

**FACTORS INFLUENCING PARENTS' CHOICE IN PRESCHOOL
SELECTION IN THAILAND**



ORNPIMON KAMPANATSANYAKORN

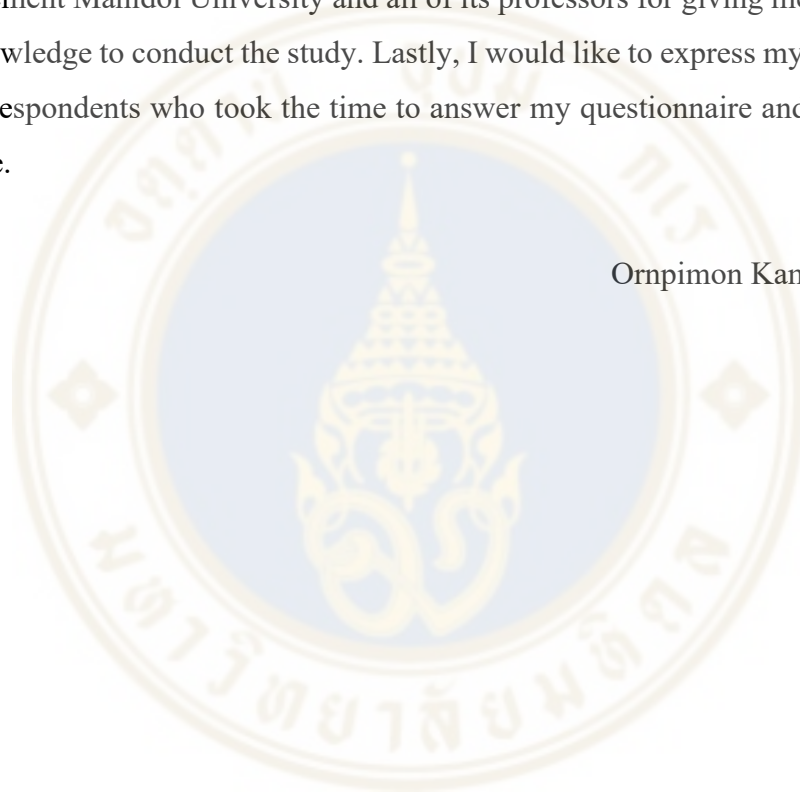
**A THEMATIC PAPER SUBMITTED IN PARTIAL
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M.M. (GENERAL MANAGEMENT)

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ABSTRACT

This study purpose is to find the key factors that influence Thai parents in choosing preschool program. The result will give a clearly view on which attribute is most important and must be focus upon by the school. The result also shown certain demographic are more accepting to some attribute and limitation than others. Due to the focus of the research being preschools program the children age is limited to 6 years old or lower. The method being use to conduct the research is a quantitative method by distribution of online survey. The data collected will be analysed using Microsoft Excel and SPSS. The final data show that safety and wellness attribute to be the most important while school creditability hold no persuasive power.

KEY WORDS: Consumer behavior/ Motivation/ Preschool/ Thailand

23 pages

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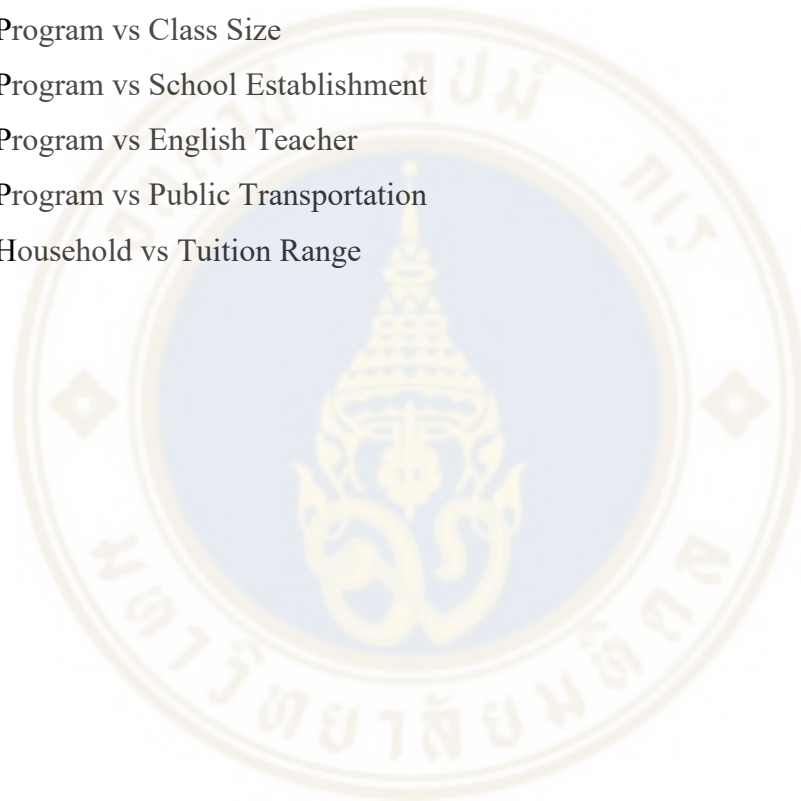
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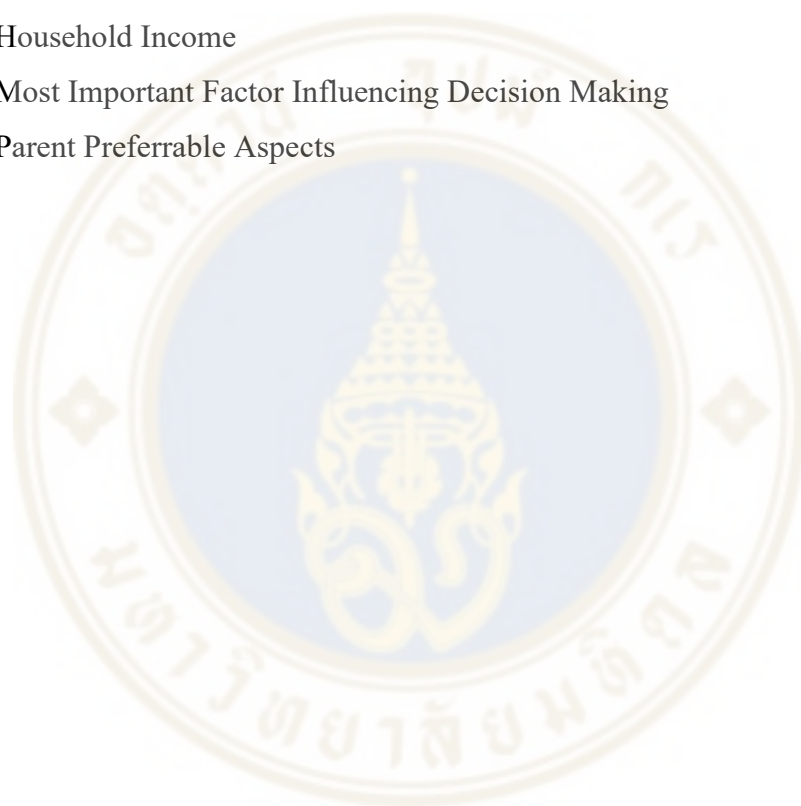
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CHAPTER I

