

**FACTORS AFFECTING POTENTIAL STUDENTS
TO ENROLL IN JOHN ROBERT POWERS (JRP)
PERSONAL DEVELOPMENT SCHOOL
IN MYANMAR**



**A THESIS SUBMITTED IN PARTIAL FULFILLMENT OF THE
REQUIREMENTS FOR THE GRADUATE SCHOOL
STAMFORD INTERNATIONAL UNIVERSITY
MASTER OF BUSINESS ADMINISTRATION
ACADEMIC YEAR 2014**

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**The Research has been approved by
Stamford International University
The Graduate School**

Title: Factors affecting potential students to enroll in John Robert Powers (JRP) Personal Development School In Myanmar

Researcher: Alexey Naumov

The Thesis Committee:

Chairman

(Assoc.Prof.Dr.PanaratPanmanee)

Advisor

(Dr.AkeChoonhachatrachai)

Committee Member

(Dr.PuttithornJirayus)

Committee Member

(Dr.TanompongPanich)

(Dr.ApitewSaekow)

Dean of Graduate School
October 2014

Title: Factors affecting potential students to enroll in
John Robert Powers (JRP) Personal Development
School In Myanmar

Researcher: Alexey Naumov **Student ID:** 013276001

Degree: MBA (Hotel and Tourism Management)

Advisor: Dr. AkeChoonhachatrachai

Academic year: 2014

Abstract

Nowadays the rapid growth of computer technologies dominates the workplace. In order for people to keep up with that growth, the necessity of education or personal development is in higher demand. The rule is evident: the more knowledgeable a person is, the more contribution he/she can provide to his/her employer, therefore, the more chances he/she might get a stable and high paying job or receive a promotion on the working place. The paper presents a study of the influencing factors (motivators) of enrolling in John Robert Powers (JRP) personal development school in Myanmar. There are many factors which influence on potential student for decision making choices. The study considered five independent variables – job performance, employability/product factor, financial resources/price factors, school infrastructure and location/place factor, peer influence/promotion factor. Data had been collected by means of questionnaire. An analysis has revealed the motivators which have a great impact on potential students. Thus, in Myanmar the strongest motivators for potential students are employability, improvement in job performance and financial resources.

Key words: Personal Development, Influencing Factors, Motivation, Decision Making.

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Alexey Naumov

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CHAPTER 1

INTRODUCTION

In this chapter, the researcher will make some general overview about the research. This chapter consists of the background of the study, statement of the problem, research objectives, research questions, hypothesis, conceptual framework, scope of the research, limitations of the research, significance of the research, and definition of terms.

1.1 Background of The Study

Education has always been an essential part of a person's life. It's a basic necessity wherein people of all nationalities go through and is often define the development or growth of an individual towards his/her future and due to that factor came the idea of the study.

Nowadays the rapid growth of computer technologies dominates the workplace. In order for people to keep up with that growth, the necessity of education or personal development is in higher demand. The rule is evident: the more knowledgeable a person is, the more contribution he/she can provide to his/her employer, therefore, the more chances he/she might get a stable and high paying job or receive a promotion on the working place.

Education is one of the most well-known idea to all and yet is determined differently by people. May it be through its degree of importance, or its influence, education is indeed a significant factor to improve a person's life (Ricafort, 2010).

The thesis presents a study of the factors (motivators) of enrolling in John Robert Powers (JRP) personal development school in Myanmar. There are many factors which influence on potential student choices. Data had been collected by means of questionnaire. An analysis will reveal the motivators which have a great impact on potential students.

The following dimensions – importance of employability/product factor, financial resource availability/price factor, infrastructure of school and its location/place factor, influence of various peer and social groups/promotion factor, and job performance - were examined as motivators. It was found out that all these

factors are essential in choosing a personal development course in such countries as the USA, the UK, Australia, Canada, New Zealand (Nyaribo, 2012).

1.2 Statement of The Problem

People might have different needs and wants, expectations, and motivation while enrolling in personal development courses. Understanding their needs and wants is very important in order to satisfy them. Those needs and wants are related to their expectations towards the course itself. All of them depend on demographic analysis as well. Different demographic characteristics might have different needs, wants, expectations, and motivations (Wijaya, 2013).

Many factors can influence people as they try to make decisions. Some of these factors are internal and others are external. While some factors influence people overtly, others often influence them on a subconscious level. Identifying, analyzing, and addressing these exact factors can help people to make more satisfying decisions.

The study considered five independent variables – job performance, employability/product factor, financial resources/price factor, school infrastructure and location/place factor, peer influence/promotion factor. Influencer in choosing personal development courses is the dependent variable, while career development, accessibility networking, expense on course, school faculty staff, parents are independent ones.

1.3 Research Objectives

Referring to the statement of the problem, the research has objectives as follows:

- 1) To search and identify which factors affect potential clients to enroll in JRP personal development courses.
- 2) To analyze and study these specific factors.
- 3) To prove that the results of the study can be useful to service marketing strategy in personal development schools in Myanmar.

1.4 Research Hypothesis

There are several hypothesis that are going to be tested in the research:

H01: There is no statistical difference in the mean of employability/product factor as a motivator to students to enroll in personal development school

H02: There is no statistical difference in the mean of financial resources/price factor as a motivator to students to enroll in personal development school

H03: There is no statistical difference in the mean of school infrastructure and location/place factor as a motivator to students to enroll in personal development school

H04: There is no statistical difference in the mean influence of various acquaintances/promotion factor as motivators to students to enroll in personal development school

H05: There is no statistical difference in the mean of improvement in job performance as an influence on students to enroll in personal development school.

1.5 Scope of The Research

The theory used in this research is Maslow's theory (hierarchical pyramid of needs). According to Maslow (1970), all human needs can be arranged in a hierarchy of five categories, beginning with physiological needs (hunger, thirst, sleep, and sex), ascending stepwise to the needs of safety, belongingness and love, esteem, and self-actualization. One normally tries to satisfy the basic needs first (low level needs), then the urgency of higher level needs will follow. Generally, human needs are settled in the hierarchical order. However, there are exceptions in which higher level needs may predominate in an individual's mind even when lower level needs have not been met yet. It means to say, each need does not need to be satisfied fully before the next level of need emerges. Even though Maslow's theory was originally developed for clinical psychology, the idea is applicable to other areas, such as organizational psychology, counseling, marketing etc.

The respondents of this research are the potential students of John Robert Powers (JRP) Myanmar – personal development school situated in Yangon.

Originally, John Robert Powers – the founder – established the first personal development school in New York City in 1923. From his many writings and published books, Powers created the curriculum that is the core of the personality

development, executive skills, modeling, acting and other courses offered at the worldwide network of JRP schools.

Powers believed that there is no such thing as an unattractive person, just some people who do not know how to make the most of themselves. He dedicated his life to helping people develop and take good advantage of their personalities.

The data collected in this research was gathered in July – August 2014 at JRP Myanmar. At first, the researcher informally spoke to the specialists in personal development sphere (school directors of JRP Thailand and JRP Myanmar, school teachers) in order to confirm the expected motivators and develop questionnaire which was later distributed to a large amount of potential students (400 people).

1.6 Conceptual Framework

The researcher designed the research based on the following conceptual framework.

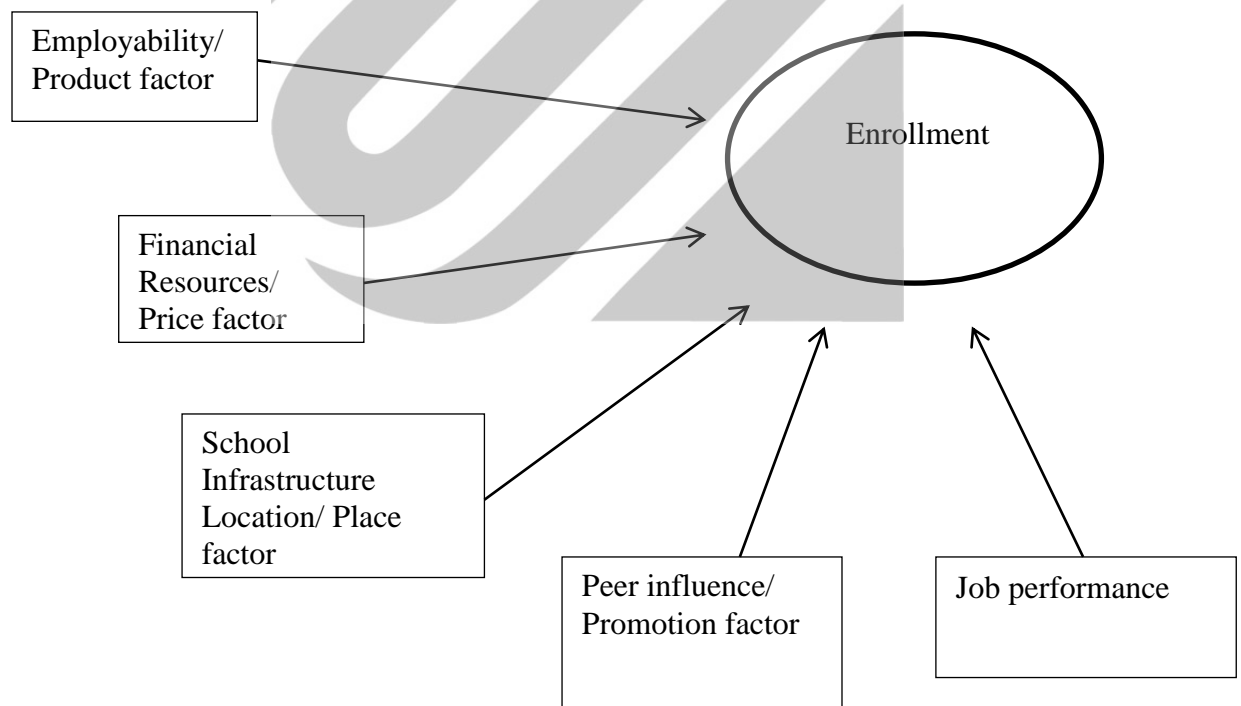


Figure 1.1 Conceptual Framework

1.7 Limitations of The Research

The research only studies the motivation factors of potential students enrolling in JRP Myanmar courses in 2014. Whether this conclusion can be applied to other personal development schools in Myanmar needs further verification.

