

**THE SELECTION OF THE INTERNATIONAL EDUCATION  
SYSTEM IN THE SECONDARY EDUCATION LEVEL IN  
MYANMAR**



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**A THEMATIC PAPER SUBMITTED IN PARTIAL  
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entitled  
**THE SELECTION OF THE INTERNATIONAL EDUCATION  
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MYANMAR**


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Myo Min Hein

## **THE SELECTION OF THE INTERNATIONAL EDUCATION SYSTEM IN THE SECONDARY EDUCATION LEVEL IN MYANMAR**

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### **ABSTRACT**

The purpose of this study was to identify the factors that influence students in Myanmar choosing the international education system at the secondary level in Myanmar and to analyse the most significant factors that influence their final decision. In this two-stage study, quantitative data were collected using a 5-point Likert scale survey focusing on different factors including the impact of family members, the educational cost, the location of the school, the school facilities and the exam success rate completed by 160 participants, and qualitative data were gathered from 10 participants. The quantitative results through multiple linear regression result revealed that the exam success rate ( $p$ -value = 0.00), the location of the school ( $p$ -value = 0.01) and the impact of family ( $p$ -value = 0.04). The qualitative findings also portrayed similar result acquired from quantitative data. These findings vividly expressed that participants were acknowledged of the factors influencing the choice of international school and benefits received through international education.

**KEY WORDS:** international school/ Myanmar/ exam success rate/ location of the school/ the impact of family members

47 pages

## CONTENTS

	<b>Page</b>
<b>ACKNOWLEDGEMENTS</b>	<b>ii</b>
<b>ABSTRACT</b>	<b>iii</b>
<b>LIST OF TABLES</b>	<b>v</b>
<b>LIST OF FIGURES</b>	<b>vi</b>
<b>LIST OF ABBREVIATIONS</b>	<b>ix</b>
<b>CHAPTER I INTRODUCTION</b>	<b>1</b>
1.1 Background	1
1.2 Problem statement	5
1.3 Research questions	5
1.4 Research objectives	5
1.5 Scope of the study	5
1.6 Expected Research Benefits	6
<b>CHAPTER II LITERATURE REVIEW</b>	<b>7</b>
2.1 History of Education in Myanmar	7
2.1.1 Pre-colonial Monastic Education	7
2.1.2 British Colonial ‘Western’ Education	7
2.1.3 Post-World War II	8
2.1.4 Post-1948 Independence	8
2.1.5 Education after 1962	8
2.2 Structure of the Myanmar education system	10
2.3 Early research on choice of education system	14
2.4 The factors that students in Myanmar look for in deciding the options of the international education system at the secondary education level	15
2.4.1 The impact of family members and relatives	15
2.4.2 The educational cost (cost-benefit analysis)	15
2.4.3 The location of the school	16
2.4.4 School facilities	16

## **CONTENTS (cont.)**

	<b>Page</b>
2.4.5 Exam success rate	17
2.5 The major factors that determine their final decision	17
2.6 The conceptual framework	18
<b>CHAPTER III RESEARCH METHODOLOGY</b>	<b>219</b>
3.1 Research methodology	19
3.2 Population, Sample size	21
3.3 Variables	21
3.4 Instruments	21
3.4.1 Quantitative questionnaire	21
3.4.2 Qualitative questionnaire	22
3.5 Data collection	22
3.6 Data analysis	22
<b>CHAPTER IV DATA ANALYSIS, FINDINGS AND DISCUSSION</b>	<b>24</b>
4.1 Quantitative questionnaire	24
4.1.1 Respondent demographic profiles	24
4.1.1.1 Respondents' gender	24
4.1.1.2 Respondents' age range	25
4.1.1.3 Current level of respondents' education	26
4.1.2 Respondents' family profiles	28
4.1.3 The factors that students in Myanmar look for in deciding the options of the international education system at the secondary education level	31
4.1.4 The impact of family members	32
4.1.5 The educational cost	33
4.1.6 The location of the school	35
4.1.7 School facilities	36
4.1.8 Exam success rate	37

## CONTENTS (cont.)

	<b>Page</b>
4.1.9 The selection of the international education system in the secondary education level in Myanmar	38
4.1.10 The major factors that determine their final decision	39
4.2 In-depth interview with secondary students	42
<b>CHAPTER V CONCLUSION AND RECOMMENDATIONS</b>	<b>44</b>
5.1 Conclusion	44
5.2 Limitations	45
5.3 Recommendations	45
5.4 Future research	46
<b>REFERENCES</b>	<b>47</b>
<b>APPENDICES</b>	<b>52</b>
<b>BIOGRAPHY</b>	<b>61</b>



## LIST OF TABLES

<b>Table</b>	<b>Page</b>
1.1 Education System in Myanmar	2
2.1 The previous or current education structure	12
2.2 The new education structure	13
2.3 The timeframe for the new curriculum reform	14
3.1 Summary of attributes of quantitative and qualitative research methods	20
4.1 Respondents' Gender	25
4.2 Respondents' age range	26
4.3 Current level of respondents' education	27
4.4 Household income per month of respondent's family (in Kyats)	29
4.5 Respondent's family profile	30
4.6 Mean Likert scale rating	32
4.7 The Likert scale analysis on the impact of family members	33
4.8 The Likert scale analysis on the educational cost	34
4.9 The Likert scale analysis on the location of the school	35
4.10 The Likert scale analysis on the school facilities	36
4.11 The Likert scale analysis on the exam success rate	37
4.12 The Likert scale analysis on the selection of the International School System in the secondary education level in Myanmar	38
4.13 The multiple regression analysis of the effect of each independent variables on the dependent variable	40



## LIST OF FIGURES

<b>Figure</b>	<b>Page</b>
1.1 The most popular curriculum in Myanmar	3
1.2 Years of free and compulsory primary and secondary education, Asia and the Pacific, 2018	4
2.1 The timeline of education policy change in Myanmar	10
2.2 The research model of factors influencing the selection of the international education system in the secondary education level in Myanmar	18
4.1 Respondents' Gender	25
4.2 Respondents' age range	26
4.3 Current level of respondents' education	28
4.4 Household income per month of respondents' family (in Kyats)	30

# CHAPTER I

## INTRODUCTION

### 1.1 Background

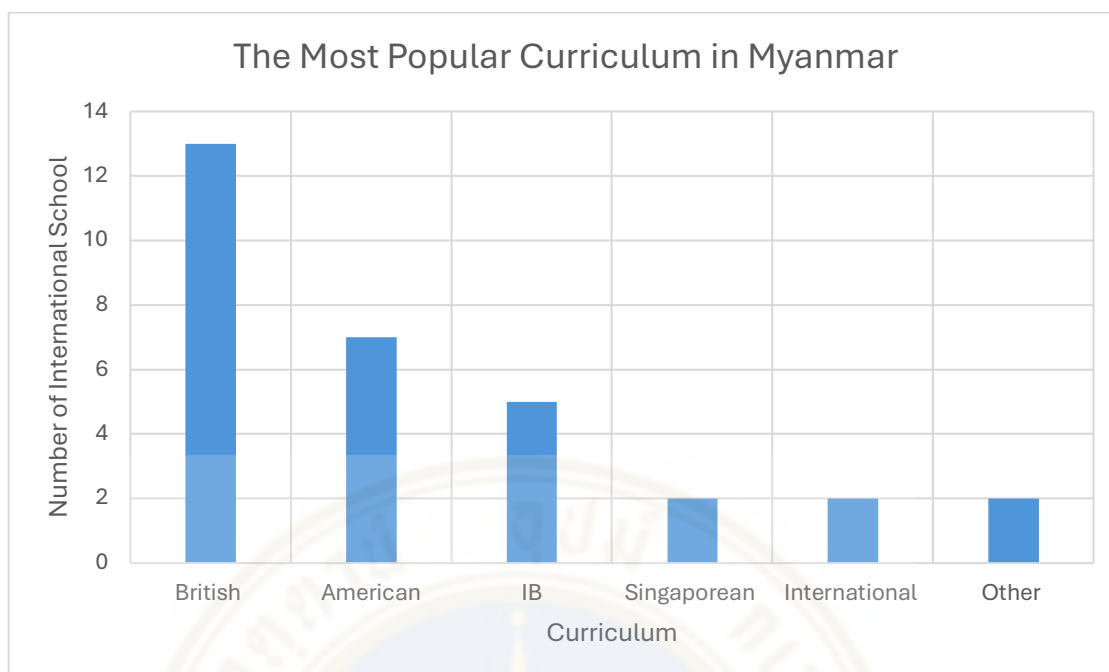
According to the International Growth Centre, the education segment in Myanmar has experienced interferences due to both the global COVID-19 pandemic and the 2021 military coup. Remarkably schools in Myanmar were closed for 532 days recognizing it as the country with the longest school closures in the East Asia and Pacific (EAP) region. Additionally, the World Bank has categorized Myanmar as ‘least developed nations’ and acknowledged its education system as in the very weakened state. Regardless of such conditions and situations, many sectors including Education in Myanmar has improved after its change in military government to a democracy. Even with given difficult circumstances, parents and society in Myanmar value education and appreciate one of the highest literacy rates in Southeast Asia (Expat Arrivals).

Education system in Myanmar consists of primary, middle, secondary and tertiary education systems. Table 1.1 summarises the education systems in Myanmar with their respective school levels and the duration for each sector. The primary education level consists of kindergarten (KG) to Grade 4 total duration of five years in which fundamental literacy and numeracy are furnished. Then the secondary education level comprises of Grade 5 to 10 total duration of six years in which students are elevated with communication and problem-solving skills which can be considered as the rudiment for further development in terms of advanced education. Lastly, for the tertiary education level embraces of universities, colleges, research institutions and centres which anticipate the skills and trainings needed to conduct research. Higher education or tertiary education level contributes to produce professionals who are well-rounded with knowledge and skills (Ministry of Education, 2000)

**Table 1.1: Education System in Myanmar (Ministry of Education, 2000)**

<b>Education</b>	<b>School / Level</b>	<b>Years</b>
Primary	Elementary	5
Middle	Lower secondary	4
Secondary	Upper secondary	2
Tertiary	Bachelor	4-5
Tertiary	Master	2
Tertiary	Ph.D	5

The governmental education system is based on the UK's system in Myanmar. International schools also provide British curriculum, International General Certificate of Secondary Education (International GCSE), American system or International Baccalaureate (IB). Figure 1.1 demonstrates the most popular school curriculum in school in Myanmar which includes 13 schools for British curriculum, 7 schools for American curriculum, 5 schools for IB curriculum, 2 schools for Singaporean, International and other curricula. Several families in Myanmar are now willing to send their children to international schools at least for their secondary education level which will prepare them for their further education in abroad to continue their further education at the international level. With the increasing global economy, international schools can prepare students to encounter global challenges and opportunities. The shift in pattern of schooling towards the international school in Myanmar in the post-COVID-19 and post-coup has observed through data from the Myanmar Subnational Phone Surveys 2023 (MSPS 2023) (Bhatta et al., 2023).