INTRODUCTION

1.1 Background

This thematic paper will take a more in-depth look into what influenced parent decision from choosing to enroll their toddler in an international program for private early education school. The research will also look at how they made their decision and if their initial decision stands true after enrollment.

Private international early education school is mostly located in Bangkok, and their classroom size is much smaller than public early education school, which resulted in a lower enrollment capacity. The demand is much higher than the supply for a private international program, so there is much competition in enrolling in the top school. Most parents enroll their children even before they turn one year old. There must be a reason influencing the parent to want to go to a specific school rather than private or public Thai school. Some schools are prevalent despite it being far away from their home or having high tuition fees.

The tuition and enrollment fee of international preschool is much higher than private Thai school, and enrollment fees are also much more expensive. The tuition fee of the leading Thai private preschool, Denla School, is 270,000 baht per year while it is 580,000 baht for Shrewsbury International School. There must be a critical attribute which the parent sees in an international school where Thai private school cannot offer, and the attribute is worth paying for the differences. Since the tuition is much more expensive, it is expected that parents should have a higher household income, but some do not, but still, they are doing it for their child, believing a better future and seeing them as an investment.

The parents are task with the responsibility of choosing the appropriate education, and they must carry the consequences of their decision. Do preschool make much of a difference in children's future that the parent will go beyond the requirement.

Is the critical attribute for their decision made with the child's best interest, or does the social standing plays a role in this competitive environment?

1.2 Question

With many available options for international preschool, 163 schools in 2019, each with different curriculum and roots. What is the critical factor which the parent found most important in making their decision? What made one school different from the other? Did the initial decision have a positive result? Do the high tuition fees prove that the school is better than the cheaper one? Was the high competition for enrollment worth it?

1.3 Research objective

This research purpose is to look for the drive behind the parent's decision to choose the school for their children. Is their decision purely rational, or were there other influences affecting their decisions? The result can be helpful to any mother in deciding the school for their child, but it can also be used by other schools in Thailand to see what it is they lack.

1.4 Scope

The research will only focus on parents residing in Thailand, excluding ex-pats and foreigners. The educational level will solely focus on early education decision and briefly touching the plan for continuing onto elementary school. The children's age will range from 2 years old to 6 years old.

CHAPTER II

LITERATURE REVIEW

2.1 Importance of early education

There are many types of research regarding the importance of early education, but they all come to a different conclusion. Early education will look at children age 0-5 years old. Children age between 0 and 3 years old will be focusing more on daycare and nursery where children between 3 and 5 will be focused on students starting school between grades 1 and 3. Many types of research have been done on both age groups, but none came to the same conclusion. Some may share a portion where their result is similar, but other findings could be very different. Most will agree with Stark (2018) that "child's brain produces more than a million neural connections per second." The result of such high-intensity results in all of the brain development being ninety percent complete by the age of around five. It also stated that the brain has not fully developed by the age of 5 will be trim from our brain in the later year of life. This brings the vital question of how children can be developed to their full potential. Is school the most important aspect of brain development?

Watters (2015) finds that there is no impact on children in the first three years has any difference in their development while attending class between the age of 3 to 5 can improve their cognitive and language development. His research finds that it has no difference in emotional and mental development, but the critical aspect of the development comes from the home environment. If parents and relatives can give quality childcare during this early year, children can gain better social development. Another research found that early education is the most important, and attending a high-quality pre-primary education program is the best investment, which will bring "the highest rate of return over the lifelong learning cycle" (Lazzari, 2013). Her research showed a long-term effect of choosing a high-quality program on children's cognitive and non-cognitive development. Any positive development from early childhood education and care will keep its effect up to their teenage year. However, there has not

been any mention of these positive effects and how they correlate with children's academic achievements and success.

Miller (2019) took a different approach and looked at how to best ready children before entering any program to bring as much positive development as possible. He understood that attending school in the early years could also bring negativity to a child's development, but mostly it is due to their unreadiness to enter such an environment. He, unlike other researchers, believes that this is a critical period and the only way to lay the best foundation for children for future success and achievement. If they are developing emotionally and mentally with proper social development, it can heighten the positive impact academically. Even with a different perspective on early childhood education and care, they agree upon a crucial in a child development start at the early stage. High quality with the right environment is also crucial as the developmental setting to achieve full potential.