1.8 Significance of The Research

Why this research area is important? The answer is evident. In our quickly globalized world it is becoming more crucial to have well-trained human resources for an organization to survive. In the last two decades personal development education has expanded rapidly. Most of the schools around the world had designed special programs to attract students. This study has examined a number of factors which affect potential students to enroll in such programs. Thus recommendations might be provided to personal development schools on the key drivers of their customer expectations. Moreover, all these factors are drivers for schools' managers to design competitive strategies geared at customer attraction, satisfaction and retention.

1.9 Definition of Terms

The following terms are used in the research as operational definitions:

Influencing Factors – such as other individuals or groups within an individual's sphere of activity or life-space that exert conforming influences on the person/student (Ricafort, 2010)

Motivation – the operation of inferred intrapersonal processes that direct, activate, and maintain behavior (Peter & Olson, 2005)

Consumer motivation – the needs, wants, drives, and desires of an individual that lead him or her towards the purchase of products or ideas: the motivation may be physiologically, psychologically, or environmentally driven (Hoyer, 2004)

Decision Making – the cognitive process of reaching a decision or a position or opinion or judgement reached after consideration (Peter & Olson, 2005)

Prestige/Reputation – a high standing achieved through success or influence (Ricafort, 2010)

Parents Influence – parents involvement in the decision making of their children (Ricafort, 2010)

Peer Influence – friends' involvement in the decision making of their own (Ricafort, 2010)



CHAPTER 2

LITERATURES REVIEWS

In this chapter, the researcher will review several literatures regarding this research. This chapter consists of three sections, which are sections about consumer behavior, marketing mix factors, and factors affecting consumer buying decisions, which help to understand the nature of factors for student's enrolment in personal development school.

2.1 Consumer Behavior

In marketing literature, there are a lot of definitions of the term "consumer behaviours". However, those definitions are quite similar. The following are most common definitions of this term.

Consumer behaviour is the total of consumers' decisions with respect to the acquisition, consumption, and disposition of goods, services, time, and ideas by (human) decision-making units. (Hoyer, 2004). In other words, consumer behaviour involves the thoughts and feeling people experience and their further actions. Moreover, it includes all the things in the environment that influence thoughts, feeling, and actions. (Peter & Olson, 2005).

Consumer behaviour is the study of how people buy, what they buy, when they buy, and why they buy. It is a subcategory of marketing that combines elements from psychology, sociology, anthropology, and economics. It tries to understand a buyer's decision making process, both individually and in groups. It studies characteristics of individual consumers such as demographics, psychographics, and behavioural variables in an attempt to understand people's desires. It also tries to assess influences on the consumer from different groups such as family, friends, reference groups, and society in general (Hawkins, Best & Coney, 2001).

Consumers' product and service preferences are permanently changing. Creating a proper marketing mix or a strategy for a well defined market, marketing managers should have good knowledge of consumer behaviours. That is the reason why consumer behaviours are studied in order to understand perceptions, attitudes, and activities in which person responds to his/her environments. This understanding can

provide guidelines to develop marketing approaches and activities to encourage people to purchase products or services (Garbuzova, 2012).

2.2 Factors Affecting Consumer Buying Decisions

Consumer purchases are strongly influenced by cultural, social, personal and psychological factors.

Culture factors, which include culture and values, subculture, and social class, might have the broadest influence on consumer decision making.

Social factors sum up the social interactions between a consumer and influential group of people, such as reference groups, opinion leaders, and family members.

Individual factors, which include gender, age, personality, self-concept, and lifestyle, are unique to each individual and play the major role in the type of products and services consumers want.

Psychological factors define how consumers perceive and interact with their environments and influence the ultimate decisions consumers actually make (Geen, 1984).

Cultural factors

Culture is the core values, perception, wants and behaviors learned by a member of society from family and other institutions. Every group or society has a cultural influence on buying behavior that might vary significantly from country to country, or even neighborhood to neighborhood. Each culture contains smaller subcultures which consist of a group of people with shared value system based on common life experiences and situations. Subcultures also include nationalities, religions, racial groups, and geographical regions. (Garbuzova, 2012).

Social factors

Practically every society has some forms of social class structure. Social classes are society's relatively permanent and ordered divisions whose members share similar values, interests, and behaviors. Social class is not determined by single factor, but is measured as a combination of occupation, income, education, wealth, and other

variables. Social classes show distinct product and brand preferences in areas such as clothing, home, furnishing, leisure activity, and automobiles (Geen, 1984).

Most consumers are likely to seek out the opinions of others to reduce their time on search and evaluation. They might also look for others' opinions for guidance on new products or services. Consumers interact socially with reference groups, opinion leaders, and family members to obtain product information and approval for decision. Reference group can be defined as two or more people who interact to accomplish individual or mutual goals. Groups that have direct influence and to which a person belongs are called membership groups. In contrast, reference groups serve as direct or indirect points of comparison or reference in forming consumers' attitudes or behaviors. (Garbuzova, 2012).

The consumer's position in each group can be defined in terms of both role and status. A role consists of the activities people expected to perform according to people around them. Each role carries a status reflecting the general esteem given to it by society. People often choose products that show their status in society (Kotler, 2000).

Personal (individual) factors

Personal factors consist of age and life cycle stage, occupation, economic conditions, lifestyle and personality. Age of life cycle stage means that people change, buy products or services differently over their lifetime. Occupation (or profession) is a person's consumption pattern and is influenced by his/her occupation also. Economic conditions mean that peoples' economic situation depends on their saving and assets, their income, attitude toward spending and saving and borrowing power. Lifestyle means that people might have different lifestyle; even though they come from the same culture, subculture, social class, occupation but lifestyle of each person is a pattern which depends on opinions, attitude, activities and interests. All personal factors help a marketing manager to identify changing consumer's values and understand how these factors can affect consumer purchasing behavior by relating to service marketing mix (Kotler, 2000).

Psychological factors

An individual's buying decisions are further influenced by psychological factors: perception, motivation, learning, beliefs and attitudes. These factors are what consumers use to interact with their world. They are the tools consumers use to recognize their feelings, gather and analyze information, formulate thoughts and opinions, and finally take action.

Motivation is a dynamic factor which is always changing in reaction to life experiences. A need becomes a motive when it is aroused to a sufficient level of intensity. A motive is a need that is sufficiently pressing to direct the person to seek satisfaction. Many human motivation theories have been developed by many psychologists. One popular theory belongs to Dr. Abraham Maslow. His theory, which is based on universal hierarchy of human needs, explains five basic levels of human needs, sequencing in order from lower level needs to higher-level needs. Five needs of Maslow's Hierarchy of Needs are psychological needs, safety and security needs, social needs, ego needs and self actualization (Geen, 1984).

A motivated person is ready to act. How the person acts is influenced by his/her perception of the situation. Perception is the process by which people select, organize, and interpret information to form meaningful picture of the world. The perceptual process is also influenced by characteristics of a stimulus such as size, color, or intensity and the context in which it is seen or heard. (Garbuzova, 2012).

Almost all consumer behaviors result from learning which describe changes in individual's behavior arising from experience and practice. It is not possible to observe learning directly, but one can infer when it has occurred by person's actions. Most human behaviors are learned. Learning theorists believe that learning is produced through the interplay of drives, stimuli, cues, responses, and reinforcement (Kotler et al, 2003).

Through doing and learning, people acquire beliefs and attitudes. A belief is a descriptive thought that a person has about something. Marketing managers are interested in the beliefs that people formulate about specific products and services, because these beliefs make up product and brand images that affect buying behavior. An attitude is a person's enduring favorable or unfavorable evaluations, emotional feelings, and actions toward some object or idea.

2.3 Marketing Mix

The term marketing mix refers to the four major areas of decision making in the marketing process that are blended to obtain the results desired by the organization. The four elements of the marketing mix are referred to the 4 Ps of marketing. Each element in the marketing mix is product, price, promotion, and place.

Product

A product is any combination of goods and services offered to satisfy the needs and wants of consumers. It is anything tangible or intangible that can be offered for purchase or use by consumers.

Price

Price is simply the amount of money that consumers are willing to pay for a product or service. In price setting, companies should estimate customer reactions to possible prices. Companies should also estimate the preferable profit margin and possible discounts in the future.

Place

Place refers to having the right product, in the right location, at the right time to be purchased by consumers.