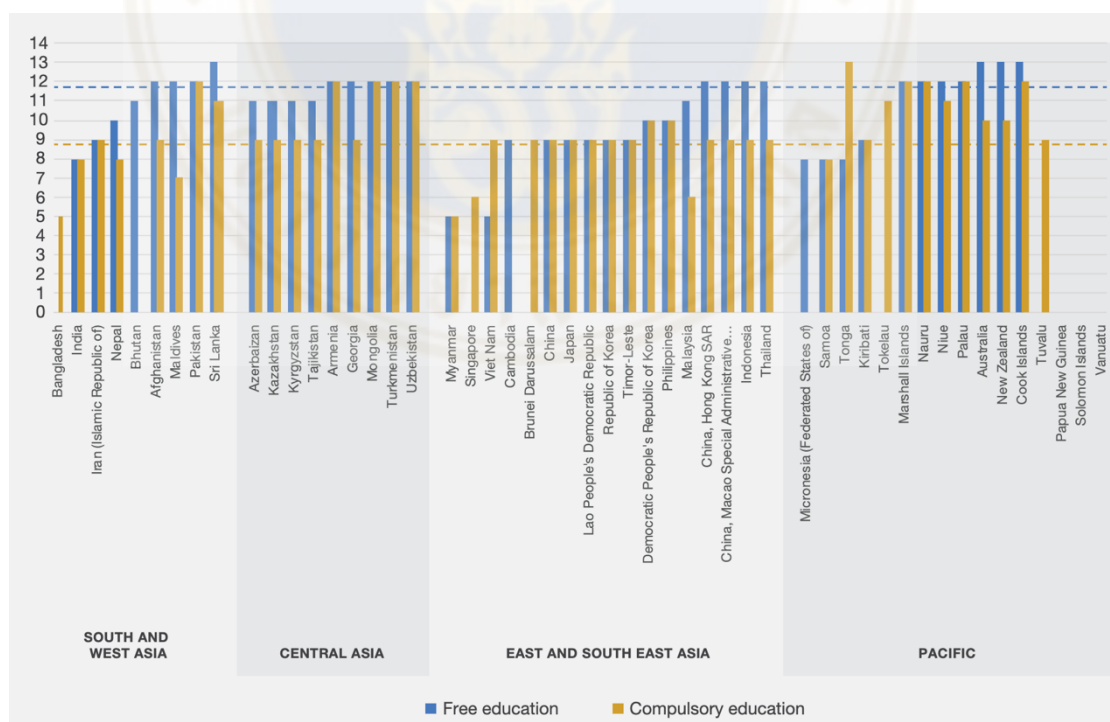
**Figure 1.1: The most popular curriculum in Myanmar (Source: International Schools Database)**

The International Trade Administration, U.S. Department of Commerce stated that as of June 2022, the enrolment of students after the military coup had dropped by approximately 40 percent. Consequently, many professional training centres, private schools and international schools have entered the education market offering diversified courses in both international curriculum system as well as with certificate and diploma courses. There are about 35 local private training centres, not less than 50 international schools and more than 100 local private schools are recorded in main cities such as Yangon and Mandalay providing different levels education system from primary to higher education levels alongside fulfilling the increasing demand of English languages. According to the Education Destination Asia, the leading international schools in Myanmar are American International School Yangon, Brainworks Total International, Kings Yangon International School, Nelson International Education Centre, Network International School, Pride International School Myanmar, Singapore International School, and Yangon American International School, ranging approximately from

17,667,197 to 62,829,336 Kyats (7,000-25,000 USD) per year excluding one-time fees at enrolment.

The Ministry of Education, Myanmar, has confirmed that the previous education system is 5:4:2 system: Kindergarten (KG) together with four years in primary school (Grade 1-4), four years in middle school or lower secondary level (Grade 5-8) and then another two years in high school or upper secondary level (Grade 9-10). Figure 1.2 illustrates the years of free and compulsory education in which Myanmar only has 5 years of free and compulsory education which is equivalent only up to a primary level which do not meet the international standard of nine years of compulsory education.

International School Consultancy Group has announced that the number of international schools in Myanmar has risen from 25 in 2012 to 43 by November 2016. The number of students registered also increased more than 75 percent over the same duration (Win & Nyo, 2020). The surging demand for private education especially international schools in Myanmar reflects an universal shift in the international school admission.



**Figure 1.2: Years of free and compulsory primary and secondary education, Asia and the Pacific, 2018 (UNESCO Institute for Statistics database)**

## **1.2 Problem Statement**

Regardless of the growing registered international schools and centres in Myanmar, there is not enough information and research on the peculiar factors that influence the decision of parents and students in choosing the international education system mainly at their secondary level over the local public schools. By identifying and analysing the factors that might influence in the decision is pivotal for the education provider including public, private and international schools in Myanmar in terms of improving the quality and accessibility of education.

## **1.3 Research Questions**

- (1) What are the factors that students in Myanmar look for in deciding the options of the international education system at the secondary education level?
- (2) What are the major factors that determine their final decision?

## **1.4 Research Objectives**

- (1) To identify the factors that influence students in Myanmar choosing the international education system at the secondary level in Myanmar.
- (2) To analyse the most significant factors that influence their final decision.

## **1.5 Scope of the study**

To collect information from surveys by students who are currently studying at international schools in Myanmar and focus groups with students who have studied at international schools.

The population of students aged between 12-18 years old for both public and international schools but mainly focuses on students from international schools at the secondary level.

## **1.6 Expected Research Benefits**

The study will be able to point out the factors that have determined students in Myanmar in the choice of the international education system at their secondary level. The results of the study can then be further implemented in the education business industry to improve the needs of the students and can also assist the international school marketing plans to clarify and portray the services and benefits that they can achieve from the international education system. Moreover, the results from the study can possibly be used to lower the drawbacks to further leverage the benefits that the students can gain.





## **CHAPTER II**

### **LITERATURE REVIEW**

#### **2.1 History of Education in Myanmar**

##### **2.1.1 Pre-colonial Monastic Education**

Education in the pre-colonial was fundamentally committed by monasteries which was rural, community-based and fragmented. Monastic education was allowed to all boys regardless of their family background providing not only free basic literacy skills education in both Burmese and Pali languages but also promoting the principal elements of Buddhist aspects (Lorch, 2008). Conventionally, monastic education is specified by unofficial and constant learning which is differentiated from a formal linear education system. However, in monasteries children can learn basic academic subjects such as writing, reading, maths, sciences, history and geography and also Buddhism. The Ministry of Religious Affairs officially authorized providing primary education in monasteries (Lwin, 2007). Furthermore, various monasteries act as schools and orphanages mainly targeting for poor children (Middelborg, 2002).

##### **2.1.2 British Colonial 'Western' Education**

The British colonisation introduced 'Western' style education as an alternative to monastic education focusing on English language learning as well as students graduated from these schools made direct entrance to the government service sector (Cheesman, 2010). With the increasing colonial education system lessens the demand for education due the lack of Burmese students lacking access to English schools as the involvement of high school fees and students were asked to participate in the colonial education system (Lwin, 2000). Along the way with the colonial education system, 1930's multi-tier system education system set apart from other forms of schooling by its language of instruction and its systematic control by only using English language to conduct while teaching and teachers with less qualified academically were

received poor payment. During this time, education in Myanmar was marked high standard education (Shah & Cardozo, 2019).

### **2.1.3 Post-World War II**

Thein Lwin has stated that after World War II, educational rehabilitation was launched and capitalized out of the British military budget. The education reform includes education should be more adaptable, accessible and available to a larger population through free, compulsory and universal education (Lwin, 2000). According to Salem-Gervais and Metro, education reconstruction involved several key recommendations such as free education for all citizens up to the end of Standard IX or children 15 years of age, encouragement of Burmese and English as equal languages of instruction, introduction of a student portfolio progress through a report card system instead of examination-focus assessment and the invalidation of three-tiered education system (Salem-Gervais & Metro, 2012).

### **2.1.4 Post-1948 Independence**

After the achievement of independence in 1948, the Ministry of Education (MoE) announced that the Burmese as the main language medium of instruction together with English as the second language of instruction from the fifth standard and the installation of primary, middle and complete teaching units for students in Myanmar. A free education system for all citizens in the state school was activated and education was incorporated as primary sector within the government's welfare state plan for the civilians to gain literacy skills, and to suffuse a sense of citizenship. Under the Private School Act (1951), private school, Christian and Buddhist monastic schools were accepted and affiliated into post-independence system. In 1952, a modern school curriculum was commenced nationwide alongside with textbooks in Burmese in all subjects. The curriculum introduced bring about split between academic (private) - vocational (public) schools, an urban-rural divide and gender inequality (Lwin, 2000).