2.2 Public versus Private School

Knowing that a high-quality pre-elementary program can have a positive effect, the question becomes who has a high-quality program. Which is a better program between a private and public school program? Public school is cheaper than private schools, but its curriculum is strictly overseen by the government resulting in less variety compared to private schools. Nevertheless, the number of enrollment to private pre-elementary has been on a rapid rise across Asia. India is a key example of this, with "43% of children attending private preschool" (Ghosh, 2020). The rise is due to the increase in competition for enrollment into a prestigious elementary school. Indian parents believe private schools can offer a better education-oriented curriculum than public schools resulting in a higher chance of their children's success in enrollment of reputed school later on.

Private schools have more lenient control from the government on their curriculum, activity, and facility. The result is a wild variety of selection to choose from in terms of private school. International curriculum, in particular, has become very popular among parents around the world, even more so in Asia. International school curriculum differs significantly from the traditional curriculum and is known as an

operation with a for-profit mindset. International school got its name because its primary teaching language is usually English while locating in a non-English speaking country. International targets wealthy populations since they usually have the highest rate for tuition (Bunnell, 2016). Ghosh (2020) disagree since he believes parent will go beyond their financial capability to assure their children can obtain the best possible education, wealthy or not. The most significant difference to traditional schools is the diversity of the cultural mix of children from all around the world. Diversity brings more knowledge and social environment to children; many believe introducing such diversify experience to young children proves to increase their adaptation capability in the future.

Hayden (1995) belief that international education can change children knowledge and attitude due to various kind of relationship they can encounter. With such diversify intellectual, cultural, and educational experienced, children will be better prepared for life in the future. The world has become increasingly interdependent, requiring the children to understand the world better and not limited to only their own country. International curriculum also gives children mutual understanding across nations due to their variety of subjects and content.

There are many branded English private schools around the world with a chain like a curriculum, and their name becomes famous, which increases the competitive enrollment environment. The class size of private schools is relatively smaller than a traditional one resulting in a limited enrollment every year. The result is a rapid increase in competition to enroll their children in believing that they can get access to understand the secret behind a developed country's success (Hayden, 1995). Some do not believe that learning a second language at such a young age is suitable for a child's development, so international preschool is not included in their option. Children can get confused between using two languages and worst if their native language is not as good as their second language.

Many types of research have proven the belief to be false since children's brains are at their fastest development capability; learning another language at such a young age does not hinder their native language proficiency. Billak's (2013) research showed that when children are placed at a high-quality school with the right learning environment, they do not face any difficulty learning. The right environment setting and

personnel mindset is vital in children's success and give them the self-confidence they need to succeed in the future.

2.3 Parental Perception

Parent perception of high-quality school differs significantly, and it is a result of their past and present experiences (Novarro, 2020). Their experience will be the most critical prediction in which school is chosen for their child. There are mainly ten characteristic parents searched for from the school; "relationships, curriculum, teaching, assessment of child progress, health, staff competencies, preparation and support, families, community relationships, physical environment" (Novarro, 2020). All research comes to a similar conclusion that the most important factor is safety, environment, curriculum, and staff competency. Also, parents prefer to have as much knowledge as possible about their children's progress and activity.

How to check the safety of a school is mostly done through media and the history of the school reputation. In comparison, the friendliness of staff comes from their experience with the school that makes them feel welcome and appreciated. The environment is more than just the school but the structure in which allow the parent to get the most frequent update on their children wellbeing and progress. Some believe that having real-time access to see their children as most important since it combines all three factors mention previously. (Novarro, 2020). Foot (2000) agreed that curriculum is also one of the most important aspects because the need to develop their child to their best ability and some focus on curiosity.

Where do parents get information on school regarding school characteristics? All research concludes that they are mostly done through family and friends. Words of mouth are the starting point then, they further their research online, but many do not have the time to have a school visit. Not being able to have a real school visit can result in misinformation of the school. The researched result showed that due to insufficient information online with complicated access, parents do not get accurate data regarding the school quality (Foot, 2000; Bassok, 2018). The government and school are encouraged to improve the data available to the public for better transparency so that the parent can choose the best match for their child.

CHAPTER III

RESEARCH METHODOLOGY

3.1 Data Collection

The quantitative methodology will be used for this research by conducting an online survey. The method is chosen to be able to get extensive data with different demographics and backgrounds. The survey will be done online, which will be able to reach many more parents than conducting an interview. The data collected can be used to group, categorize, and find similar or unique trends among many parent decisions. The survey will show what drives their decision and what kind of behavior is recurring. The survey will be more accessible for parents and able them to be more honest with their feedback since it is anonymous, and parents will not feel like they are being judged.

3.2 Sampling

The survey is targeting parents with children who are already in preschool or will be in the future whose decision of school has been made. The children will be aged between 1 year old to 6 years old because they are the age in which preschool will be a requirement. The age ranges up to the last year before entering elementary because there is a possibility of changing school. The minimum age of 1 is set because that is mostly like when parents start looking for a nursery school where they can continue enrollment onto kindergarten.

The parent will be limited to those residing in Thailand but not limited to the metropolitan area. The reason is there are many good international preschools in other cities and to see if different demographics affect the behavior or not.

3.3 Questionnaire

The questionnaire will be based upon previous research and finding with some adjustments to best match the Thailand demographic. The questionnaires will mainly focus on using both nominal and interval measurement scales. The question can be divided into four sections. The first section will be regarding the children's school information and themselves. This section can give the category on the answer to a specific group for further connection.