Promotion

Promotion is a communication process that takes place between a business and its various publics. Publics are those individuals and organizations that have an interest in what the business produces and offers for sale. In order to be effective, businesses need to plan promotional activities with the communication process in mind (Kotler, 2000).

Recently, the American scholars Booms and Bitner (2007) had extended the marketing mix model from the four in the original to seven or what is known as 7 Ps. The traditional marketing mix model was primarily directed and used for tangible

product. The 7 Ps model is more useful for service industries and includes also people, process, and physical evidence.

People

An essential ingredient to any service provision is the use of appropriate staff and people. Recruiting the right staff and training them appropriately in the delivery of their service is essential if the organization wants to obtain a form of competitive advantage. Consumers make judgements and deliver perceptions of the service based on the employees they interact with. Staff should have the appropriate interpersonal skills, attitude, and service knowledge to provide the service that customers are paying for.

Process

Refers to the systems used to assist the organization in delivering the service. It is the process that allows obtaining an efficient service delivery.

Physical evidence

Physical evidence is a way of formalizing aspects of place and product that are particular to service purchases. It refers to all physical things that a purchaser of a service might encounter. This would include the ambience and design of the surroundings in which the service is encountered, tickets and information leaflets.

However, in this research only 4Ps will be examined. The JRP school will be opened in Yangon in December 2014. So other 3 factors – people, process, and physical evidence – might be examined in further research when the school is already opened and a physical enterprise can be seen by the public.

2.4 Previous researches on the topic

In order to achieve the objectives, the author reviewed several literatures to understand any influence this might have with the study, as well as to gain a comprehensive knowledge of the topic. However, there have been little to none when

it comes to previous researches regarding personal development schools. Thus, the author has studied similar researches concerning the factors which affect potential students to enroll in MBA programs as well as to choose college or universities courses.

One of the most recent researches in this area is the article “Motivators of choosing a management course: A comparative study of Kenya and India” (Nyaribo et al, 2012). It presents a comparative study of the motivators of enrolling in a management course in Kenya and India (both are leading developing countries). The authors suggest five factors which influence on student choices. Data had been collected by means of a questionnaire. A comparative analysis has revealed that the motivators differ significantly amongst Kenyan and Indian students.

The five motivators used as independent variables were: finance, peer influence, employability, institutional infrastructure, and job performance. The dependent variables were university location (Kenya and India) and motivation.

It was found out that factors motivating Kenyan and Indian students are different.

For Kenyan students the factor “influence of acquaintance” stands first, followed by factor “strength of institutional infrastructure”. Financing and employability were considered less significant in motivating Kenyan students to enroll in a management course.

For Indian students the most important factors are employability and financing, followed by the factors “influence of acquaintance” and “strength of institutional infrastructure”.

The other significant factor is peer and parents influence factor. “It is human nature to be influenced by someone who is a part of your friend circle and to be enticed to do whatever he/she is doing” (Ricafort, 2010). Some reasons that students follow their friends’ advice to enroll in course is that the majority’s decision is perceived as “cool” or being something that is new. Another reason is that they fear of entering a new environment without anyone that they know. In this connection, students tend to stick with their peer group hence deciding that they have to go in only one school not only because of the possibility of loneliness in the new environment but also, to experience the school life together (Curran, 2006).

Thus, students need to know information about a course before they know if they will be interested to enroll in it, if they will like the teacher, or if it will benefit them in the future (Babad, 2003). Therefore, students will look for information and advice on classes that can often define a student's decision in course enrolment either directly or indirectly. Comments from family, peers, and faculty tend to be the main sources of information that have an impact on students (Beggs, 2008). Students are more likely to enroll in classes that will be supported by their social network.

Peers: Students want to fit in and be accepted by their peers (Maslow, 1970). Thus, there is the possibility that students will follow the views and opinions of their peers and make their decisions based on others rather than their own thoughts. Students are more likely to listen to their peers before they listen to their teachers and advisors or family members (Malgwi et al., 2005). Students look forward to the opportunity in school to not only make new friends but to also be around older students. Older students are more likely to have already taken classes that younger students can, and therefore are able to give them more direct advice that can influence their decisions.

Faculty: Advisors and teachers are in the schools to provide assistance and guidance to their students, yet researches claim that they are not as influential as family or peers in a student's choice of courses (Malgwi et al., 2005).

Parents: Parents are more likely to influence students' decisions than guidance counselors or teachers (Malgwi et al., 2005). Students are likely to enroll in more classes if they talk with their parents first, which implies that parents do have an affect on their child's decisions (Tenenbaum, 2008).

Parents' pressure due to funding of their children's education is the other factor that is related to enrollment is parents' pressure that comes along simply because they are the ones who pay for their childrens' education. On this note, children's choice of schools (also on courses, programs etc.) will be just a mimic of their parents' decision.

Parents generally would wish their children to achieve where they failed. Outcome in this situation highly varies. Some chooses the school where one or both of his/her parents have studied, some might choose the school because it is what his/her parents think is the best school to join. 72 % of the enrolled students in Northern Virginia

High School (USA) participate in the honors classes because their parents insist on it (Ricafort, 2010).

One more factor which is essential for student's enrolment is **Academic Team and Management:**

Students also look at their teachers' qualification. Their qualification assures the students that they learn from the best because they will be one of the main agents in creating a good educational environment.

Teachers define the interest of the students. For example, if the student is interested in learning social graces course, but their teacher tends to teach the subject but often looks and reads the slideshows, does not encourage an interactive class or often wanders in his/her thoughts that are not relevant to the subject being taught, students will lack interest in the subject, hence are most likely to transfer to another course or another school. And if teachers are qualified and students are able to learn from them, a fruitful learning environment is created (Bruner, 2007).

Management and staff are also influencing students' choice. Interaction with the management/school staff creates the air of the school environment. Hospitality and friendliness are taken into accounts as well (Cook, 2003).

Courses affect the decision making whether it is chosen by the child or the parent. The more courses a school has, creates a lot of opportunities to the entering students. Offering a lot of courses widens the niche market of entering students, thus creating a more demand for the students to enter their school (Ricafort, 2010).

CHAPTER 3

RESEARCH METHODOLOGY

In this chapter, the researcher will discuss about the methodology used in this research. This chapter consists of research method, data sources, research population and sample, research tools and data collection procedure, and data analysis.

3.1 Research Method

In this study data will be gathered, interpreted and analyzed using a quantitative method in order to obtain a highly accurate data.

The quantitative method is used to create results that are based from the hypotheses. Theories were deduced from the original ideas that are set before the implementation of data collection. (Johnson et al., 2007).

3.2 Data Sources

Data sourced to present in this research were categorized into two types includes primary and secondary data.

For primary data, potential students who would like to enroll in JRP personal development school in Yangon will be the main primary data sourced to investigate the factors which influence them to enroll.

Meanwhile for secondary data, consumers behaviors theory, factors affecting consumer buying decisions, motivation theory, and marketing mix theory as well as the relevant information presented in previous researches were the secondary data sourced to present in this research. All secondary data were sourced from online database website, journals, magazines, and previous researches.

3.3 Research Population and Sample

The population in this research are potential students who would like to enroll in the personal development school “John Robert Powers Myanmar” located in Yangon city, Myanmar.

A questionnaire has been designed which was distributed among 400 potential students.

The researcher expects at 95 % confident or 5 % error for this research, therefore according to Yamane the sample size must be 400 samples (Yamane, 1967).

3.4 Research Tools and Data Collection

This research will use questionnaire as a tool.

The questionnaire consists of 2 major parts. The first part covers the demographic characteristics of the respondents. The second part covers the motivation of the respondents in enrolling the personal development courses. In this part, the respondents had to fill the 5-point Likert scale questionnaire.

The questionnaire has been designed in the English language.

3.5 Data Analysis and Statistical Tools

Data Analysis defined as the process of taking the data collected for an analytical process in order to find the result and make a conclusion for the research (Zikmund, 2003).

The data analysis of this research will be done through Statistical Package for the Social Sciences (SPSS) for Windows.

The statistic use is:

1. Percentage of general demographic data
2. Rating scale and mean
3. Standard deviation
4. T-test (Independent-Sample) with statistical significant level of 0.05. It is used to compare 2 groups of data.
5. Comparing correlation by ANOVA (One Way Analysis of Variance).

CHAPTER 4

RESEARCH FINDINGS

4.1 Introduction

Chapter four of this study is divided into five parts. This section will present an analysis of the gathered data and summarize the results that would be useful in formulating recommendations for the management. Questionnaires were disseminated to a total of 400 potential students of the John Robert Powers Personal Development School in Myanmar. These questionnaires aimed to gather the perception of potential students with regards to the factors that would affect their decision in enrolling in a personal development school. The demographics of respondents were illustrated using graphs and tables, along with the rate of recurrence of their answers concerning their level of agreement to the factors categorized as employability/product factors, financial resources/price factors, school infrastructure and location/place factors, influence of various acquaintances/promotion factors and improvement in job performance factors that affects the decision making of potential students.

Relationships between variables of the study were established after conducting One-Way ANOVA test in response to the objectives of the study. The coding plan and the questionnaire used in this study are all included in the appendix portion of the paper.