### **2.1.5 Education after 1962**

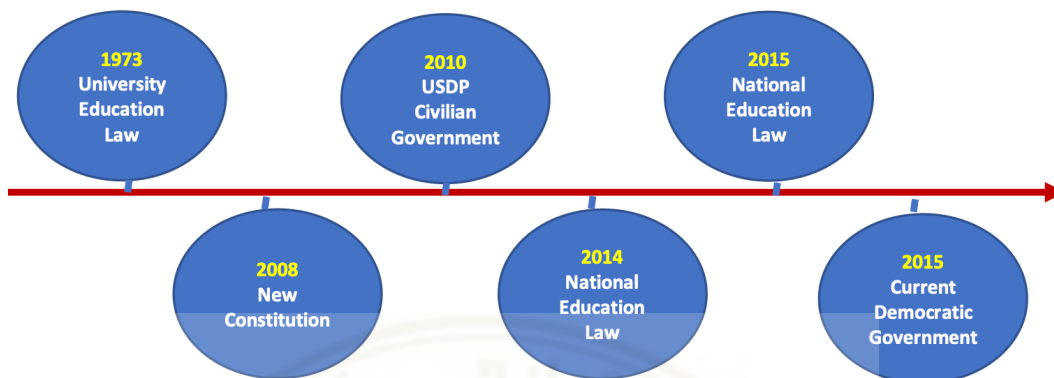
After the military coup in 1962 by General Nay Win, the management and backbone of education in Myanmar changed completely and recognised as poor quality

education system because of inaccuracy and low budget quota for the education sector, reduced chances for professional development for educators such as teachers and professors and armed disagreement between majority and minority Indigenous ethnic groups (Hayden & Martin, 2013). On top of inefficient support to education, the mission and vision of the government was to foster livelihood opportunities giving superiority to sciences. The government gave importance to subjects that were considered to improve economic growth such as medicine, engineering and science-based teachings (Aung et al., 2023). The government halted the alternative schooling and no longer assisted the anti-colonial motive but rather had no two intentions: 'Burmanisation' (Burmese culture and language as focal point to nation's unity) and to aid vindicate the military rule (Salem-Gervais & Metro, 2012).

Additionally, the education policy only allowed students after middle school, they only had two alternative pathways of arts and sciences and university admission required results from high school examinations. Students with high scores were allowed to study science subjects otherwise students with poor scores were forced to study art subjects. Legal Aspects for Myanmar (LAMP) has stated that students of Indian and Chinese blood were not authorized to study medicine or engineering (Kyaw, 1993).

The military rule switched to a constitutional dictatorship in 1974 together with the Article 152 of the new 1974 Constitution declaring that 'Every citizen shall have the right to education' and that the 'basic education' must be free and compulsory. However, no or only little change was observed across many educational institutions (Silverstein, 1977). Later in the country, the 1974 Constitution was terminated due to the nationwide protest in which students play a leading role in 1988 and it got substituted by absolute military rule under the State Law and Order Restoration Council (SLORC) which was renamed. As a result of student protest in 1988, universities in Yangon were closed for 10 of the 12 years from 1988 to 2000 and the military government resolved the situation by relocating the universities outside of the urban areas, making it difficult for students to participate in political activities such as protests (CESR, 2013). The military government withheld the power of the National League for Democracy (NLD), the winner of the election, in 1990 and anchored the military power for another two decades. Since that situation the quality of education in Myanmar has declined across

schools and universities (Cheesman, 2010). Figure 2.1 demonstrates the overview timeline of the education policy changes in Myanmar after 1973.



**Figure 2.1: The timeline of education policy change in Myanmar**

## 2.2 Structure of the Myanmar education system

The education system in Myanmar was reformed once between 1995 and 1999 which has been used consecutively until 2015-2016 academic year. The curriculum implemented can be recognized incompetent that lead to a decline in the quality of education in Myanmar and created distance from the skills needed for 21<sup>st</sup> century. Moreover, the education system in Myanmar is mainly based on a teacher-centered approach, exam-oriented and rote-learning technique which forbids the abilities and skills of students in terms of reasoning skills, creativity, and critical thinking (Soe et al., 2017). Parallel to this education system, in many rural and remote regions, the lack of resources, teaching and learning materials, and insufficient educators like teachers and overloaded classroom size further dragged down the quality of education in Myanmar. The Ministry of Education also claimed that approximately 57% of primary teachers, 58% middle school teachers and 9% high school teachers have never attended teacher training (Lwin, 2000). With all these major findings and outcomes, Myanmar Ministry of Education (2015) executed the educational reforms by arranging the curriculum framework under the administration of National Education Law.

On the authority of the previous education system, students in Myanmar of 5 years of age started Kindergarten (KG) which can be considered one year earlier than that of ASEAN countries. Not only regarding the starting age but also with total school years for the previous education system is 11 years, that is one year fewer than of ASEAN countries (Htet, 2020). Table 2.1 (Ministry of Education) demonstrates the current or previous education structure in which the primary education level starts from KG to Grade 4 from age of 5 to 9 and then to lower secondary level from Grade 5 to Grade 8 from age of 10 to 13 and lastly with the upper secondary level which includes Grade 9 and 10 from the age of 14 to 15. Matriculation exam for students in Grade 10 are mandatory and the results they obtain influence which university or college they can attend which further put give significance to the examination. Therefore, the exam scores solely affect the interest of students to continue their higher education or not since only the students with high scores can apply to the most entitlement universities such as the University of Medicine, the University of Technology, the University of Education, the University of Nursing. On the contrary, students with low scores are only apply to art and sciences universities (Win & Nyo, 2020).

Table 2.2 (Ministry of Education) displays the new education structure starting from the age of 5 (KG) until 17 (Grade 12) to complete the basic education. The new basic education reform was commenced by academic year 2016-2017 and now it is in progress, and it will be effectuated in accordance with the planned scheme. Table 2.3 summarises the timeline for the implementation plan of the new curriculum reform. Nevertheless, both old and current education systems emphasised only primary education level as compulsory but free of charge of all levels starting from KG to upper secondary level for students attending state schools.

**Table 2.1: The previous or current education structure (Ministry of Education, Myanmar).**

Age	Grade	School Level
5	Kindergarten (KG)	Primary Level
6	Grade 1	
7	Grade 2	
8	Grade 3	
9	Grade 4	
10	Grade 5	
11	Grade 6	
12	Grade 7	
13	Grade 8	
14	Grade 9	Upper Secondary Level
15	Grade 10	



**Table 2.2: The new education structure (Ministry of Education, Myanmar)**

Age	Grade	School Level
5	Kindergarten (KG)	
6	Grade 1	Primary Level
7	Grade 2	
8	Grade 3	
9	Grade 4	
10	Grade 5	
11	Grade 6	Lower Secondary Level
12	Grade 7	
13	Grade 8	
14	Grade 9	
15	Grade 10	Upper Secondary Level
16	Grade 11	
17	Grade 12	



**Table 2.3: The timeframe for the new curriculum reform (Ministry of Education, Myanmar)**

School Year (academic year)	KG	Primary Level	Lower Secondary Level	Upper Secondary Level
2016-2017	KG			
2017-2018		Grade 1		
2018-2019		Grade 2		
2019-2020		Grade 3	Grade 6	
2020-2021		Grade 4	Grade 7	Grade 10
2021-2022		Grade 5	Grade 8	Grade 11
2022-2023			Grade 9	Grade 12

### 2.3 Early research on choice of education system

Numerous previous studies and research have been published on how students choose or decide for their secondary education level. Researchers discovered that the procedure for choosing the education system for mainly secondary level can be complex in terms of both financial aspects and long term decision on lives of students (Yost, 2008). Since the early 20<sup>th</sup> century, several research, particularly in the ASEAN countries, have found out different influencing factors while choosing educational system when comparing with the national government schooling system.

According to Comfort (1925) and Ripperger (1933), the factors to be considered while choosing school included geographical location, type of school (public or private) and religious ambience in the school. Following other studies has discovered that the impact of family members and relatives was the most powerful factor in deciding the choice of educational system. Cost of education was listed the second most influential factor and thirdly is the location of the school (Holland, 1965). Another study conducted by Robert (2010) also pointed out that high-status families prefer schools that

have better student performance which is related to the exam success rate in particular school. A handful of studies also discovered that choices of education system are strongly associated with family background, parental expectations, student's self-perception (Fjellman, 2019) (Vona, 2011).

## **2.4 The factors that students in Myanmar look for in deciding the options of the international education system at the secondary education level**

### **2.4.1 The impact of family members and relatives**

One of the most significant ways in terms of parental involvement in their children's education is through appointing the school for them to attend and parents tend to choose a school according to their domain. In most ASEAN countries, parents are able to exercise explicit school choice for their children especially due to the reason of educational policies (Goldring & Phillips, 2008). According to Hegna, young Norwegians (age of 15-16) are anticipated to make a choice of secondary school and educational track. However, students at the age of 15-16 often experienced the breach of autonomy and it is evolved in the monarchy of familial negotiation (Foskett & Hemsley-Brown, 2002).

### **2.4.2 The educational cost (cost-benefit analysis)**

Professor Thomas J.Hayes defined price or cost of education as the amount of money in which a student pay to obtain education and it is the financial value locate on a product including both direct and indirect cost along with the profit. The cost of education involves financial cost such as the school fees (tuition) and school related costs comprising uniform, textbooks, and transportation fees alongside with non-financial costs like time, distance between the school and the resident of the student (the travel cost), and inconveniences (Ko, 2019). Moreover, if the family benefits to education are low, the opportunity costs, may be high and in such situation families may contemplate keeping their children home to help financially support the household (Nesterova & Young, 2020). Even though the general education is free under the

Constitution, parents are anticipated to pay informal payments in terms of donations which leads to discrimination against those who cannot afford to pay (Batkhuuag et al., 2020).

### **2.4.3 The location of the school**

Another factor that influences the choice of schools is the distance to the school and some have transportation services provided but mainly traditional public schools do not include transportation services (Lareau, 2014). The cost of transportation to school is also one of the opportunity costs added to the total educational cost and many education researchers have employed geocoding to determine the potential influence of transportation on school choice (White, 2016). According to the longitudinal, qualitative study of how distance between home and school plays out in parent decision observed that families often encountered immediate moves for their resident leading them to have stressful search for the housing. Therefore, the principal driver of their decision is solely based on housing, not schools (Rhodes & DeLuca, 2014). Another research conducted in New Orleans also pointed out that the location of the school plays as large of a role as other measures such as the quality of the school especially for low-income families (Harris & Larsen, 2015).

### **2.4.4 School facilities**

According to Dao and Thorpe (2014), one of the key factors that both parents and students consider while choosing school is the facilities provided in the school such as library, playground, computer and science lab, and spacious common room (Dao & Thorpe, 2015). Another study conducted by Price (2003) also found out that school facilities provided to a certain high standard attracted more students admissions and have significant correlation with a students' intention to study at particular school (Price et al., 2003). National clearinghouse for educational facilities stated that quiet, safe, clean, comfortable, and healthy environments are foremost indicator of successful teaching and learning (Schneider, 2002). In addition to school environment, sports facilities, healthcare facilities, and private study facilities are also considered while choosing school for secondary education level. In the study leaded by Lau (2005) on the influence of school facilities on school choice for student, discovered

that within the top 16 factors on choice of school, 7 factors were facilities-related factors (Lau, 2005).