The next section will use interval measurement scales to get the best understanding of parent decisions and preferences of school selected or intended to. The section divides into four main categories; school creditability, curriculum, facility, and safety. The question will be in a random sequence to prevent biased answers. There is an additional question regarding the extra which parent usually does not count as primary factors in their decision but is a plus to have. Then the question will focus on their information regarding the financial background and their acceptable range. Then it ends with demographic information.

The questionnaire result will be used to find a connection between different categories, and statistics will be used to analyze the data received.

CHAPTER IV

RESEARCH ANALYSIS

4.1 Research Findings

4.1.1 Target Groups

The purpose of this survey is to see the behavior of a parent who chooses to send their child to a private international school program. The survey has been carried out between June to August of 2020. The result is in accordance to survey expectations, with 53.8% of international school attendance or interest. There is 91 response, and 49 of them is our target group. The result will be used to compare with the other target who choose a private school but not an international program. Data collected that 93.4% of the answer has chosen private school over public school.

4.1.2 Demographic

The data collected have 48.4% of respondents age between 31 and 35 years old. The majority have one child, and a combined 79.9% of children age between 0 to 4 years old, a total of 64.8% obtain the highest level of education at the Master's degree. The majority of respondents have a yearly household income between 1,000,000 to 5,000,000 baht, 32.9%. A total of 93.4% of respondent is currently or intended to enroll their children to private school program.

Which curriculum are you intended/currently/enrolled in? หลักสูตรการเรียนที่ลูกคุณ จะ หรือ กำลัง หรือ เคยเรียนคือ (Select all that apply, เลือกได้มากกว่า 1 ข้อ)

91 responses

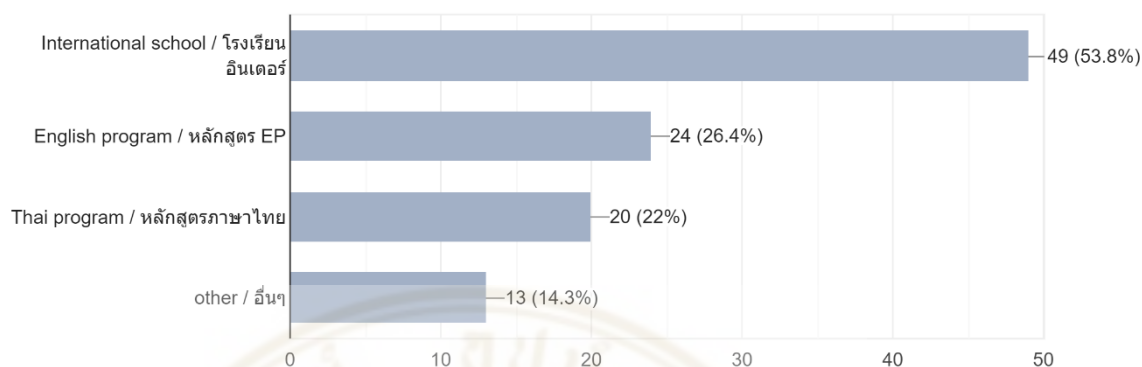


Figure 4.1 Chosen curriculum

What is your age range? อายุ

91 responses

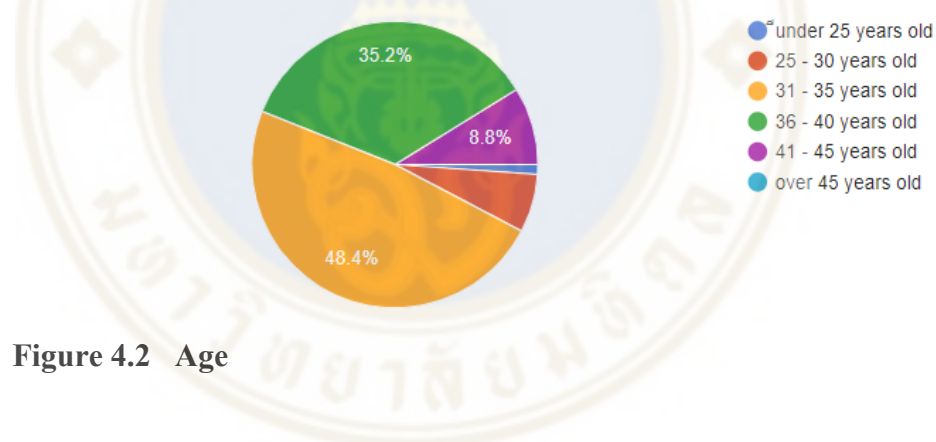


Figure 4.2 Age

Are you planning to/currently enrolled your child to which program? / คุณ จะ หรือ ปัจจุบัน ส่งลูกเข้าโรงเรียนประเภทใด

91 responses

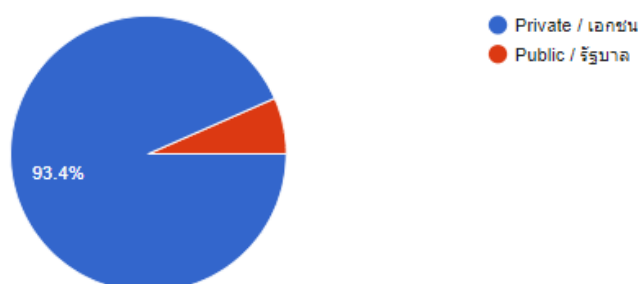


Figure 4.3 School Sector

What is your yearly household income? รายได้ครอบครัวต่อปี (baht per year)

91 responses

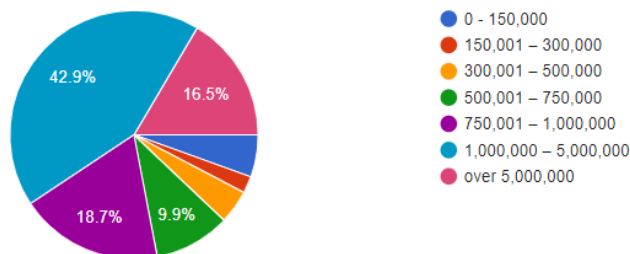


Figure 4.4 Household income

4.1.3 Decision Factors

The most critical factor respondent chose to make the final decisions are cleanliness and safety, school creditability, and friendliness. The factor is similar to what was found from previous research. The interval measurement question can be grouped into five main categories; school creditability, curriculum, extra curriculum, facility and accommodation, and security and wellness. The result of the interval measurement in alignment with the most important factor since the preferable factor is security and wellness with 3.2 ratings. The rating ranges from 1 to 4, with four being strongly agreed, and one strongly disagrees.