4.2 Demographics of Respondents

4.2.1 Gender

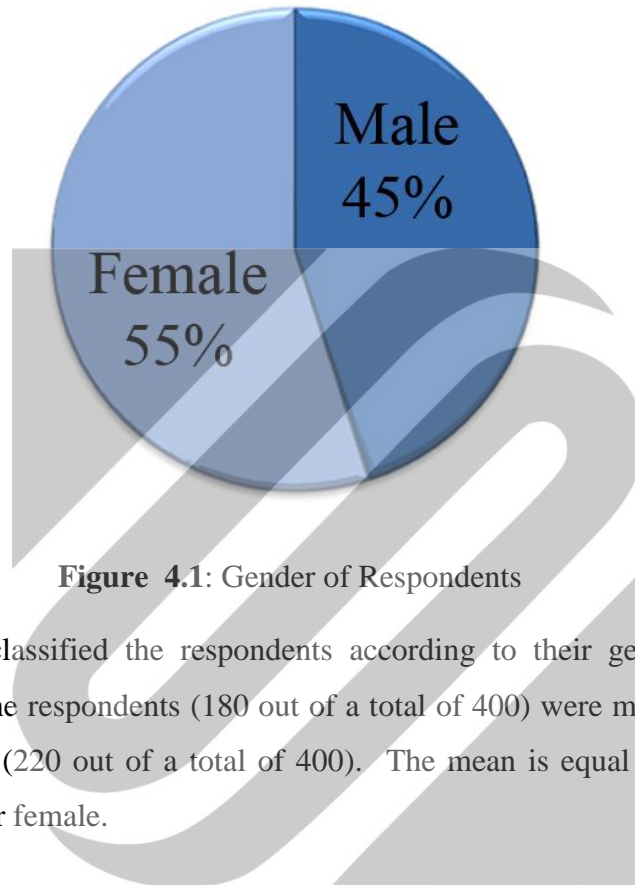


Figure 4.1: Gender of Respondents

Figure 4.1 classified the respondents according to their gender, male and female. 45.0% of the respondents (180 out of a total of 400) were male and the rest, 55.0% were female (220 out of a total of 400). The mean is equal to 1.55 and the mode is equal to 2 or female.

4.2.2 Age

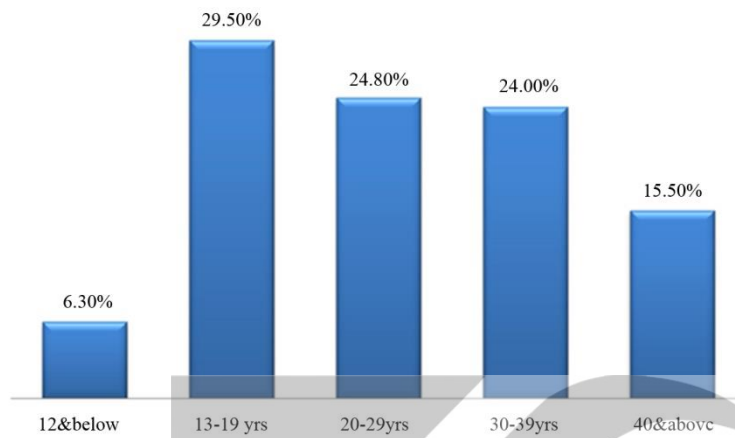


Figure 4.2: Age of Respondents

Figure 4.2 described the respondents according to their age. Most of the respondents, with a total of 118 (29.5% of the total respondents), are from the age group of 13-19 years old. The age group 20 to 29 years of age and 30 to 39 years of age received almost the same number of respondents. 99 respondents (24.8% of the total number of respondents) stated that their age was from 20 to 29 years old while 96 respondents (24.0% of the total number of respondents) affirmed that they are from the 30 to 39 age bracket. 15.5% (62 respondents) stated that their age was 40 and above while only 25 respondents (6.3% of the total number of respondents) are from the first age bracket of 12 years old and below. The mean of this segment is 3.13 and the mode is 2 which indicated the second bracket, 13-19 years old, where most data came from.

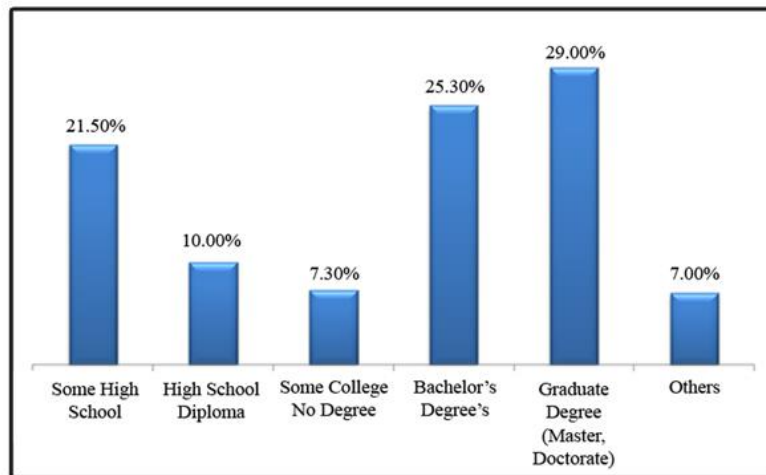


Figure 4.3: Educational Attainment of Respondents

4.2.3 Educational Attainment

Figure 4.3 divided the sample size according to their educational attainment. 29.0% of the respondents (116 out of a total of 400) acquired a graduate degree while 25.3% of the respondents (101 out of a total of 400) attained a bachelor's degree. 126 respondents claimed that they reached high school but only 40 respondents out of the 126 (10.0% of the total respondents) has a high school diploma; the rest, 86 respondents (21.5% of the total respondents) have not yet graduated from high school. 7.3% of the total respondents (29 respondents out of 400) declared that they reached the college level while 7.0% of the total respondents (28 respondents out of 400) indicated the category 'others' for this segment of the questionnaire. The mean of this segment is 3.51 and the mode is 5 indicating the Graduate level bracket.

4.2.4 Income

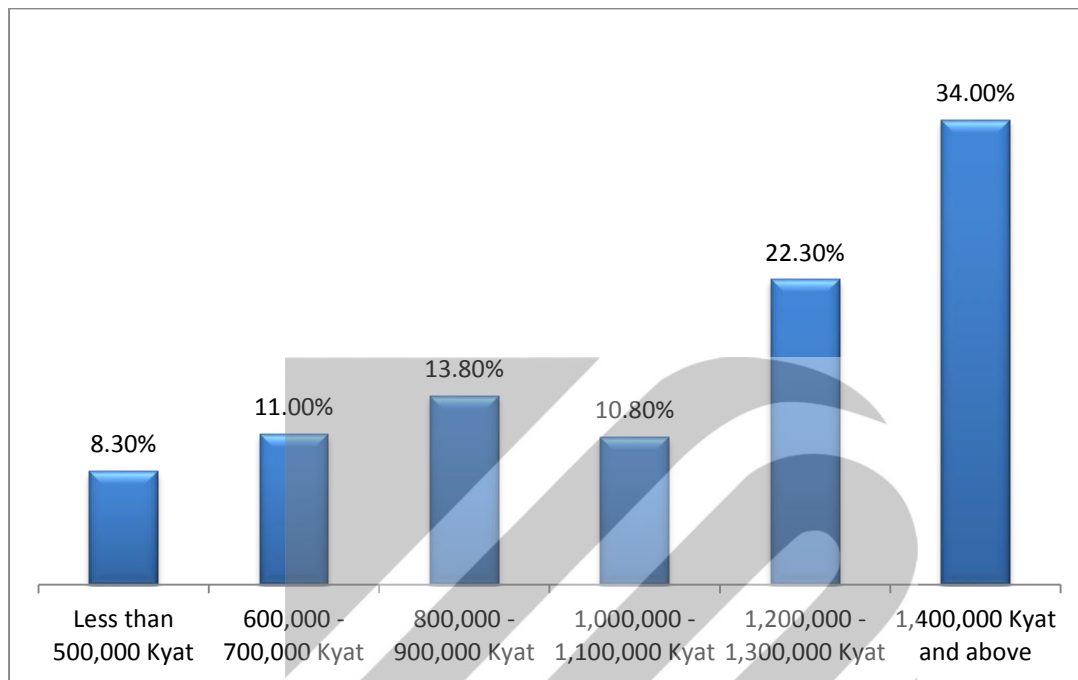


Figure 4.4: Income of Respondents

Figure 4.4 categorized the respondents according to the average monthly household income. This segment is divided into six categories and most of the respondents (136 respondents in total constituting to 34.0% of the total number of respondents) declared that their average monthly household income is 1,400,000 Kyat and above while the least number of respondents (33 respondents or 8.3% of the total number of respondents) came from the average monthly household income range of 500,000 Kyat or less. The rest of the respondents stated that they were in these monthly income ranges: 89 respondents (22.3%) from 1,200,000 to 1,300,000 Kyat range, 55 respondents (13.8%) from 800,000 to 900,000 Kyat range, 44 respondents (11.0%) from 600,000 to 700,000 Kyat range, and 43 respondents (10.8%) from the 1,000,000 to 1,100,000 Kyat range. The mean of this segment is equal to 4.30 and the mode is 6 which indicated that the majority of respondents are from the last average monthly household income bracket.