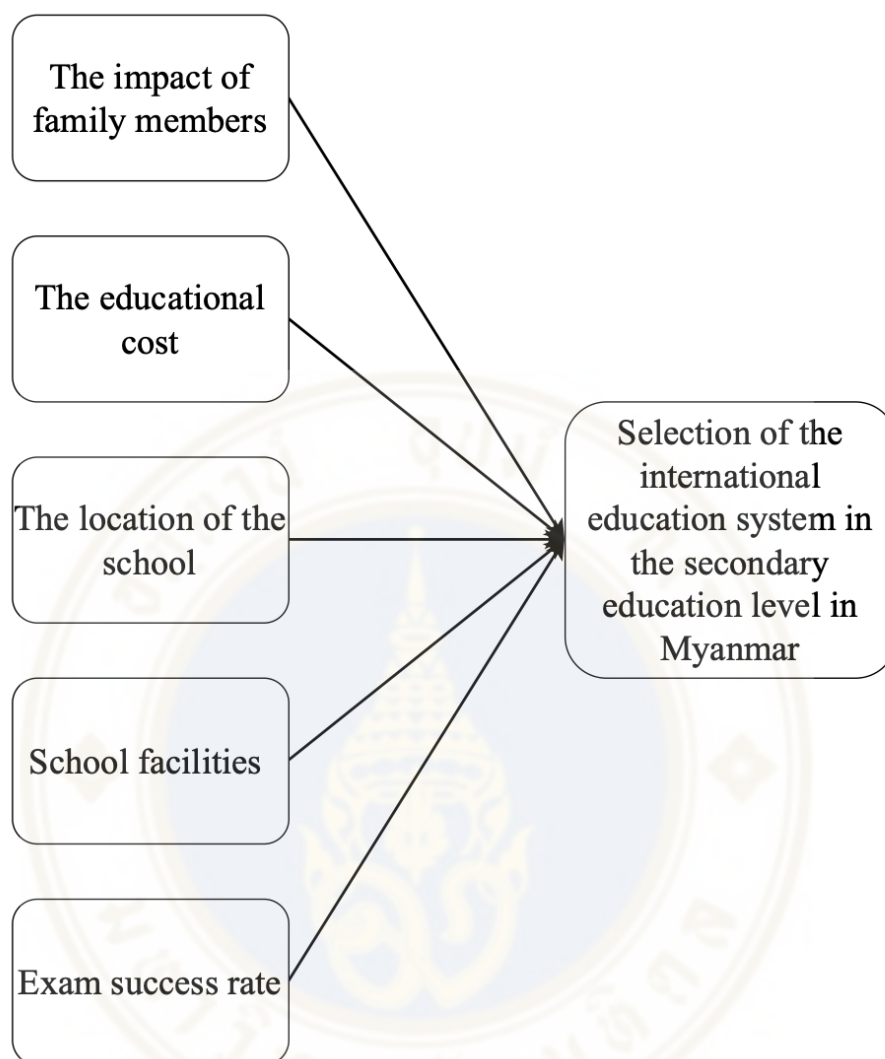
#### **2.4.5 Exam success rate**

One of the factors that can be employed to measure the performance of the school widely used in UK is the percentage of students achieving five or more GCSEs at grades A\* to C which is indistinguishable from the well-known outstanding students' performance recognized in international schools for their secondary level (Bradley & Taylor, 1998). Most parents claimed that the academic quality including the exam performance is the primary factor they considered while selecting schools (Kotok et al., 2017), (Schneider & Buckley, 2002). But at the same time, internet search database demonstrated that the guardians search for information about characteristics of the school such as the student demographics rather than the student achievement (Dougherty et al., 2013), (Schneider & Buckley, 2002). Additionally, another research also signifies that parents also hold great value on the official school ratings besides the students' achievement (Valant & Newark, 2020).

### **2.5 The major factors that determine their final decision**

The study conducted in Turkey regarding the choice of school has pointed out that besides external factors such as the marketing activities, admission exam for student selection, families were very influential in the process of school selection (Telli Yamamoto, 2006). Additionally, different research towards Malaysian students' selection for schools discovered cost of education, the influence from the family, friends, and physical aspects of the schools were the factors determining the choice of school (Wagner & Fard, 2009).

## 2.6 The conceptual framework



**Figure 2.3: The research model of factors influencing the selection of the international education system in the secondary education level in Myanmar**

## **CHAPTER III**

### **RESEARCH METHODOLOGY**

#### **3.1 Research Methodology**

Research methodology emphasizes on the research plan that has driven from several literature reviews including research papers and studies through academic publications, the construction of questionnaire to survey and interview questions for the focus group, data collection, analysis and conclusion.

The prototype of whether using quantitative, qualitative, or both research approaches in educational studies has debated for more than a century. Prior to deciding which research strategy to administer in the study, it is important to evaluate the fundamental distinctions between quantitative and qualitative approaches. Hypothetically, a quantitative study is mainly focused on numerical data and operated by statistical rules, whilst a qualitative methodology is solely based on innumerable data and conducted by adaptability and dialectics (Antwi & Hamza, 2015; Johnson & Christensen, 2014; Maxwell & Reibold, 2015).

As for the third research methodology, mixed research, is a result of the stratification of numerical data as quantitative and others as qualitative research (Maxwell & Reibold, 2015; Symonds & Gorard, 2010). A mixed research methodology is progressively regarded as valuable approach as it can utilize the strength of both quantitative and qualitative research (Östlund et al., 2011). Mixed research approach is also applicable when validation and confirmation together with liberal knowledge and new ways of thinking are prerequisite (Amaratugna et al. 2002).

This research paper used the mixed approach because the research objectives are to identify the decision-making process regarding the choice of education system, and to analyze the most significant factors influencing the final decision. Therefore, the mixed research methodology will be used to obtain numerical data based on representative sample by questionnaire and interviewing focus group to access why and how people behave in a certain situation in this case of while selecting the education



system. Table 3.1 summarises the attributes of quantitative and qualitative research methods.

**Table 3.1: Summary of attributes of quantitative and qualitative research methods (Jw, 1998).**

Factor	Quantitative	Qualitative
Researcher	Concerned with outcomes/products	Concerned with process and interested in meaning
Training and experience of the researcher	Technical writing skills; computer statistical skills; library skills	Literary writing skills; computer text-analysis skills; library skills
Research mode	Deductive	Inductive
Research problem	Hypotheses based on theoretical rationale; existing body of literature and theories; known variables	Immature due to a conspicuous lack of theory and previous research; variables unknown; context important
Data collected	Hard data	Soft data
Data collection techniques	Passive interaction through questionnaire and/or experimental design	Active interaction with sample population; observation by active participation
Sample population	Large population	Small population
Research variables	Small number	Large number
Data collection	Before and after training or experiment	On-going observation and interview
Relationship	Distant and short-term	Intense and long term with subjects
Research context	Controlled	Uncontrolled
Data analysis	Statistical analyses (e.g., descriptive, inferential statistics), using specific procedures, such as SPSS	Content/interpretive analyses through themes, patterns, and narrative synthesis, using coding and descriptive statistics, including ranking, frequency, percentages, etc.



### **3.2 Population, Sample size**

The population of interest in this research study is students studying at international schools in Myanmar at the age of 12-18 years old and a focus group with students who have studied at international schools. Most of the students to be surveyed are from the school where the researcher works currently. The study desires to have a 95% confidence level and  $\pm 7\%$  precision. Therefore, a total of at least 200 participants are expected to complete the questionnaires adopted. The questionnaire survey will be delivered to the participants through Google Form through Facebook Messenger and Viber.

### **3.3 Variables**

The independent variables of interest in this study are the impact of family members, the educational cost, the location of the school, school facilities and the exam success rate.

The dependent variable is the selection of the international education system in the secondary education level in Myanmar.

### **3.4 Instruments**

#### **3.4.1 Quantitative questionnaire survey**

Qualitative research approach of collecting data and information through questionnaire survey is appropriate in which independent variable influences the dependent variable and the participants are randomly assigned to the research study (Johnson & Christensen, 2014). In this study, the major objective is to identify whether the independent variables of the impact of family members, the cost of education, the geographical location, school facilities, and exam success rate govern the dependent variable of selecting the international education school system in the secondary level in Myanmar. A five-point Likert type scale was used, where 1 is equal to strongly disagree and 5 is equal to strongly agree. The questionnaire items included in each construct are presented in Appendix.

### **3.4.2 Qualitative questionnaire**

According to Techo (2016), the ultimate goal of a qualitative study is to explore people's behaviours, experiences, opinions, and perceptions. And it is widely implemented when a researcher wants to find out why and how people behave in a certain situation (Mulisa, 2022). In this study, one of the objectives to discover the predominant factors that lead to the choice of international education curriculum at the secondary education level. To conduct the qualitative interview, two focus groups of around 5 students will be randomly selected in which one group with the background of attending international school since they were young and another group with students who were moved to international school when they reached to secondary education level. The interview questions are presented in Appendix.

### **3.5 Data collection**

For this study, both primary and secondary data will be utilised as the source of data. As for the primary data, the result from the questionnaire survey will be analysed and the information from academic publications and similar research are manoeuvred as secondary data.

This research was conducted both qualitative and quantitative parallelly. The questionnaire survey was sent to participants as Google Form through Facebook Messenger and Viber, which include three sections – demographic background of the students and family related questions, current school related questions, and decision-making questions. Then focus-group interview was administered to gain more in-depth behaviours, experiences and opinions.

### **3.6 Data analysis**

As this study implemented to use mixed research approach of both quantitative and qualitative, data collected from the questionnaire survey will be analysed after checking whether the feedback gathered are valid for the purpose of the study or not. The response from the focus group interview will also be further investigated for the primary intention behind the decision-making process. For the quantitative approach, regression model analysis is used and content analysis is used for qualitative approach. After receiving and collecting the survey through Google Form,

data will be analysed through the Microsoft Excel to produce statistical analysis and descriptive statistics to answer the research question, “The Selection of the International education system in the secondary education level in Myanmar”. Additionally, the researcher also conducted in depth interviews to discover the profound understanding of the factors that influence the selection of the International education system in the secondary education level in Myanmar.