Please choose the most important factor you look for to make your final decision. กรุณาเลือกองค์ประกอบที่สำคัญที่สุดต่อการตัดสินใจเลือกโรงเรียนของคุณ

91 responses

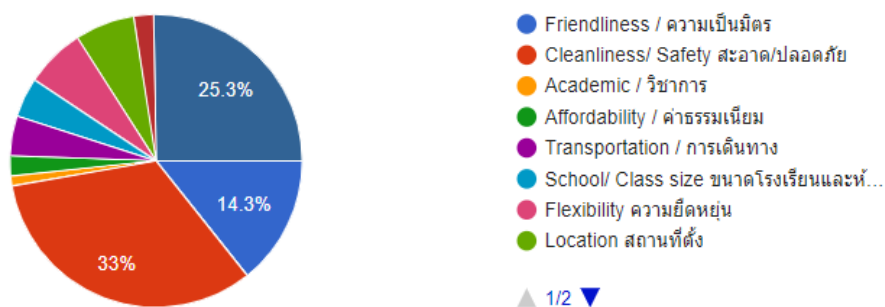


Figure 4.5 Most Important Factor Influencing Decision Making

The factor where parents put most emphasis on safety criteria is the availability of security guards. It receives the highest satisfaction rating of 3.6. Regardless of other options, such as the vast availability of CCTV installation or the separation of children when they are found to be sick. Separation of a sick child comes as the second most preferable aspect with 3.5 ratings, whereas, CCTV installation received 3.3 for outside installation and 3.1 for an inside installation. The result also showed the parents disagree with people being able to send their child to the classroom, with the result of 2.5 ratings, lowest score out of all the security and wellness factor.

The second most preferable factor is an extra curriculum with a 3.2 average rating. The preferable factor is the presence of the playground. The result for playground availability shows a high satisfaction rating of 3.55 landing on the second from the list. The third most preferable factor is for the school to have lots of trees and a nice landscape. The factor of curriculum, facility, and accommodation, and school creditability comes third, fourth, and fifth, with an average rating of 3, 2.7, and 2.3, respectively.

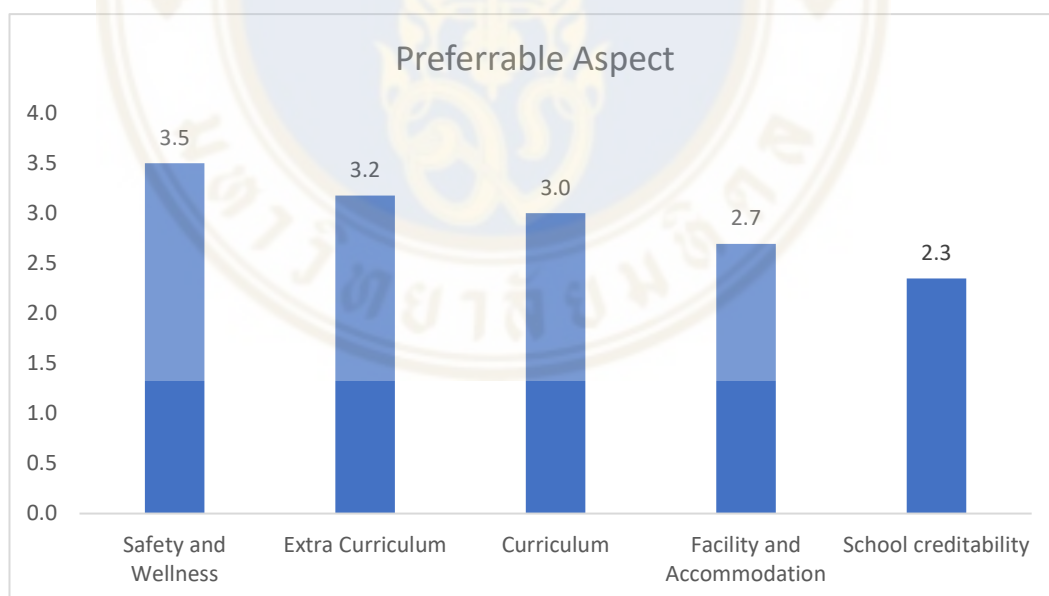


Figure 4.6 Parent preferable aspects

4.1.4 Statistic Analysis

The program SPSS will be use to helps with all statistical analysis. The statistic analysis of correlation is used to see how one relationship is to another factor.

In this study, the correlation will be used to see the relation on three main factors: international program, tuition range, and household income. The relationship of the three factors will be linked to five school attributes: creditability, curriculum, extra curriculum, facility and accommodations and safety and wellness.

The data collected shown that choosing to attend an international preschool program profoundly relate to three attributes consist of safety and wellness, extra-curriculum, and curriculum, respectively. While choosing an international program, parents have a negative 0.252 for the facility and a negative 0.193 correlation for school creditability. The meaning for such low scores means these two attribute does not have any effect on parent decision for choosing an international program. The range of tuition does not have any relationship to the parent in choosing their preschool since the result to all attribute show very low positive to negative correlation. The household income does have a relationship with extra-curriculum, safety and wellness, and curriculum, respectively. School creditability and facility have no relationship with household income.