4.3 Descriptive Statistics of Factors Affecting Potential Students to Enroll at JRP

This part of chapter 4 discusses an analysis on the level of agreement of respondents with regards to statements that relates to factors affecting the decision making of potential students of a personal development school, specifically John Robert Powers Personal Development School in Myanmar. The level of agreement was divided into three groups; the first group which is indicated in the first 2 columns, contains the respondents who confirmed a disagreement to the statement (ratings of 1 and 2), the second group indicated in the next 2 columns of the table are those that signified a neutral ground or those who stated that they neither agree nor disagree with the statement (rating of 3 in the Likert scale of the questionnaire), and lastly, the third group indicated in the last 2 columns of the table are respondents who agreed with the statement (ratings of 4 and 5). The descriptive statistics were divided into 5 factors: employability/product factors, financial resources/price factors, school infrastructure and location/place factors, influence of various acquaintances/promotion factors and improvement in job performance factors. The data gathered are shown and summarized below.

4.3.1 Employability/Product Factors

Results presented in Table 4.1 revealed that the respondents agreed that these factors affect their decision in enrolling in a personal development school. An average of 75.5% of the total number of respondents (an average of 301.7 out of 400 respondents) expressed their agreement towards the three factors, relevant course of study, school's good reputation, and wide range of courses. The factor under this category which received the highest number of positive responses is 'the school which offers a relevant course of study'; 340 out of 400 respondents (85.0% of the total respondents) agreed to this statement.

Table 4.1 Employability/Product Factors Affecting Decision Making of Potential Students of JRP

		Level of Agreement					
		Disagree		Neutral		Agree	
		R.	%	R.	%	R.	%
a	The school offers a relevant course of study (i.e. personality development such as image enhancement, improving verbal communication skills, effective interactive skills, etc.).	24	6.0	36	9.0	340	85.0
b	The school is known for its good reputation in the field of study (personal development).	24	6.0	97	24.3	279	69.8
c	The school offers a wide range of courses targeting the needs of the students.	28	7.0	86	21.5	286	71.6
Average		25.3	6.3	73.0	18.3	301.7	75.5

R. = Repetitions.

4.3.2 Financial Resources/Price Factors

Findings presented in Table 4.2 revealed that almost half of the respondents on average agreed that these factors affect their decision in enrolling in a personal development school. An average of 45.5% of the total number of respondents (an average of 181.8 out of 400 respondents) expressed their agreement towards the four factors in this category: competitive rates per course, affordable tuition and fees rates, discounts and scholarships, and different payment schemes. The factor under this category which received the highest number of positive responses is ‘competitive rates per course’; 258 out of 400 respondents (64.6% of the total respondents) agreed to this statement.

Table 4.2 Financial Resources/Price Factors Affecting Decision Making of Potential Students of JRP

		Level of Agreement					
		Disagree		Neutral		Agree	
		R.	%	R.	%	R.	%
a	The school offers competitive rates per course.	41	10.3	101	25.3	258	64.6
b	The school offers an affordable tuition and fees rates.	82	20.5	126	31.5	192	48.0
c	The school offers discounts and scholarships.	134	33.6	103	25.8	163	40.8
d	The school offers different payment schemes (i.e. cash basis, installment basis, credit card payment, etc.)	170	42.5	116	29.0	114	28.6
Average		106.8	26.7	111.5	27.9	181.8	45.5

R. = Repetitions.

4.3.3 School Infrastructure and Location/Place Factors

Results presented in Table 4.3 revealed that on average, most of the respondents agreed that factors regarding the place of the school affect their decision in enrolling in a personal development school. An average of 45.2% of the total number of respondents (an average of 180.8 out of 400 respondents) expressed their agreement towards the four factors mentioned in this category: easily accessible by transportation, premises are conducive to learning, proximity to home, and centrally located in the city. The factor under this category which received the highest number of positive responses is ‘the school premises are conducive to learning’; 256 out of 400 respondents (64.1% of the total respondents) agreed to this statement. While two factors in this category (accessibility by transportation and premises conducive to learning) clearly revealed positive responses from the respondents, the other two factors (proximity to home and centrally located in the city) revealed more negative responses than positive ones from the respondents. ‘School’s proximity to the student’s home’ garnered 154 negative responses (38.6% of the total), 7.1% higher than the respondents who agreed with the statement. “School’s centrally located in

the city' also acquired more negative responses; 166 respondents expressed their disagreement to the statement (41.6% of the total), almost 10% higher than the positive responses to this statement.

Table 4.3 School Infrastructure and Location/Place Factors Affecting Decision Making of Potential Students of JRP

		Level of Agreement					
		Disagree		Neutral		Agree	
		R.	%	R.	%	R.	%
a	The school is easily accessible by private and public transportation.	90	22.5	96	24.0	214	53.5
b	The school premises are conducive to learning.	52	13.0	92	23.0	256	64.1
c	The school is near my home.	154	38.6	120	30.0	126	31.5
d	The school is in the middle of the city.	166	41.6	107	26.8	127	31.8
Average		115.5	28.9	103.8	26.0	180.8	45.2

R. = Repetitions.

4.3.4 Influence of Various Acquaintances/Promotion Factors

Findings presented in Table 4.4 revealed that 46.1% of the respondents agreed that these factors affect their decision in enrolling in a personal development school. An average of 184.1 out of 400 respondents expressed their agreement towards the seven factors, recommended by family and friends, recommended by previous school or company, advertised in TV commercials, newspaper ads, etc., advertised in social media sites, same school as friends, same school as siblings, and the school was chosen by parents. The factors under this category which received the highest number of positive responses are 'the school was recommended by family and friends' (256 out of 400 respondents or 64.1% of the total respondents), followed by 'school was advertised in social media sites' (253 out of 400 respondents or 63.3% of the total

respondents). Three factors received more negative responses than positive responses – ‘school was recommended by previous school/company’ (183 or 45.8% of the total number of respondents disagreed), ‘same school as siblings’ (185 or 46.3% of the total number of respondents disagreed), and ‘the school was chosen by parents’ (245 or 61.3% out of the total number of respondents disagreed).

Table 4.4 Influence of Various Acquaintances/Promotion Factors Affecting Decision Making of Potential Students of JRP

		Level of Agreement					
		Disagree		Neutral		Agree	
		R.	%	R.	%	R.	%
a	The school was recommended by family, friends, etc.	104	26.0	40	10.0	256	64.1
b	The school was recommended by my previous school/company.	183	45.8	81	20.3	136	34.0
c	The school was advertised in TV commercials, newspaper ads, billboards, etc.	130	32.5	109	27.3	161	40.3
d	The school was advertised in social media sites.	53	13.3	94	23.5	253	63.3
e	My friends go to the same school.	97	24.3	65	16.3	238	59.6
f	My siblings go to the same school.	185	46.3	65	16.3	150	37.6
g	My parents chose the school for me.	245	61.3	60	15.0	95	23.8
Average		142.4	35.6	73.4	18.4	184.1	46.1

R. = Repetitions.

4.3.5 Improvement in Job Performance Factors

Results presented in Table 4.5 revealed that the respondents on average agreed that these two factors affect their decision in enrolling in a personal development school. An average of 64.0% of the total number of respondents (an average of 256 out of 400 respondents) expressed their agreement towards the two factors under this category, ‘courses conducted through experiential learning’, and ‘wide network to build contacts and connections’. The factor under this category which received the

highest number of positive responses is ‘the school has a wide network to build contacts and connections for career building’; 260 out of 400 respondents (65.0% of the total respondents) agreed to this statement.

Table 4.5 Improvement in Job Performance Factors Affecting Decision Making of Potential Students of JRP

		Level of Agreement					
		Disagree		Neutral		Agree	
		R.	%	R.	%	R.	%
a	The school offers experiential learning through courses conducted as workshops.	16	4.0	132	33.0	252	63.0
b	The school has a wide network where I can build contacts and connections that could help me in my career.	74	18.5	66	16.5	260	65.0
Average		45.0	11.3	99.0	24.8	256.0	64.0

R. = Repetitions.

4.4 An Analysis on the Significant Differences between Factors of the Study

4.4.1 Gender vs. Factors Affecting Decision Making of Potential Students of JRP

H₀ : There is not a significant difference between gender of respondents and factors affecting the decision to enroll in a personal development school.

H_a : There is a significant difference between gender of respondents and factors affecting the decision to enroll in a personal development school.

Test : One-Way ANOVA

Confidence Level : 95%

Significant Factor: ‘Competitive rates per course’ 0.004, ‘Centrally located in the city’ 0.031, ‘School is advertised in TV commercial, newspaper ads, etc.’ 0.003, ‘School is advertised in social media sites’ 0.000 and ‘School has a wide network where I can build contacts and connections’ 0.011; Conclusion, reject the null hypothesis for five out of 20 factors, there is a significant difference between gender and five factors affecting decision making of potential students of JRP. Table 4.6 illustrates the ANOVA output.