## **CHAPTER IV**

### **DATA ANALYSIS, FINDINGS AND DISCUSSION**

This chapter of the study will examine the data and information collected from both quantitative and qualitative research approaches to analysis the in-depth findings on the factors that affect that choice of international education system for secondary education level in Myanmar. Implementing the use of an online survey tool such as Google Forms, primary data were collected by asking secondary students in Myanmar and a total of 160 students have responded.

#### **4.1 Quantitative questionnaire**

The samples were accumulated from 160 respondents from secondary students across international schools in Myanmar through Google Forms (Appendix).

##### **4.1.1 Respondent demographic profiles**

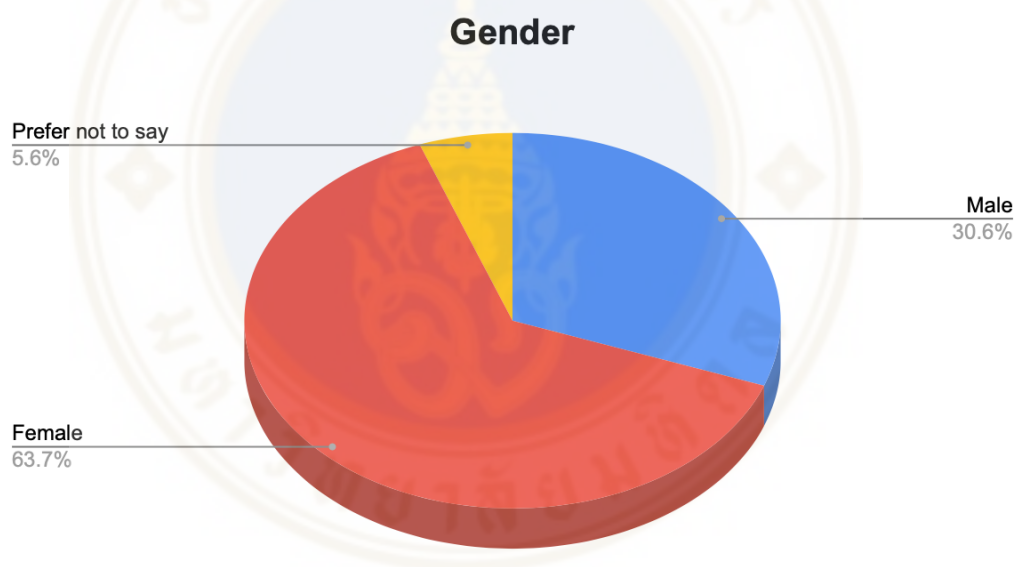
The principal phase of data analysis involves identifying the attributes of the respondents participated in the study. For this study, the demographic data such as gender, age (years), current school, and the level of current attending education are collected.

###### **4.1.1.1 Respondents' gender**

Table 4.1 and Figure 4.1 demonstrate the gender distribution of participants' gender which indicated that out of 160 respondents, 30.63 percentage were male, 63.75 percentage were female, and remaining 5.63 percentage identified as prefer not to say.

**Table 4.1: Respondents' Gender**

	Frequency	Percentage	Valid Percentage	Cumulative Percentage
Male	49	30.63	30.63	30.63
Female	102	63.75	63.75	94.38
Prefer not to say	9	5.63	5.63	100.00
Total	160	100.00	100.00	

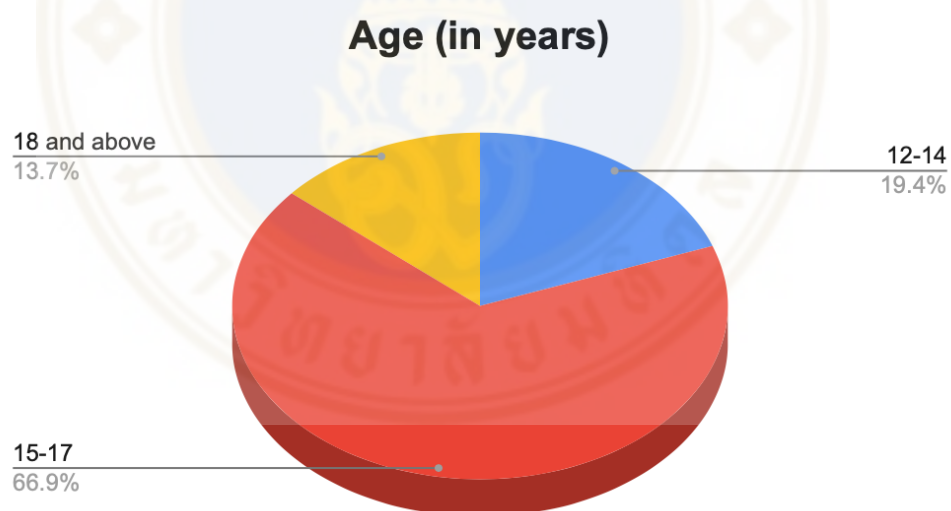
**Figure 4.1: Respondents' Gender**

#### 4.1.1.2 Respondents' age range

Table 4.2 and Figure 4.2 illustrate the age range of the participants who are studying secondary education level at international school in Myanmar. Out of 160 respondents, 19.38 percentage were age of between 12 to 14 years old, 66.88 percentage were age of between 15 to 17 and 13.75 percentage were age of 18 years old and above.

**Table 4.2 Respondents' age range**

	<b>Frequency</b>	<b>Percentage</b>	<b>Valid Percentage</b>	<b>Cumulative Percentage</b>
Age 12-14	31	19.38	19.38	19.38
Age 15-17	107	66.88	66.88	86.26
Age 18 and above	22	13.75	13.75	100.00
Total	160	100.00	100.00	

**Figure 4.2: Respondents' age range**

#### 4.1.1.3 Current level of respondents' education

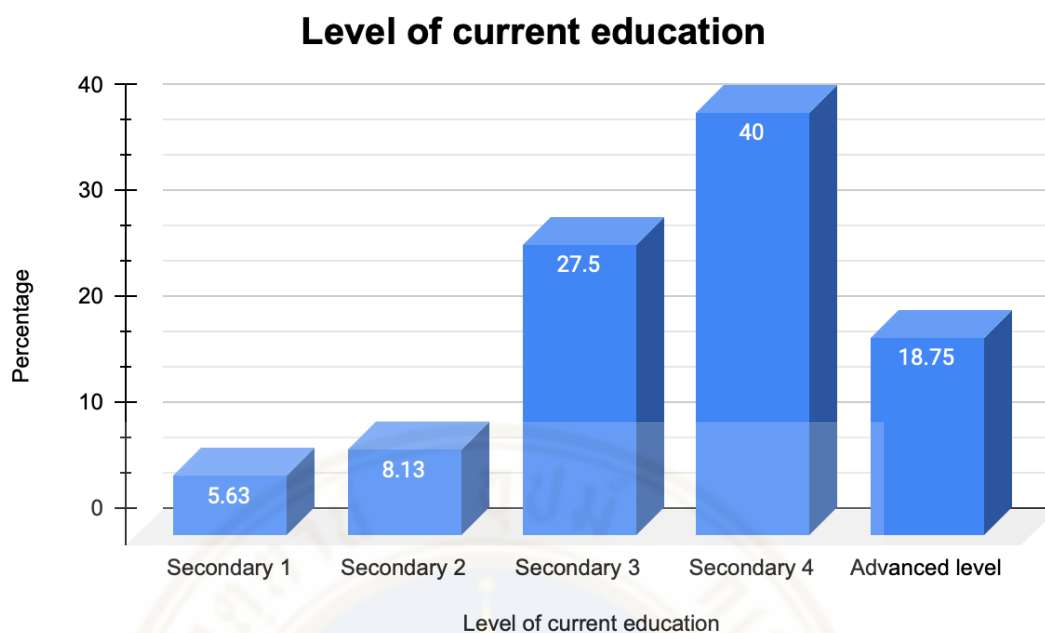
Table 4.3 and Figure 4.3 exhibit the current level of participants' education, and many of the students are from secondary 4, occupying 40.00 percentage. Out of 160 students participated in the study, there were 5.63 percentage for secondary

1, 8.13 percentage for secondary 2, 27.50 percentage for secondary 3 and 18.75 percentage for A level.

**Table 4.3: Current level of respondents' education**

	<b>Frequency</b>	<b>Percentage</b>	<b>Valid Percentage</b>	<b>Cumulative Percentage</b>
Secondary 1	9	5.63	5.63	5.63
Secondary 2	13	8.13	8.13	13.76
Secondary 3	44	27.50	27.50	41.26
Secondary 4	64	40.00	40.00	81.26
A Level	30	18.75	18.75	100.00
Total	160	100.00	100.00	





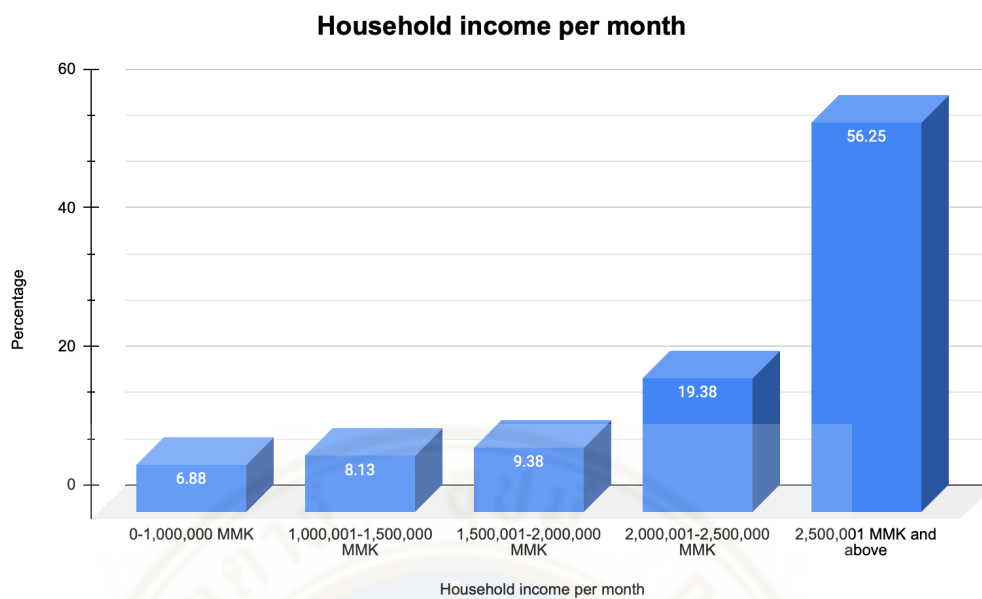
**Figure 4.3: Current level of respondents' education**