Table 4.1 Correlation between international program and school attribute

		Correlations					
		International school	Creditability	Curriculum	ExtraCurriculum	Facility Accomodation	SafetyWellness
International school	Pearson Correlation	1	-.193	.055	.076	-.252 [*]	.145
	Sig. (2-tailed)		.067	.602	.473	.016	.169
	N	91	91	91	91	91	91
Creditability	Pearson Correlation	-.193	1	.577 ^{**}	.444 ^{**}	.634 ^{**}	.440 ^{**}
	Sig. (2-tailed)	.067		.000	.000	.000	.000
	N	91	91	91	91	91	91
Curriculum	Pearson Correlation	.055	.577 ^{**}	1	.820 ^{**}	.801 ^{**}	.787 ^{**}
	Sig. (2-tailed)	.602	.000		.000	.000	.000
	N	91	91	91	91	91	91
ExtraCurriculum	Pearson Correlation	.076	.444 ^{**}	.820 ^{**}	1	.633 ^{**}	.768 ^{**}
	Sig. (2-tailed)	.473	.000	.000		.000	.000
	N	91	91	91	91	91	91
FacilityAccomodation	Pearson Correlation	-.252 [*]	.634 ^{**}	.801 ^{**}	.633 ^{**}	1	.573 ^{**}
	Sig. (2-tailed)	.016	.000	.000	.000		.000
	N	91	91	91	91	91	91
SafetyWellness	Pearson Correlation	.145	.440 ^{**}	.787 ^{**}	.768 ^{**}	.573 ^{**}	1
	Sig. (2-tailed)	.169	.000	.000	.000	.000	
	N	91	91	91	91	91	91

*. Correlation is significant at the 0.05 level (2-tailed).

** Correlation is significant at the 0.01 level (2-tailed).

Table 4.3 Correlation between tuition range and school attribute

		Correlations					
		Tuition Range	Creditability	Curriculum	ExtraCurriculum	Facility Accomodation	SafetyWellness
Tuition Range	Pearson Correlation	1	.010	-.050	-.003	-.263 [*]	-.027
	Sig. (2-tailed)		.925	.638	.979	.012	.797
	N	91	91	91	91	91	91
Creditability	Pearson Correlation	.010	1	.577 ^{**}	.444 ^{**}	.634 ^{**}	.440 ^{**}
	Sig. (2-tailed)	.925		.000	.000	.000	.000
	N	91	91	91	91	91	91
Curriculum	Pearson Correlation	-.050	.577 ^{**}	1	.820 ^{**}	.801 ^{**}	.787 ^{**}
	Sig. (2-tailed)	.638	.000		.000	.000	.000
	N	91	91	91	91	91	91
ExtraCurriculum	Pearson Correlation	-.003	.444 ^{**}	.820 ^{**}	1	.633 ^{**}	.768 ^{**}
	Sig. (2-tailed)	.979	.000	.000		.000	.000
	N	91	91	91	91	91	91
FacilityAccomodation	Pearson Correlation	-.263 [*]	.634 ^{**}	.801 ^{**}	.633 ^{**}	1	.573 ^{**}
	Sig. (2-tailed)	.012	.000	.000	.000		.000
	N	91	91	91	91	91	91
SafetyWellness	Pearson Correlation	-.027	.440 ^{**}	.787 ^{**}	.768 ^{**}	.573 ^{**}	1
	Sig. (2-tailed)	.797	.000	.000	.000	.000	
	N	91	91	91	91	91	91

*. Correlation is significant at the 0.05 level (2-tailed).

** Correlation is significant at the 0.01 level (2-tailed).

Table 4.2 Correlation between household income and school attribute

		Correlations					
		Household Income	Creditability	Curriculum	ExtraCurriculum	Facility Accomodation	SafetyWellness
Household Income	Pearson Correlation	1	-.026	.142	.293 ^{**}	-.057	.176
	Sig. (2-tailed)		.806	.180	.005	.590	.095
	N	91	91	91	91	91	91
Creditability	Pearson Correlation	-.026	1	.577 ^{**}	.444 ^{**}	.634 ^{**}	.440 ^{**}
	Sig. (2-tailed)	.806		.000	.000	.000	.000
	N	91	91	91	91	91	91
Curriculum	Pearson Correlation	.142	.577 ^{**}	1	.820 ^{**}	.801 ^{**}	.787 ^{**}
	Sig. (2-tailed)	.180	.000		.000	.000	.000
	N	91	91	91	91	91	91
ExtraCurriculum	Pearson Correlation	.293 ^{**}	.444 ^{**}	.820 ^{**}	1	.633 ^{**}	.768 ^{**}
	Sig. (2-tailed)	.005	.000	.000		.000	.000
	N	91	91	91	91	91	91
FacilityAccomodation	Pearson Correlation	-.057	.634 ^{**}	.801 ^{**}	.633 ^{**}	1	.573 ^{**}
	Sig. (2-tailed)	.590	.000	.000	.000		.000
	N	91	91	91	91	91	91
SafetyWellness	Pearson Correlation	.176	.440 ^{**}	.787 ^{**}	.768 ^{**}	.573 ^{**}	1
	Sig. (2-tailed)	.095	.000	.000	.000	.000	
	N	91	91	91	91	91	91

** Correlation is significant at the 0.01 level (2-tailed).

Cross-tabulation analysis (crosstab) is used to analyze particular relations between 2 variables. The data analysis will be focus on the parent who chooses an international school program compared to other programs when deciding on a specific attribute. The question of the importance of having a native speaker teaches English, and both show the same attitude of agreement. Those who choose international

programs feel a stronger requirement for the subject. The importance of school being long-established the attitude of each group is slightly different. For the international program, the majority of parents disagree while the other program agrees. However, the second most answer is the opposite of an international program agreeing while other programs are in disagreement with the statement.