Table 4.6 Relationship between Gender and Factors Affecting Decision Making of JRP Students

	Gender	Mean	Std. Deviation	Min	Max	ANOVA	p
Competitive rates per course	Male	3.57	1.215	1	5	8.237	.004
	Female	3.88	0.981	1	5		
Centrally located in the city	Male	2.73	1.170	1	5	4.688	.031
	Female	2.99	1.157	1	5		
School is advertised in TV commercial, newspaper ads, etc.	Male	2.89	1.345	1	5	9.158	.003
	Female	3.28	1.247	1	5		
School is advertised in social media sites	Male	3.61	1.368	1	5	13.544	.000
	Female	4.04	0.962	2	5		
School has a wide network where I can build contacts & connections	Male	3.60	1.208	1	5	6.565	.011
	Female	3.91	1.194	1	5		

In order to identify whether the level of agreement on different factors affecting the decision to enroll in a personal development school were equal among the respondents’ gender, the author conducted this test that is based on a 95%

confidence level. The author concludes that the level of agreement on several factors affecting the decision to enroll of prospective students of JRP significantly differs among respondents' gender. Out of the 20 factors presented to the respondents, only five revealed results that concludes a significant difference. The means were analyzed and revealed that for all five factors mentioned in Table 4.6, female respondents' level of agreement with the statements are higher than male respondents' level of agreement. The third factor mentioned in table 4.6, 'school is advertised in TV commercial, newspaper ads, etc.', both received on average a neither agree nor disagree response although female responses have a higher mean than male responses.

4.4.2 Age vs. Factors Affecting Decision Making of Potential Students of JRP

H₀ : There is not a significant difference between age of respondents and factors affecting the decision to enroll in a personal development school.

H_a : There is a significant difference between age of respondents and factors affecting the decision to enroll in a personal development school.

Test : One-Way ANOVA

Confidence Level : 95%

Significant Factor: 'Relevant course of study' 0.000, 'School's good reputation' 0.000, 'Wide range of courses' 0.000, 'Competitive rates per course' 0.000, 'Affordable tuition and fees rates' 0.000, 'Easily accessible by transportation' 0.000, 'Premises are conducive to learning' 0.000, 'Proximity to home' 0.000, 'Centrally located in the city' 0.000, 'Recommended by family & friends' 0.032, 'Recommended by previous school or company' 0.000, 'School is advertised in TV commercial, newspaper ads, etc.' 0.000, 'School is advertised in social media sites' 0.000, 'Same school as friends' 0.000, 'Same school as siblings' 0.000, 'Parents chose the school' 0.000, 'Experiential learning' 0.000, and 'School has a wide network where I can build contacts and connections' 0.000; Conclusion, reject the null hypothesis for 18 out of 20 factors, there is a significant difference between age and 18 factors affecting the decision making of potential students of JRP.

To ascertain whether there is a significant difference among the level of agreement on different factors affecting the decision to enroll in a personal development school and the age of respondents, the author conducted this test based on a 95% confidence level. The author concludes that the level of agreement on 18 of the factors given, significantly differs among the respondents' age. The means were analyzed and revealed the following results:

a. Employability or product factors resulted in a significant difference among the level of agreement and the age of respondents. The first and third factor (relevant course of study and wide range of courses), received positive responses from all age ranges of respondents. The second factor on the other hand, 'schools' good reputation' received neutral ratings from all respondents below the age of 19, while the rest of the age groups agreed with the statement. Table 4.7 illustrates the ANOVA output for this test.

Table 4.7 Relationship between Age and Employability/Product Factors Affecting Decision Making of JRP Students

		Age	Mean	Std. Deviation	Min	Max	ANOVA	p
Relevant course of study		12 & below	4.68	0.476	4	5	45.510	.000
		13 – 19 yrs	3.60	1.039	2	5		
		20 – 29 yrs	4.49	0.503	4	5		
		30 – 39 yrs	4.58	0.706	3	5		
		40 & above	4.92	0.275	4	5		
School's good reputation		12 & below	3.96	0.841	3	5	29.149	.000
		13 – 19 yrs	3.33	0.925	2	5		
		20 – 29 yrs	4.25	0.774	2	5		
		30 – 39 yrs	4.32	0.747	3	5		
		40 & above	4.34	0.700	3	5		

Table 4.7 Relationship between Age and Employability/Product Factors Affecting Decision Making of JRP Students (Conts.)

Wide range of courses	12 & below	4.04	0.841	3	5	9.379	.000
	13 – 19 yrs	3.56	1.067	2	5		
	20 – 29 yrs	3.97	0.614	3	5		
	30 – 39 yrs	4.24	0.830	2	5		
	40 & above	4.06	0.721	3	5		

b. Two out of four financial resources/price factors resulted in a significant difference among the level of agreement and the age of respondents. The first factor, ‘competitive rates per course’, received neutral ratings from respondents who are 19 and below while respondents who are 20 years old and above agreed with the statement. The second factor, ‘affordable tuition and rates fees’ received neutral ratings from all age ranges except for respondents who are at the age range of 30-39 years old who agreed with the statement. Table 4.8 illustrates the ANOVA output for this test.

Table 4.8 Relationship between Age and Financial Resources/Price Factors Affecting Decision Making of JRP Students

	Age	Mean	Std. Deviation	Min	Max	ANOVA	p
Competitive rates per course	12 & below	3.12	1.364	1	5	8.309	.000
	13 – 19 yrs	3.39	1.062	1	5		
	20 – 29 yrs	3.91	1.254	1	5		
	30 – 39 yrs	4.04	0.994	1	5		
	40 & above	3.92	0.609	3	5		
Affordable tuition and rates fees	12 & below	3.32	1.249	1	5	5.615	.000
	13 – 19 yrs	3.07	1.052	1	5		
	20 – 29 yrs	3.46	1.189	1	5		
	30 – 39 yrs	3.78	1.088	1	5		
	40 & above	3.44	1.050	2	5		

c. All four factors under the category school infrastructure and location or place factors resulted in a significant difference among the level of agreement and the age of respondents. The first factor, 'easily accessible by transportation', received an agreed rating from respondents with ages of 30 years old and above while respondents who are 29 years old and below gave a neutral rating for this factor. The second factor, 'premises are conducive to learning', received agreed ratings from all respondents except for those under the age range of 13 to 19 years old who gave a neutral rating on average. The third and fourth factors, 'proximity to home' and 'centrally located in the city', both received neutral ratings from all respondents regardless of the age ranges. Table 4.9 illustrates the ANOVA output for this test.

Table 4.9 Relationship between Age and School Infrastructure and Location or Place Factors Affecting Decision Making of JRP Students

	Age	Mean	Std. Deviation	Min	Max	ANOVA	p
Easily accessible by transportation	12 & below	3.16	1.214	1	5	12.524	.000
	13 – 19 yrs	3.13	1.106	1	5		
	20 – 29 yrs	3.27	1.168	1	5		
	30 – 39 yrs	4.02	0.833	2	5		
	40 & above	3.87	1.194	1	5		
Premises are conducive to learning	12 & below	3.80	0.913	3	5	18.340	.000
	13 – 19 yrs	3.18	1.145	1	5		
	20 – 29 yrs	4.04	0.605	3	5		
	30 – 39 yrs	3.63	0.965	1	5		
	40 & above	4.21	0.681	3	5		
Proximity to home	12 & below	2.76	1.393	1	5	6.148	.000
	13 – 19 yrs	2.64	1.202	1	5		
	20 – 29 yrs	2.53	0.951	1	5		

Table 4.9 Relationship between Age and School Infrastructure and Location or Place Factors Affecting Decision Making of JRP Students(Cont.)

	40 & above	3.29	1.430	1	5		
Centrally located in the city	12 & below	2.52	0.770	1	5	8.988	.000
	13 – 19 yrs	2.50	0.976	1	5		
	20 – 29 yrs	2.81	1.085	1	5		
	30 – 39 yrs	3.36	1.249	1	5		
	40 & above	3.06	1.341	1	5		

d. All factors under the category Influence of Various Acquaintances or Promotion resulted in a significant difference among the level of agreement and the age of respondents. The first factor, ‘recommended by family & friends’, received neutral ratings from respondents who are 19 years old and below while respondents with the age of 20 years old and above agreed that the statement affects their decision making. The second factor, ‘recommended by previous school or company’, received neutral ratings from respondents who are from the age range of 20 to 29 years old while respondents who are of 19 years and below disagreed with the statement and respondents who are of 30 years and above agreed with the statement. The third factor, ‘school is advertised in TV commercial, newspaper ads, etc.’, received neutral ratings from respondents who are 39 years old and below while respondents who are 40 years and above agreed that the statement affects their decision making. The fourth factor, ‘school is advertised in social media sites’, received neutral responses from respondents under 13-19 years of age, while the rest agreed to the statement. The fifth factor, ‘same school as friends’, received neutral responses from three age ranges, respondents who are 12 years old and below, respondents who are 20 to 29 years of age and respondents who are 40 years old and above; the rest of the respondents agreed that the factor affects their decision making.

The sixth factor, ‘same school as siblings’, received an agreement from respondents who are 12 and below and a disagreement from respondents who are 40 years old and above; the rest stated a neutral stance.

The seventh factor, 'parents chose the school', received an agreement from respondents who are 12 and below and a neutral stance from respondents under the age range of 13-19; respondents who are 20 years old and above disagreed that the statement affects their decision making. Table 4.10 illustrates the ANOVA output for this test.