#### 4.1.2 Respondent's family profiles

The participant's family questions such as the number of siblings, household income per month, occupation and highest level of education for parents are collected. Table 4.4 and Figure 4.4 display the household income per month of the participants in the study. Regarding family monthly income, 6.88 percentage reported an income below or equal to 1,000,000 MMK and 56.25 percentage stated an income of 2,500,001 and above. Table 4.5 represents the breakdown of the respondent's family profile including the number of children in the family, occupation and highest level of education for parents. In Myanmar most families claimed to have 2 children about 43.13 percentage. Family size differed, with 23.75 percentage having one child, 20.63 percentage for families having 3 children and 12.50 percentage for families having more than 3 children. Occupationally, fathers of respondents comprised of 6.25 percentage medical workers, 60.00 percentage businessman, 1.88 percentage educational workers, 6.88 and 25.00 percentage for officer workers and other occupations accordingly. Mothers of participants included 37.50 percentage businesswoman, 9.38 percentage medical workers, 6.88 percentage educational workers, 9.38 and 36.88 percentage office workers and other occupations respectively. Regarding the parents' highest level of education more than 60.00 percentage completed graduate degree or higher level of education.

**Table 4.4: Household income per month of respondent's family (in Kyats)**

	<b>Frequency</b>	<b>Percentage</b>	<b>Valid Percentage</b>	<b>Cumulative Percentage</b>
0-1,000,000 MMK	11	6.88	6.88	6.88
1,000,001-1,500,000 MMK	13	8.13	8.13	15.01
1,500,001-2,000,000 MMK	15	9.38	9.38	24.39
2,000,001-2,500,000 MMK	31	19.38	19.38	43.77
2,500,001 MMK and above	90	56.25	56.25	100.00
Total	160	100.00	100.00	



**Figure 4.4: Household income per month of respondents' family (in Kyats)**

**Table 4.5: Respondent's family profile**

<b>Family profiles</b>	<b>Number of participants</b>	<b>Percentage</b>
<b>Total</b>	<b>160</b>	<b>100</b>
<b>Number of children in the family</b>		
1	38	23.75
2	69	43.13
3	33	20.63
More than 3	20	12.50
<b>Occupation (Father)</b>		
Medical workers	10	6.25
Businessman	96	60.00
Educational workers	3	1.88

Table 4.5: Respondent's family profile (cont.)

<b>Family profiles</b>	<b>Number of participants</b>	<b>Percentage</b>
<b>Total</b>	<b>160</b>	<b>100</b>
Office workers	11	6.88
Others	40	25.00
<b>Occupation (Mother)</b>		
Medical workers	15	9.38
Businesswoman	60	37.50
Educational workers	11	6.88
Office workers	15	9.38
Others	59	36.88
<b>Highest education level completed (Father)</b>		
Elementary	6	3.75
High school	23	14.38
Diploma	16	10.00
Undergraduate	20	12.50
Graduate degree or higher	95	59.38
<b>Highest education level completed (Mother)</b>		
Elementary	2	1.25
High school	20	12.50
Diploma	14	8.75
Undergraduate	20	12.50
Graduate degree or higher	104	65.00

#### 4.1.3 The factors that students in Myanmar look for in deciding the options of the international education system at the secondary education level

The study extensively analysed numerous factors that the students in Myanmar look for in deciding the options of the international education system at the secondary education level comprising the impact of family members, the educational cost, the location of the school, the school facilities, and the exam success rate. For each of these components, a set of four to five statements was evaluated by respondents using a five-point Likert type scale ranging from 1 (strongly disagree) to 5 (strongly agree). The frequency, range, interval, mean and standard deviation were calculated in order to analyse and interpret each statement to answer the research questions. The calculation below demonstrates the range and interval. Table 4.6 displays the mean likert scale rating in which 1.00 to 1.80 indicates strongly disagree, 1.81 to 2.60 specifies disagree, 2.60 to 3.40 stipulates neutral, 3.41 to 4.20 designates agree, and 4.21 to 5.00 demonstrates strongly agree. The Likert scale range rating together with weighted average calculation, each statement under possible influential factors was categorised as high or low perception.

**Table 4.6 : Mean Likert scale rating**

Likert scale		Score range
1	Strongly disagree	1.00 – 1.80
2	Disagree	1.81 – 2.60
3	Neutral	2.60 – 3.40
4	Agree	3.41 – 4.20
5	Strongly agree	4.21 – 5.00

Source: Best (1977)

#### 4.1.4 The impact of family members

Table 4.7 exhibits the descriptive analysis on the impact of family members using a five-point Likert scale. Overall weighted average is 2.80 which can be presumed

as neutral. However, one significant finding which aligns with the study conducted by Goldring & Phillips, 2008, is that parents are the major decision makers for the secondary students on the choice of their school (mean 3.70, standard deviation 1.16) and majority of the respondents stated that their current attending school is informed by their family members (mean 3.40, standard deviation 1.42). Both elements are regarded as high perception since they scored higher than the weighted average. On the contrary, other factors such as family member's attendance (mean 2.06, standard deviation 1.64), parental job relocation (mean 2.11, standard deviation 1.31) are perceived low. This finding implies that family plays a major role in decision process, but it is not the prime element in every aspect of the school choice for all respondents. Moreover, this research finding also indicates a strong correlation on the impact of parents mainly on the decision making in regard to the choice of school.

**Table 4.7 : The Likert scale analysis on the impact of family members**

	<b>Statement</b>	<b>Mean</b>	<b>Standard deviation</b>	<b>Decision</b>
<b>The impact of family members</b>				
1.	Parents make decision while selecting your current school.	3.70	1.16	High perception
2.	You were informed of your current schools through your family member.	3.40	1.42	High perception
3.	You have family members attending at your current school.	2.06	1.64	Low perception
4.	You feel that your right to choose for the school is the act of breach of autonomy.	2.75	1.14	Low perception
5.	The choice of the current school depends on the job relocation of your parents.	2.11	1.31	Low perception
	<b>Weighted average</b>	<b>2.80</b>		<b>Neutral</b>

#### 4.1.5 The educational cost

Based on Table 4.8 which demonstrates the Likert scale analysis on the educational cost which is one of the factors that can be concluded as important element on the selection of international education system with the weighted average score of 3.59 portraying the positive agreement. Majority of those surveyed responded that the current education system (international) will benefit them with better future (mean 3.99, standard deviation 1.11) and stated that the current educational cost is average when compared to other schools of the similar type (mean 3.69, standard deviation 1.05). The high perception of school fees being averaged when compared to other schools denotes that the current educational fee is regarded fair. Nevertheless, the contradiction in responses about the non-educational (mean 3.47, standard deviation 1.26) and additional costs (mean 3.20, standard deviation 1.66) suggests that some families may encounter financial difficulties.

This research finding affiliates with the study performed by Nesterova & Young, 2020 stating that if the family feels when the benefits to education are high and the opportunity costs are low, the families may decide to support their children education financially. The high perception and positive correlation on the future benefit of the education system indicates that families and students recognize long-term value and investment in the education provided.



**Table 4.8 : The Likert scale analysis on the educational cost**

<b>Statement</b>		<b>Mean</b>	<b>Standard deviation</b>	<b>Decision</b>
<b>The educational cost</b>				
1.	The school fees are average compared to other schools of the same type.	3.69	1.05	High perception
2.	You have additional cost added to the school fees such as extra tuition fee and guide session.	3.20	1.66	Low perception
3.	You have to spend significance amount on non-educational related cost such as transportation, stationery.	3.47	1.26	Low perception
4.	You think current education system will benefit better future.	3.99	1.11	High perception
<b>Weighted average</b>		<b>3.59</b>	<b>Agree</b>	

#### 4.1.6 The location of the school

Another factor that has neutral impact with the weighted average score of 3.11 is the location of the school. Table 4.9 illustrates the descriptive analysis on the location of the school. The highest mean score of 3.74 with standard deviation 1.12, in which respondents stated that the travelling journey to their current school is safe implying that most students feel safe journey while traveling to and from school and many of those surveyed agreed that the current attending school is in a convenient location (mean 3.61, standard deviation 1.28) .

From the data analysis, this research finding aligns with several other investigations conducted by Rhodes & DeLuca, 2014 and Harris & Larsen, 2015 in which the principal driver of the families decision on the choice of school for their children is solely based on the residential location. From the aspects of the researcher experience, majority of the students' families decide rent or buy a room or apartment

especially near to the location of the school which also reduces the travelling time as well as increasing their safety for the travelling journey to the school.

**Table 4.9 : The Likert scale analysis on the location of the school**

Statement		Mean	Standard deviation	Decision
<b>The location of the school</b>				
1.	The current school is in a convenient location.	3.61	1.28	High perception
2.	The travelling time to current school take more than 30-45 minutes.	2.59	1.61	Low perception
3.	The distance to the current school from your house is quite challenging.	2.51	1.52	Low perception
4.	The travelling journey is safe.	3.74	1.12	High perception
<b>Weighted average</b>		<b>3.11</b>	<b>Neutral</b>	

#### 4.1.7 School facilities

Table 4.10 indicates the descriptive analysis on the school facilities with the weighted average of 3.37 which is neutral revealing that some aspects of school facilities such as the class size (mean 3.94, standard deviation 1.25) , academic advising system (mean 3.59, standard deviation 1.12) and informing updated information (mean 3.56, standard deviation 1.23) are recognised as strong components of school facilities whereas other areas such as extracurricular activities (mean 2.67, standard deviation 1.40) and general facilities such as library, sports room (mean 3.09, standard deviation 1.35) need improvement. The overall weighted average regarding school facilities indicates that the current available schools in Myanmar meet basic expectation but could benefit from amplifying certain areas to upgrade overall satisfaction.