The importance of has the class size smaller than twenty people both groups are in agreement. The parents of an international program, however, see this factor as more important than others. A majority feels strongly agree with the statement, while others only agree. For the parent who chose an international program, they do not see the importance of having public transportation to be in close proximity to the school. The parent who chose other programs, however, preferred the school to have public transportation available nearby. Lastly, the relationship between household income and acceptable tuition range show the very high willingness of parent to spend a high price to meet their requirement. No parents choose the two lowest available tuition range despite some having a lower yearly household income.

Table 4.4 Program vs Class size

Crosstab

			class less than 20 students				Total
			Strongly Disagree	Disagree	Agree	Strongly Agree	
International school	International School	Count	1	3	16	29	49
		% within International school	2.0%	6.1%	32.7%	59.2%	100.0%
		% within class less than 20 students	25.0%	33.3%	45.7%	67.4%	53.8%
	other program	Count	3	6	19	14	42
		% within International school	7.1%	14.3%	45.2%	33.3%	100.0%
		% within class less than 20 students	75.0%	66.7%	54.3%	32.6%	46.2%
Total	Count	4	9	35	43	91	
	% within International school	4.4%	9.9%	38.5%	47.3%	100.0%	
	% within class less than 20 students	100.0%	100.0%	100.0%	100.0%	100.0%	

Table 4.5 Program vs School establishment

Crosstab

			a school with long establishment				Total
			Strongly Disagree	Disagree	Agree	Strongly Agree	
International school	International School	Count	6	22	16	5	49
		% within International school	12.2%	44.9%	32.7%	10.2%	100.0%
		% within a school with long establishment	85.7%	57.9%	41.0%	71.4%	53.8%
	other program	Count	1	16	23	2	42
		% within International school	2.4%	38.1%	54.8%	4.8%	100.0%
		% within a school with long establishment	14.3%	42.1%	59.0%	28.6%	46.2%
Total		Count	7	38	39	7	91
		% within International school	7.7%	41.8%	42.9%	7.7%	100.0%
		% within a school with long establishment	100.0%	100.0%	100.0%	100.0%	100.0%

Table 4.6 Program vs English teacher

Crosstab

			teaches English by a native speaker				Total
			Strongly Disagree	Disagree	Agree	Strongly Agree	
International school	International School	Count	1	1	17	30	49
		% within International school	2.0%	2.0%	34.7%	61.2%	100.0%
		% within teaches English by a native speaker	25.0%	20.0%	47.2%	65.2%	53.8%
	other program	Count	3	4	19	16	42
		% within International school	7.1%	9.5%	45.2%	38.1%	100.0%
		% within teaches English by a native speaker	75.0%	80.0%	52.8%	34.8%	46.2%
Total		Count	4	5	36	46	91
		% within International school	4.4%	5.5%	39.6%	50.5%	100.0%
		% within teaches English by a native speaker	100.0%	100.0%	100.0%	100.0%	100.0%

Table 4.7 Program vs Public transportation

Crosstab

			near public transportation				Total
			Strongly Disagree	Disagree	Agree	Strongly Agree	
International school	International School	Count	14	17	13	5	49
		% within International school	28.6%	34.7%	26.5%	10.2%	100.0%
		% within near public transportation	77.8%	68.0%	36.1%	41.7%	53.8%
	other program	Count	4	8	23	7	42
		% within International school	9.5%	19.0%	54.8%	16.7%	100.0%
		% within near public transportation	22.2%	32.0%	63.9%	58.3%	46.2%
Total	Count	18	25	36	12	91	
	% within International school	19.8%	27.5%	39.6%	13.2%	100.0%	
	% within near public transportation	100.0%	100.0%	100.0%	100.0%	100.0%	

Table 4.8 Household income vs Tuition range

			Tuition Range			Total
			50,001 - 100,000	100,001 - 300,000	more than 300,000	
Household Income	0 - 150,000	Count	1	4	0	5
		% within Household Income	20.0%	80.0%	.0%	100.0%
		% within Tuition Range	3.7%	7.8%	.0%	5.5%
	150,001 - 300,000	Count	2	0	0	2
		% within Household Income	100.0%	.0%	.0%	100.0%
		% within Tuition Range	7.4%	.0%	.0%	2.2%
	300,001 - 500,000	Count	0	4	0	4
		% within Household Income	.0%	100.0%	.0%	100.0%
		% within Tuition Range	.0%	7.8%	.0%	4.4%
	500,001 - 750,000	Count	4	5	0	9
		% within Household Income	44.4%	55.6%	.0%	100.0%
		% within Tuition Range	14.8%	9.8%	.0%	9.9%
	750,001 - 1,000,000	Count	18	34	4	56
		% within Household Income	32.1%	60.7%	7.1%	100.0%
		% within Tuition Range	66.7%	66.7%	30.8%	61.5%
	over 5,000,000	Count	2	4	9	15
		% within Household Income	13.3%	26.7%	60.0%	100.0%
		% within Tuition Range	7.4%	7.8%	69.2%	16.5%
Total	Count	27	51	13	91	
	% within Household Income	29.7%	56.0%	14.3%	100.0%	
	% within Tuition Range	100.0%	100.0%	100.0%	100.0%	

4.2 Discussion

Using the data collected and analyzed as state previously, it shows a very strong agreement with the previous research regarding the popularity of private sector. Ghosh (2020) researched in India also show private sector is being more popular among parents when choosing the school for their children. Out of all the respondent only 6.6% is not interested or enrolled their children in private sector. Among the 93.4% of private school 53.8% is currently or intended to enrolled in International program. Since the demographic of the respondent has a majority of household income between one to five million baht per year, representing a wealthier population of Thailand. Thailand average household income in 2017 is approximate to be five hundred thousand baht per year. The result shown Bunnell (2016) was correct in his statement of international school is targeting wealthy populations.