Table 4.10 Relationship between Age and Influence of Various Acquaintances/Promotion Factors Affecting Decision Making

	Age	Mean	Std. Deviation	Min	Max	ANOVA	p
Recommended by family and friends	12 & below	3.36	1.705	1	5	2.668	.032
	13 – 19 yrs	3.43	1.429	1	5		
	20 – 29 yrs	3.79	1.052	2	5		
	30 – 39 yrs	3.93	1.324	1	5		
	40 & above	3.87	1.373	2	5		
Recommended by previous school or company	12 & below	1.48	0.770	1	5	36.233	.000
	13 – 19 yrs	2.25	1.014	1	5		
	20 – 29 yrs	2.92	1.113	1	5		
	30 – 39 yrs	3.53	1.178	1	5		
	40 & above	3.66	1.187	2	5		
School is advertised in TV commercial, newspaper ads, etc.	12 & below	3.36	1.254	1	5	5.279	.000
	13 – 19 yrs	2.75	1.372	1	5		
	20 – 29 yrs	2.99	1.403	1	5		
	30 – 39 yrs	3.31	1.190	1	5		
	40 & above	3.55	0.986	2	5		
School is advertised in social media sites	12 & below	4.36	0.757	3	5	13.079	.000
	13 – 19 yrs	3.26	1.505	1	5		
	20 – 29 yrs	3.94	0.977	2	5		
	30 – 39 yrs	4.03	0.923	2	5		
	40 & above	4.32	0.785	3	5		

Table 4.10 Relationship between Age and Influence of Various Acquaintances/Promotion Factors Affecting Decision Making (cont)

Same school as friends		as	12 & below	3.32	1.376	1	5	14.111	.000
			13 – 19 yrs	4.21	0.959	1	5		
			20 – 29 yrs	3.22	1.234	1	5		
			30 – 39 yrs	3.74	1.190	2	5		
			40 & above	3.00	1.589	1	5		
Same school siblings		as	12 & below	4.08	1.152	2	5	18.067	.000
			13 – 19 yrs	3.32	1.364	1	5		
			20 – 29 yrs	2.82	1.101	1	5		
			30 – 39 yrs	2.74	1.069	1	5		
			40 & above	2.08	1.091	1	5		
Parents chose the school		the	12 & below	4.36	0.757	3	5	44.393	.000
			13 – 19 yrs	3.18	1.285	1	5		
			20 – 29 yrs	2.17	1.134	1	5		
			30 – 39 yrs	1.92	0.829	1	5		
			40 & above	1.97	0.905	1	5		

e. The last two factors of the study under the category Improvement in Job Performance factors resulted in a significant difference among the level of agreement and the age of respondents. The first factor, ‘experiential learning’ received agreed responses from all age ranges of respondents.

The second factor, ‘school has a wide network where I can build contacts & connections’, received a disagreement to the statement from respondents who are 12 years old and below, a neutral stance from respondents under the age range of 13-19 years old, and an agreement to the statement from respondents who are 20 years old and above.

Table 4.11 Relationship between Age and Improvement in Job Performance Factors

Affecting Decision Making of JRP Students

	Age	Mean	Std. Deviation	Min	Max	ANOVA	p
Experiential learning	12 & below	3.96	0.841	3	5	5.351	.000
	13 – 19 yrs	3.53	0.781	2	5		
	20 – 29 yrs	3.86	0.783	2	5		
	30 – 39 yrs	3.98	1.036	1	5		
	40 & above	4.03	0.768	3	5		
School has a wide network where I can build contacts & connections	12 & below	2.36	1.114	1	5	40.954	.000
	13 – 19 yrs	3.09	1.268	1	5		
	20 – 29 yrs	3.96	0.832	2	5		
	30 – 39 yrs	4.24	1.044	1	5		
	40 & above	4.60	0.613	3	5		

4.4.3 Educational Attainment vs. Factors Affecting Decision Making of Potential Students of JRP

H₀ : There is not a significant difference between educational attainment of respondents and factors affecting the decision to enroll in a personal development school.

H_a : There is a significant difference between educational attainment of respondents and factors affecting the decision to enroll in a personal development school.

Test : One-Way ANOVA

Confidence Level : 95%

Significant Factor: ‘Relevant course of study’ 0.000, ‘School’s good reputation’ 0.000, ‘Wide range of courses’ 0.000, ‘Competitive rates per course’ 0.000, ‘Affordable tuition and fees rates’ 0.000, ‘Discounts & scholarships’ 0.000,

‘Different payment schemes’ 0.000, ‘Easily accessible by transportation’ .000, ‘Premises are conducive to learning’ 0.000, ‘Proximity to home’ 0.000, ‘Centrally located in the city’ 0.000, ‘Recommended by family & friends’ 0.002, ‘Recommended by previous school or company’ 0.000, ‘School is advertised in TV commercial, newspaper ads, etc.’ 0.002, ‘School is advertised in social media sites’ 0.000, ‘Same school as friends’ 0.000, ‘Same school as siblings’ 0.000, ‘Parents chose the school’ 0.000, ‘Experiential learning’ 0.000, and ‘School has a wide network where I can build contacts and connections’ 0.000; Conclusion, reject the null hypothesis for all 20 factors, there is a significant difference between educational attainment and the factors affecting decision making of potential students of JRP.

To ascertain whether there is a significant difference among the level of agreement on different factors affecting the decision to enroll in a personal development school and the educational attainment of respondents (divided into six groups namely, Some High School, High School Diploma, Some College-no degree, Bachelor degree, Graduate degree, and others), the author conducted this test based on a 95% confidence level. The author concludes that the level of agreement on 18 out of 20 factors given, significantly differs among the respondents’ educational attainment. The means were analyzed and revealed the following results:

a. Employability/product factors resulted in a significant difference among the respondents’ level of agreement and respondents’ educational attainment. The first and third factor, ‘relevant course of study’ and ‘wide range of courses’, both received an agreement from respondents regardless of educational attainment. The second factor, ‘schools’ good reputation’ received a neutral stance from respondents who indicated that they acquired Some High School, while the rest agreed that the statement affects their decision making. Table 4.12 illustrates the ANOVA output for this test.

Table 4.12 Relationship between Educational Attainment and Employability/Product Factors Affecting Decision Making of JRP Students

	Educational Attainment	Mean	Std. Deviation	Min	Max	ANOVA	p
Relevant course of study	Some HS	3.59	1.010	2	5	29.561	.000
	HS Diploma	3.90	1.057	2	5		
	Some College, no deg	4.59	0.501	4	5		
	Bachelor degree	4.58	0.570	3	5		
	Graduate degree	4.75	0.509	3	5		
	Others	4.29	0.897	3	5		
School's good reputation	Some HS	3.38	0.843	2	5	21.768	.000
	HS Diploma	3.60	0.928	2	5		
	Some College, no deg	3.90	1.012	3	5		
	Bachelor degree	4.22	0.808	2	5		
	Graduate degree	4.47	0.625	3	5		
	Others	3.71	1.049	2	5		
Wide range of courses	Some HS	3.50	0.917	2	5	7.789	.000
	HS Diploma	4.00	1.013	2	5		
	Some College, no deg	3.86	0.990	2	5		
	Bachelor degree	4.03	0.768	2	5		
	Graduate degree	4.22	0.695	3	5		
	Others	3.71	1.049	2	5		

b. Financial resources/price factors all resulted in a significant difference among the level of agreement and the educational attainment of respondents. The first factor, 'competitive rates per course', received neutral ratings from respondents who claimed they have High School Diploma while the other five groups of respondents stated that they agree with the statement. The second factor, 'affordable tuition and rates fees' received neutral ratings from four groups (Some High School, High School Diploma, Some College-no degree, and Bachelor degree) while receive agreed responses from

two groups (Graduate degree and the Others category). The third factor, ‘discounts & scholarships’ received agreed responses from two groups (Some College-no degree and Graduate degree), neutral responses from three groups (Some High School, High School Diploma, and Bachelor degree), and disagreement from the ‘others’ group of respondents. The last factor under this category is ‘different payment schemes’. Under this category, respondents were divided into two: those who disagreed that the statement affects their decision making (High School Diploma, Some College – no degree, and Others) and those who stated a neutral response to this statement (Some High School, Bachelor degree and Graduate degree). Table 4.13 illustrates the ANOVA output for this test.

Table 4.13 Relationship between Educational Attainment and Financial

Resources/Price Factors Affecting Decision Making of JRP Students

	Educational Attainment	Mean	Std. Deviation	Min	Max	ANOVA	p
Competitive rates per course	Some HS	3.51	0.917	1	5	6.721	.000
	HS Diploma	3.10	1.392	1	5		
	Some College, no deg	3.72	1.279	1	5		
	Bachelor degree	3.70	1.015	1	5		
	Graduate degree	4.07	1.069	1	5		
	Others	4.14	0.848	3	5		
Affordable tuition and rates fees	Some HS	3.29	1.072	1	5	5.278	.000
	HS Diploma	2.90	1.150	1	5		
	Some College, no deg	3.24	1.057	2	5		
	Bachelor degree	3.27	1.009	1	5		
	Graduate degree	3.73	1.218	1	5		
	Others	3.86	1.008	3	5		
Discounts & scholarships	Some HS	3.15	1.143	1	5	11.560	.000
	HS Diploma	2.50	1.450	1	5		

Table 4.13 Relationship between Educational Attainment and Financial Resources/Price Factors Affecting Decision Making of JRP Students (Cont.) 41

	Some College, no deg	3.76	1.596	1	5		
	Bachelor degree	3.16	1.231	1	5		
	Graduate degree	3.65	1.340	1	5		
	Others	2.00	0.544	1	5		
Different payment schemes	Some HS	3.10	1.284	1	5	10.653	.000
	HS Diploma	2.10	0.841	1	5		
	Some College, no deg	2.45	0.910	1	5		
	Bachelor degree	3.06	1.420	1	5		
	Graduate degree	3.28	1.387	1	5		
	Others	1.86	0.651	1	5		

c. School infrastructure and location or place factors resulted in a significant difference among the level of agreement of respondents and their educational attainment. The first factor, 'easily accessible by transportation', received an agreement from three groups (Some College-no degree, Graduate degree and others category) while the other three groups (Some High School, High School Diploma and Bachelor degree) stated a neutral response. The second factor, 'premises are conducive to learning', received agreed ratings from all groups except from respondents who gave neutral ratings under these two groups, Some High School and High School Diploma. The third factor, 'proximity to home' received a disagreement from respondents under Some High School group, an agreement from respondents under Others group and neutral responses from the other four groups. The fourth factor, 'centrally located in the city', received all neutral ratings from respondents regardless of educational attainment. Table 4.14 illustrates the ANOVA output for this test.