**Table 4.10 : The Likert scale analysis on the school facilities**

<b>Statement</b>		<b>Mean</b>	<b>Standard deviation</b>	<b>Decision</b>
<b>School facilities</b>				
1.	The current school offers various extracurricular activities on regular basis.	2.67	1.40	Low perception
2.	The current school has the academic advising system.	3.59	1.12	High perception
3.	The current school provide facilities such as library, laboratory, sports room, etc.	3.09	1.35	Low perception
4.	There are no more than 25-30 students in each teaching session.	3.94	1.25	High perception
5.	The school provides fast and accurate responsive system to update the news and information.	3.56	1.23	High perception
<b>Weighted average</b>		<b>3.37</b>	<b>Neutral</b>	

#### 4.1.8 Exam success rate

According to Table 4.11 the school has a powerful academic environment as the overall weighted average 4.09 can be categorised as positive correlation on the school's exam success rate. Respondents consent that the current school has qualified teachers (mean 4.26, standard deviation 0.83), academic excellence (mean 4.38, standard deviation 0.81) and student success history in exams as internationally recognised standard (mean 4.32, standard deviation 0.91). These components portray a strong highlight regarding the academic success offer in the industry. However, there are some aspects which can be improved in terms of the competitiveness of the admission system (mean 3.34, standard deviation 1.11) and the students' willingness to rate the school as their top choice (mean 3.71, standard deviation 0.98). Besides all those factors mentioned, there is one aspect students recognised important is the system of

regular examinations to assess their performance (mean 4.56, standard deviation 0.81). This finding highlights the importance of regular assessment practices as crucial for the success of the students which can be maintained or even improved systematically.

**Table 4.11 : The Likert scale analysis on the exam success rate**

Statement		Mean	Standard deviation	Decision
<b>Exam success rate</b>				
1.	The school admission system is highly competitive.	3.34	1.11	Low perception
2.	The school has a good reputation for academic excellence.	4.38	0.81	High perception
3.	The school has a good reputation for qualified teachers.	4.26	0.83	High perception
4.	The school has regular examinations to access your academic progress.	4.56	0.81	High perception
5.	The current school produces a lot of students who achieved five or more International GCSEs at grades A* to C in each exam season (May/June and Oct/Nov).	4.32	0.91	High perception
6.	Will you rate your current attending school at a first place when you have to give rating?	3.71	0.98	Low perception
<b>Weighted average</b>		<b>4.09</b>	<b>Agree</b>	

#### **4.1.9 The selection of the international education system in the secondary education level in Myanmar**

From the data analysis from Table 4.12, it is vividly indicating that education as the form of future investment (mean 4.38, standard deviation 0.83) and respondents believe that current international education system will well-furnished them for their future studies due to its diverse curriculum (mean 3.87, standard deviation

0.96). At the same time, schools with strong exam performance are more appealing in the industry (mean 3.94, standard deviation 1.02). Parents' decision making for the school choice (mean 3.26, standard deviation 1.26) and distance of the school (mean 2.81, standard deviation 1.36) are perceived low when compared with weighted average of 3.65 but both can be considered neutral when they are weighted as individual factor. These findings strongly demonstrates that students in Myanmar choose international education system based on the belief of long-term academic goals than convenience location or parental influence.

**Table 4.12: The Likert scale analysis on the selection of the International School System in the secondary education level in Myanmar**

	<b>Statement</b>	<b>Mean</b>	<b>Standard deviation</b>	<b>Decision</b>
<b>The selection of the International School System in the secondary education level in Myanmar</b>				
1.	Your parents hold a strong influential decision making for your current school.	3.26	1.26	Low perception
2.	You think the education as the form of future investment.	4.38	0.83	High perception
3.	The exam success rate (students achieving five or more International GCSEs at grades A* to C) influences on your choice of current school.	3.94	1.02	High perception
4.	My choice of current school is due to the diverse curriculum and higher education placement rates.	3.87	0.96	High perception
5.	My choice of your current school is based on the convenience location of the school.	2.81	1.36	Low perception
	<b>Weighted average</b>	<b>3.65</b>		<b>Agree</b>

#### 4.1.10 The major factors that determine their final decision

Overall from the selected five major factors, the educational cost and the exam success rate are considered 'agree' suggesting that they are the most dominant elements whereas the three others components such as the impact of family members, the location of the school, and the school facilities are recognised 'neutral' indicating that they are also parts of influential factors but not very significance. These findings strongly suggest that students and parents in Myanmar reckon education as future investment and long-term academic goals and success.

**Table 4.13: The multiple regression analysis of the effect of each independent variables on the dependent variable**

SUMMARY OUTPUT

<i>Regression Statistics</i>	
Multiple R	0.42
R Square	0.18
Adjusted R Square	0.15
Standard Error	0.59
Observations	160

ANOVA

	<i>df</i>	<i>SS</i>	<i>MS</i>	<i>F</i>	<i>Significance F</i>
Regression	5	11.89	2.38	6.78	0.00
Residual	154	53.97	0.35		
Total	159	65.86			

	<i>Coefficients</i>	<i>Standard Error</i>	<i>t Stat</i>	<i>P-value</i>	<i>Lower 95%</i>	<i>Upper 95%</i>	<i>Lower 95.0%</i>	<i>Upper 95.0%</i>
Dependent	1.05	0.45	2.33	0.02	0.16	1.95	0.16	1.95
Impact of family members	0.15	0.07	2.12	0.04	0.01	0.29	0.01	0.29
Cost	0.10	0.08	1.25	0.21	-0.06	0.25	-0.06	0.25
Location	0.17	0.07	2.49	0.01	0.04	0.31	0.04	0.31
Facilities	0.05	0.06	0.94	0.35	-0.06	0.16	-0.06	0.16
Exam Success Rate	0.26	0.08	3.41	0.00	0.11	0.41	0.11	0.41

Source: Microsoft Excel Outputs

Table 4.13 represents the multiple regression analysis using Microsoft Excel and can be analysed three different segments including regression statistics, ANOVA, and coefficients regarding the effect of each factors (impact of family members, cost, location, facilities, and exam success rate) on the selection of the international education system in the secondary education level in Myanmar.



From the first segment which is the regression statistics, the total data collected from 160 respondents were analysed and the values of multiple R, R square and adjusted R square are 0.42, 0.18 and 0.15 respectively demonstrating that the study has a positive correlation between factors and the dependent variable. However a low R square of 0.18 which is only 18% of the variation conducted in this study is justified. Additionally, the standard deviation of 0.59 indicates that the study remains some variances in independent factors.

From the ANOVA results, the regression sum of squares of 11.89 demonstrated the amount of variation vindicated by the regression model and residual sum of squares of 53.97 represented the amount of variation unexplored by the regression model. The F-statistic of 6.78 with a Significance F value of 0.00 stipulates that the results obtained are statistically significant meaning that at least one of the independent variables is significant related to the dependent variable.

After analysing the multiple regression in relation with coefficients and p-value, **the exam success rate** with the coefficient of **0.26** and p-value of **0.00** which is less than 0.05 declaring that the exam success rate is statistically significant and has positive impact on the dependent variable. The highly significant p-value result signifies that it has a strong association between the academic performance of the school with the outcome of selection of the international education system in the secondary education level in Myanmar. Moving onto the aspect of **the location of the school** with the coefficient of **0.17** and p-value **0.01** which is less than the p-value of 0.05 indicating that the location is statistically significant having a positive effect on the dependent variable of selection of international education system in the secondary education level. Regarding **the impact of family members** has the coefficient of **0.15** and p-value of **0.04** demonstrating that it is statistically significant since it has p-value less than 0.05. From the researcher point of view and personal experience, in Myanmar the influence of parents over the decision making of their children is very strong and influential. For **the educational cost** with coefficient of **0.10** and p-value of **0.21** which is less than p-value of 0.05 representing that the cost is not statistically significant. From the researcher's perspectives, moderate to rich families in Myanmar can only be able to support financially for their children education especially with the International schools and consider this as a future investment. Lastly, **the school facilities** with the coefficient



of **0.05** and p-value of **0.35** which is greater than p-value of 0.05 revealing that it does not have effect on the dependent variable. From details inspection, the exam success rate, the location and the impact of family member have influence on the final decision of choosing international education system for the secondary education level.

Overall analysis review of this research findings discloses that there were a considerable amount of variation response among the participants giving more than 1 in standard error for majority questions in each factor. At the same time, there is a strong relationship between family members and decision made for their children which can be clearly observed in Asian context where parents hold the strong control over the children. To the researcher expectation, many respondents consider the education as their future investment and accept it as their promising and opening up their global opportunities.

#### **4.2 In-depth interview with secondary students**

In order to conduct the in-depth interview, two focus groups of 5 students were randomly selected in which one group represents the group with the background of attending international school since they were young and another group representing the students who moved to international school when they reached to secondary education level. The interviewees profile were kept confidential and used 'code' to illustrate them all over the discussion. The interviews were conducted after getting the permission from the students and recordings were taken to code them to gain in-depth knowledge to answer and support the research objectives and questions. The in-depth interview findings portrayed a composition of three prime factors which are the impact of family members on the choice of school, the effect of location of the school, and the school reputation alongside with exam success rate.

From a total of ten respondents, there were six respondents explained their lengthy process of nominating and choosing the current attending school with their family members. Among this six respondents, five of them shared their feelings of how their parents resisted to consult with them before registering to certain school. Besides themselves, researcher also gets to know that their siblings are also treated the same way

where the family members especially the parents hold the decision making power especially with the education. One of the respondents mentioned,

*“It wasn’t only me, my elder sister also has completed her secondary school that was chosen by our mother.”* (Student 7)

When the researcher raised the question about the importance of location of the school regarding their residents, majority of them agreed on the fact that the distance to the school from their houses plays significance role due to travelling time consuming and students usually get tired from back-and-forth travels. One of the participants stated that,

*“I feel really tired after I arrived back from school, and the traffic has drained me.”* (Student 2)

Another respondent also expressed,

*“I believe living near to school not only save time but also can utilise the time other things including self-study. It also does help reduce carbon emission which is our current issue of global warming.”* (Student 5)

Additionally, all of the respondents have validated that the rate of exam success and the school reputation also play the major role while choosing certain school for their education. The exam success rate is one of the determinants revealing the both internal and external management system implemented within particular school. The school with significant reputation usually means it has qualified teachers who can train the students well to achieve great results. One of the respondents mentioned that,

*“Yes, the school’s reputation as well as the exam success rate do matter to me but the reputation must only be related to education. Facilities and other extra curriculum come later in my perspective when deciding to choose a school.”* (Student 1)

## CHAPTER V

### CONCLUSION AND RECOMMENDATIONS

#### 5.1 Conclusion

The main objectives of this study were to identify the factors that influence students in Myanmar choosing the international education system at the secondary level in Myanmar and to analyse the most significant factors that influence their final decision. The insights gained from this paper can be further implemented by international schools in Myanmar to improve and modify the needs of the students and can assist the marketing plans to illuminate the services and benefits that they can achieve from the international education system. By analysing the five major factors under the selection of the international education system in the secondary education level in Myanmar, conclusions have been formed based upon the research analysis through statistical tools and recommendations have been provided together with research limitations for educational institutions including international schools in Myanmar serving as springboard for future studies.