In addition, the data collected is in strong agreement with previous research about the important of class size with 47% of respondent wanting the class to be smaller than 20 children, while the other 39% also in agreement but not as strongly. However, Thailand put more emphasis on safety and wellness being given by the school as the most important aspect while curriculum coming in third. The different in preferable attribute from parent can be due to the changing trend and recent pandemic the world is currently facing.

Moreover, the statistical analysis shown that there is no influencing relationship between household income and tuition range. The result is in agreement with previous research from Ghosh (2020) stating parents will go beyond their financial capability to assure the best education for their children. Lastly, the important of school being long established and trust differ greatly between different parents preferred educational sector. Previous research shown the history of school is one of the major aspects for parents' decision, while that statement is true for parents that is not interest in international program. For parents interested in international program, however, shown an opposite belief and does not mind a newly established school name as long as it meets their expectation. In contrast, all tr parents' expectation does not change according to the acceptable tuition range meaning they needs must be met to a certain standard regardless of tuition fees.

CHAPTER V

CONCLUSION

5.1 Summary of Findings

The result of this research analysis shows that many of the decisions and attitudes toward each school program contain much similarity. Most Thai parents in today society perception toward the name and establishment of school has evolve when compared to previous generation. Safety and wellness provide by the school become the most important aspect follows by extra curriculum and curriculum. Whereas, school creditability does not impact the decision of the parent at all while school facility and accommodation have very little persuasive power. Due to many new research founding and information being abundantly available about optimal child development closely related to unrestricted environment. Many new styles of schooling have emerged in recent year and the old standard creditability and establishment no longer able to measure the school excellence. In turn it gave rises to an important of extra curriculum being available by the school rather than academic. Safety and wellness have become most important due to many recent events of new diseases and crime rate.

The cyber world has let people to connected to so much more information than previous generation and there has been many examples of child abuse by school authority. There has also been an increase in crime regarding outsider harming children in school vicinity in recent year. These events have made Thailand become much more concern regarding their child's safety as the most important aspect. It also influences parents in wanting the class size to be smaller with less than twenty students, the reason being better coverage of their child safety, and having CCTV installed around school.

The additional knowledge has also made the parents mindset regarding their child development much more competitive. There are so many theories in today society which claims to improve some or all part of child's development, and parent feel the need to follow these trend as to not let their child falls behind. The competitive nature and parents wanting the best for their children disregard the affordability and is willing

to pay much more to ensure their child future success. Parents with the yearly household income of 500,000 baht or less are most willing to pay a yearly tuition up to 300,000 baht. Parents are willing to pay more than half of their household income to make sure their child is getting the best education from their perspective. These feeling also make the parents disregard the location of the school and are willing to enrolled at their preferred school rather than convenience.

5.2 Recommendations for the development of Private Pre-school in Thailand

There have been so many new international preschools being established in recent year that use the new study and knowledge as their curriculum, and it has been receiving much attention. Current Thai private school are slower in accepting the current change and have been struggling to compete with them. The research, however, shown than there are keys attribute which can be easily adapt, and it could increase Thai private school competitiveness to be on par with international program. Thai private school have to provide better safety by having smaller class size, installing safety technology and improve school restriction regarding who are allow to enter the school vicinity. The school should treat child sickness and urgency in separation seriously to ensure children's wellness. The installation of CCTV around school will gives the sense of safety and security to the parents. Due to the children still being very young and it is their first time being away from home, parents feel much more at ease being able to see their child wellbeing.

The availability of extra curriculum activity for children have to be increase, they should spend less time in classroom and improve the curriculum to gives children ability and time to explore outside. School can add a class where children no longer require to sit on their seats and are free to sit and walk around the room freely exploring their surroundings. The school does not have to get rid of their style of teaching completely but incorporate the change to increase their effectiveness and efficiency. Class being offer should follow the current trend and give new knowledge to children other than the basic requirement or math, English, art and Thai. Offering a cooking class or gardening class can de done for kindergarten level also.

Lastly, school can increase their tuition fees to accommodate new change as long as the change is visible and transparent parents are willing. Providing new resources and curriculum means higher cost for the school, but if it is for a better future for their child parents are willing to pay extra. As long as the increase in tuition is reasonable and just school will be able to gain funding to improve all the aspect being mention above. The improvement does not have to be done all at the same time but slowly but continuously. By doing this Thai school will be able to follow the frequent change of trend in the future.

5.3 Limitation of research

There is limitation on the study being done in this research, due to the time constraint and distributing path of the survey. The survey was unable to reach a larger audience having only reached 91 participants. These 91 respondents do not represent every parent in Thailand but a group opinion. Due to the way of distribution the participant of the survey is limited to a certain parent groups with higher income than the country average. The study also did no into detail on different type of international program but group it together as one entity. The survey also somewhat limits the respondent to having children recently with most have children of age below 6 years old. It is mostly parent with the new generation of thinking and could change quickly due to current and future trend.

5.4 Future Research

The future research should go deeper into which type of attribute closely related to different school program. The research should be done to separate parent by their geographic to see if the geographical difference can have different effect on parent decision. An interview must be done with the parents to be able to dive deeper into their thought process and have a better understand of their constraint and needs. The study should also add home schooling as part of the program since it has become more popular recently.

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