonstrate that FLOWERS Private School is positively regarded by parents in terms of teaching quality, inclusive, and communication. However, areas such as individualized attention, therapy services, physical infrastructure, and family-school partnerships require further attention. While parental loyalty is high, reinforcing emotional connection and involvement can further enhance both satisfaction and long-term commitment.

5.2 Suggestions and Recommendations

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

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

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

Based on the findings, principal in private schools should be strong, experienced and proficient in the education sector and management roles. The principal should have a strong understanding of educational principles and practices,

effective communication skills, and the ability to motivate others. Moreover, an effective principal can create a positive and supportive school environment where students are nurtured with care and engage in collaborative learning.

According to the findings, parental trust serves as a mediator for private school management, emphasizing the importance of building trust with parents to ensure the success of the school. Additionally, it's important to recognize that parents are the primary decision-makers when choosing a school for their children, often based on trust.

Therefore, management should prioritize students as the top priority of the school, ensuring preparedness and responsiveness to any unexpected health issues. Furthermore, it is crucial to understand and address parents' desires for their children's learning.

Ultimately, management should strive to establish the school as a trustworthy institution in the eyes of parents for the well-being and education of their children. Regarding parental relationship commitment, private school management should concentrate on gaining parents' commitment to nurturing a strong connection with the school. This involves actively involving parents in school activities and decision-making, such as arranging parent-teacher meetings, encouraging participation in school events, and seeking their input on educational matters. Furthermore, maintaining regular communication channels like email, and other platforms can ensure parents stay informed and engaged in their child's education.

Ultimately, school management should prioritize creating a friendly and supportive environment for parents, which can enhance their commitment to the school community.

5.3 Needs for Further Research

To build upon the findings of this study, further research should consider expanding the scope beyond a single institution by including multiple private schools across different geographic regions of Myanmar. This would provide a more comprehensive understanding of parental satisfaction and loyalty within diverse school settings. Future studies could also adopt a longitudinal design to observe how parental attitudes evolve over time, especially in response to school improvements, policy changes, or student progress. In addition, deeper qualitative research—such as focus group discussions or case studies—would help explore the emotional, cultural,

and socioeconomic factors that influence parental expectations and commitment. Investigating the impact of school leadership, decision-making transparency, and governance practices could reveal how administrative structures affect trust-building with families. Moreover, with the growing reliance on digital communication tools for parent-school interaction, future studies might examine how platforms like mobile apps, online portals, or virtual meetings contribute to or hinder effective engagement and satisfaction. Lastly, exploring the relationship between parental satisfaction and student outcomes—both academic and behavioral—could provide valuable insights into the long-term effects of strong parent-school partnerships.

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