According to both quantitative and qualitative research methods approach engaged in this study, the researcher discovered several factors that influence the choice of international school system in the secondary education level in Myanmar. The prime factors are **the exam success rate, the location and the impact of family members**.

For the exam success rate which can be considered as the results gained from the hardwork of the individuals and families and students do look out for the schools that have high exam success rate in one academic year. To be able to be considered as high exam success rate, the school also needs to have qualified teachers to guide and train the students. The exam success rate can also be considered as terminal value as well as the long term goal in which students expect to achieve at the end of their study journey after specific time period.

In terms of location, choosing school near to the home is one of the advantageous for students as it saves times that are to be wasted during commuting. The location of the school also influences over cost-benefit analysis since it involves cost added such as fuel and it consumes time which could have been utilised in other activities. To be able to satisfy this factor, schools should consider finding the right location where majority of the targeted students can reach.

As for the Asian context, the violation of parents over the children decision making including the choice of school is not very surprising and every students have experienced one form or other during their lives. Therefore by providing the satisfactory elements that can convince the parents that the school offer the right environment for their children, it can attract and maintain its market place in the industry.

## **5.2 Limitations**

Due to time constraints and limited access to extend to international students for the surveys to respond, some aspects of the components what researcher expect to be notable might not be significant. Other aspect of limitation is that data collected for both quantitative and qualitative might come from same respondents resulting in similar result. Another obstacle during this research study encountered is the lack of sufficient research papers published in the country of interest and also the official datas are not transparent to public which can lead to fallacy while making conclusion for the study. Another minor hindrance to the study is the lack of supportive internet access in the country due to the current situation which resulted in difficulty findings enough reliable resources.

## **5.3 Recommendations**

From the datas collected from both quantitative and qualitative, marketers in education system especially in Myanmar can improve by providing certain elements that can attract the parents of the targeted students regardless of cost.

In order to achieve high ranking exam success rate, school can make sure to select and have qualified teachers who can guide and train the students under the

organization which can be done through proper screening process during interview as well as with regular assessment plan for the students in order to improve. Besides having internal teaching assessment plan, the school can also provide and support teachers with regular external training program to enhance the teaching skills. This form of investment from the school can benefit both parties in terms of long term goal, terminal value, and professional development for teachers and the organization can produce students with pinnacle exam passing rate.

Due to current hyperinflation and economic difficulties in Myanmar, parents are really focusing on cutting down extra cost such as fuel needed for transportation. Therefore, authorities in school can take the location of the school into account in order to attract more students. Besides having physical school campus, schools can also provide online classes or even blend-in class style in which students attend physical classes on certain days of the week and other days for online session.

Since most parents in Myanmar consider education for their children as a form of future investment and they will try their maximum effort to support their children in terms of educational needs. Therefore, schools can provide satisfactory elements in their organization which make pleasing for the parents to send their children as well as to increase the word of mouth.

#### **5.4 Future research**

For the further studies, study sample size for both quantitative and qualitative should increase as well as grouping them for different research method to get rigid and saturated results which can fully explain better in terms of the factors that affect the selection of the international education system in the secondary education level in Myanmar. Besides increasing the sample size, the duration to collect data through Google Form should be extended. If the similar research is to be carried out in the future, not only students but also parents should participate in order to see the other side of the story. To add on, having official datas such as number of current registered international schools in Myanmar and number of students enrolled in international school through government sector will help improve the accuracy and reliability of the results obtained.



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**APPENDIX**

## **Appendix A: Quantitative questionnaire survey**

This questionnaire survey is a part of independent study for Master of Management (International Program in General Management), College of Management, Mahidol University, for the research regarding the choice of the international education system in the secondary education level in Myanmar.

The objectives of this research are to identify the factors that influence students in Myanmar choosing the international education system at the secondary level in Myanmar, to analyse the most significant factors that influence their final decision and to explore the advantages and disadvantages that students achieving through international education system. The common factors that students usually considered are about the educational cost, the location, the impact of family members, the school facilities and the exam success rate of the school.

The results of the study can then be further implemented in the education business industry to improve the needs of the students and can also assist the international school marketing plans to clarify and portray the services and benefits that they can achieve from the international education system. Your information will be kept strictly confidential. This takes around 5-10 minutes to answer the survey questions. Thank you for your support.

### **Section 1: The demographic data**

#### 1. Gender

- Male                       Female                       Prefer not to say

#### 2. Age (years)

- 12-14                       15-17                       18 and above

#### 3. Current school (full name)

- TZEC                                               IIP  
 GIC                                               Helix  
 Other (Specify)

4. Do you study at an international school since you were young?

Yes                      No

5. If not, please specify how long have you been studying at an international school?

6. What level of education are you currently studying?

- Secondary 1                                               Secondary 2  
 Secondary 3                                               Secondary 4  
 Advanced Level (A level)

Family Questions

7. How many siblings do you have?

- Only child  
 1  
 2  
 3  
 More than 3

8. Household income per month (in Kyats)

- 0 – 1,000,000 Kyats  
 1,000,001 – 1,500,000 Kyats  
 1,500,001 – 2,000,000 Kyats  
 2,000,001 – 2,500,000 Kyats  
 2,500,001 Kyats and above

9. Parent's Occupation (Father)

- Medical workers
- Businessman
- Educational workers
- Office workers
- Other (Specify)

10. Parent's Occupation (Mother)

- Medical workers
- Businesswoman
- Educational workers
- Office workers
- Other (Specify)

11. Parents' highest level of education completed?

Father

- Elementary
- High School
- Diploma
- Undergraduate
- Graduate degree or higher

Mother

- Elementary
- High School
- Diploma
- Undergraduate
- Graduate degree or higher



**Section 2: The factors that students in Myanmar look for in deciding the options of the international education system at the secondary education level**

**Direction:** Please choose based on what extent you agree to the following statements using the following scales: 5 – Strongly agree, 4 – Agree, 3 – Neutral, 2 – Disagree, 1 – Strongly disagree

Statement		Scale				
		Strongly agree	Agree	Neutral	Disagree	Strongly disagree
<b>The impact of family members</b>						
1.	Parents make decision while selecting your current school.	5	4	3	2	1
2.	You were informed of your current schools through your family member.	5	4	3	2	1
3.	You have family members attending at your current school.	5	4	3	2	1
4.	You feel that your right to choose for the school is the act of breach of autonomy.	5	4	3	2	1
5.	The choice of the current school depends on the job relocation of your parents.	5	4	3	2	1
<b>The educational cost</b>						
1.	The school fees are average compared to other schools of the same type.	5	4	3	2	1

2.	You have additional cost added to the school fees such as extra tuition fee and guide session.	5	4	3	2	1
3.	You have to spend significance amount on non-educational related cost such as transportation, stationery.	5	4	3	2	1
4.	You think current education system will benefit better future.	5	4	3	2	1
<b>The location of the school</b>						
1.	The current school is in a convenient location.	5	4	3	2	1
2.	The travelling time to current school take more than 30-45 minutes.	5	4	3	2	1
3.	The distance to the current school from your house is quite challenging.	5	4	3	2	1
4.	The travelling journey is safe.	5	4	3	2	1
<b>School facilities</b>						
1.	The current school offers various extracurricular activities on regular basis.	5	4	3	2	1
2.	The current school has the academic advising system.	5	4	3	2	1
3.	The current school provide facilities such as library, laboratory, sports room, etc.	5	4	3	2	1
4.	There are no more than 25-30 students in each teaching session.	5	4	3	2	1
5.	The school provides fast and accurate responsive system to update the news and information.	5	4	3	2	1
<b>Exam success rate</b>						

1.	The school admission system is highly competitive.	5	4	3	2	1
2.	The school has a good reputation for academic excellence.	5	4	3	2	1
3.	The school has a good reputation for qualified teachers.	5	4	3	2	1
4.	The school has regular examinations to access your academic progress.	5	4	3	2	1
5.	The current school produces a lot of students who achieved five or more International GCSEs at grades A* to C in each exam season (May/June and Oct/Nov).	5	4	3	2	1
6.	Will you rate your current attending school at a first place when you have to give rating?	5	4	3	2	1

**Section 3:** The selection of the International School System in the secondary education level in Myanmar.

**Direction:** Please choose based on what extent you agree to the following statements using the following scales:

5 – Strongly agree, 4 – Agree, 3 – Neutral, 2 – Disagree, 1 – Strongly disagree

Statement	Scale				
	Strongly agree	Agree	Neutral	Disagree	Strongly disagree

1.	Your parents hold a strong influential decision making for your current school.	5	4	3	2	1
2.	You think the education as the form of future investment.	5	4	3	2	1
3.	The exam success rate (students achieving five or more International GCSEs at grades A* to C) influences on your choice of current school.	5	4	3	2	1
4.	My choice of current school is due to the diverse curriculum and higher education placement rates.	5	4	3	2	1
5.	My choice of your current school is based on the convenience location of the school.	5	4	3	2	1

## **Appendix B: Qualitative interview**

1. How do you feel about your current school and the education system offered?
2. What aspects of your current education do you find challenging?
3. What do you think are the benefits of studying at an international education system?
4. What are the challenges you have encountered throughout your international curriculum learning system?
5. Are there any disadvantages of studying international curriculum?
6. What do you think are the most important things that a school should provide to help students succeed?
7. How do you think an international education system could help you achieve your academic goals?
8. What factors influence you the most regarding the choice of school?
9. Why is it important to consider a school near your home?
10. Does school reputation or the rating matter to you?
11. Why do you decide to study international curriculum?