Table 4.14 Relationship between Educational Attainment and School Infrastructure and Location/Place Factors Affecting Decision Making of JRP Students

	Educational Attainment	Mean	Std. Deviation	Min	Max	ANOVA	p
Easily accessible by transportation	Some HS	3.01	1.153	1	5	8.913	.000
	HS Diploma	3.10	1.057	1	5		
	Some College, no deg	3.62	0.942	2	5		
	Bachelor degree	3.44	1.072	1	5		
	Graduate degree	3.96	1.182	1	5		
	Others	3.71	0.713	3	5		
Premises are conducive to learning	Some HS	3.34	1.080	2	5	7.071	.000
	HS Diploma	3.20	1.265	1	5		
	Some College, no deg	3.69	0.891	3	5		
	Bachelor degree	3.92	0.808	2	5		
	Graduate degree	3.91	0.865	1	5		
	Others	3.86	0.848	2	5		
Proximity to home	Some HS	2.37	1.138	1	5	7.559	.000
	HS Diploma	2.70	1.203	1	5		
	Some College, no deg	3.48	1.090	2	5		
	Bachelor degree	2.68	1.183	1	5		
	Graduate degree	3.04	1.341	1	5		
	Others	3.57	0.742	3	5		
Centrally located in the city	Some HS	2.55	1.059	1	5	5.284	.000
	HS Diploma	2.50	0.934	1	5		
	Some College, no deg	2.59	0.733	2	5		
	Bachelor degree	2.95	1.260	1	5		
	Graduate degree	3.25	1.222	1	5		
	Others	2.86	1.145	2	5		

d. The seven factors under the category Influence of various acquaintances or promotion factors resulted in significant differences among the level of agreement with the statements and the educational attainment of respondents. The first factor, 'recommended by family & friends', received all agreed ratings from respondents except from the group Some High School wherein respondents indicated a neutral stance. The second factor, 'recommended by previous school or company', received a disagreement from respondents under the group Some High School, an agreement from respondents under the group Graduate degree and neutral ratings from respondents of the other four groups. The third factor, 'school is advertised in TV commercial, newspaper ads, etc.', received neutral ratings from all respondents regardless of educational attainment. The fourth factor, 'school is advertised in social media sites', received neutral responses from respondents under the group Some High School, while the rest of the respondents agreed to the statement. The fifth factor, 'same school as friends', received neutral responses from two groups, respondents under the group Some College-no degree and Bachelor degree; the rest of the respondents agreed that the factor affects their decision making. The sixth factor, 'same school as siblings', received an agreement from respondents under the group High School Diploma, a disagreement from respondents who are under the group Bachelor degree and a neutral response from the other four groups. The seventh factor, 'parents chose the school', received a disagreement from four groups of respondents, Some College-no degree, Bachelor degree, Graduate degree and Others; the other two groups gave neutral responses. Table 4.15 illustrates the ANOVA output for this test.

Table 4.15 Relationship between Educational Attainment and Influence of Various Acquaintances/Promotion Factors Affecting Decision Making

	Educational Attainment	Mean	Std. Deviation	Min	Max	ANOVA	p
Recommended by family and friends	Some HS	3.21	1.398	1	5	3.852	.002
	HS Diploma	3.70	1.436	1	5		
	Some College, no deg	3.76	1.504	1	5		
	Bachelor degree	3.70	1.188	2	5		
	Graduate degree	3.95	1.311	1	5		
	Others	4.14	1.145	2	5		
Recommended by previous school or company	Some HS	1.90	0.868	1	5	23.870	.000
	HS Diploma	2.50	1.219	1	5		
	Some College, no deg	2.62	1.083	1	5		
	Bachelor degree	3.16	1.120	2	5		
	Graduate degree	3.52	1.302	1	5		
	Others	3.29	0.897	2	5		
School advertised in TV commercial, newspaper ads, etc.	Some HS	2.83	1.365	1	5	3.817	.002
	HS Diploma	3.00	1.432	1	5		
	Some College, no deg	2.79	1.346	1	5		
	Bachelor degree	3.28	1.350	1	5		
	Graduate degree	3.41	1.216	1	55		
	Others	2.57	0.504	2	5		
School advertised in social media sites	Some HS	3.14	1.465	1	5	12.261	.000
	HS Diploma	3.70	1.363	1	5		
	Some College, no deg	4.55	0.506	4	5		
	Bachelor degree	4.03	0.888	3	5		
	Graduate degree	4.16	0.974	2	5		
	Others	3.57	1.069	2	5		

Table 4.15 Relationship between Educational Attainment and Influence of Various Acquaintances/Promotion Factors Affecting Decision Making Continuation...

	Educational Attainment	Mean	Std. Deviation	Min	Max	ANOVA	p
Same school as friends	Some HS	4.08	1.020	1	5	8.270	.000
	HS Diploma	4.00	1.013	2	5		
	Some College, no deg	3.48	1.526	1	5		
	Bachelor degree	3.03	1.212	1	5		
	Graduate degree	3.57	1.440	1	5		
	Others	4.00	1.089	2	5		
Same school as siblings	Some HS	3.42	1.435	1	5	11.602	.000
	HS Diploma	3.70	1.018	2	5		
	Some College, no deg	2.90	1.372	1	5		
	Bachelor degree	2.48	0.923	1	5		
	Graduate degree	2.84	1.271	1	5		
	Others	2.14	1.008	1	5		
Parents chose the school	Some HS	3.45	1.298	1	5	30.837	.000
	HS Diploma	3.50	1.377	2	5		
	Some College, no deg	2.31	0.891	1	5		
	Bachelor degree	1.93	0.852	1	5		
	Graduate degree	2.26	1.135	1	5		
	Others	1.57	0.504	1	5		

e. The category Improvement in job performance factors resulted in a significant difference among the level of agreement of respondents and respondents' educational attainment. The first factor, 'experiential learning' received an agreed rating from all respondents except for the group High School Diploma wherein

respondents stated a neutral response. The second factor, 'school has a wide network where I can build contacts & connections', received neutral ratings from two groups of respondents, Some High School and High School Diploma, while the other four groups agreed that the statement affects their decision making. Table 4.16 illustrates the ANOVA output for this test.

Table 4.16 Relationship between Educational Attainment and Improvement in Job Performance Factors Affecting Decision Making of JRP Students

	Educational Attainment	Mean	Std. Deviation	Min	Max	ANOVA	p
Experiential learning	Some HS	3.52	0.731	3	5	8.609	.000
	HS Diploma	3.40	1.033	2	5		
	Some College, no deg	4.31	0.471	4	5		
	Bachelor degree	4.01	0.866	2	5		
	Graduate degree	3.97	0.918	1	5		
	Others	3.57	0.504	3	5		
School has a wide network where I can build contacts & connections	Some HS	2.81	1.251	1	5	25.192	.000
	HS Diploma	3.30	1.285	1	5		
	Some College, no deg	3.52	1.430	2	5		
	Bachelor degree	4.07	0.919	2	5		
	Graduate degree	4.28	0.873	1	5		
	Others	4.43	0.742	3	5		

4.4.4 Income vs. Factors Affecting Decision Making of Potential Students of JRP

H₀ : There is not a significant difference between income of respondents and factors affecting the decision to enroll in a personal development school.

H_a : There is a significant difference between income of respondents and factors affecting the decision to enroll in a personal development school.

Test : One-Way ANOVA

Confidence Level : 95%

Significant Factor: 'Relevant course of study' 0.000, 'School's good reputation' 0.000, 'Wide range of courses' 0.000, 'Competitive rates per course' 0.008, 'Affordable tuition and fees rates' 0.001, 'Discounts & scholarships' 0.000, 'Different payment schemes' 0.000, 'Easily accessible by transportation' .004, 'Premises are conducive to learning' 0.001, 'Centrally located in the city' 0.028, 'Recommended by family & friends' 0.000, 'Recommended by previous school or company' 0.001, 'School is advertised in social media sites' 0.000, 'Same school as friends' 0.000, 'Same school as siblings' 0.003 and 'Experiential learning' 0.000; Conclusion, reject the null hypothesis for 16 out of 20 factors, there is a significant difference between income and 16 factors affecting decision making of potential students of JRP.

To ascertain whether there is a significant difference among the level of agreement on different factors affecting the decision to enroll in a personal development school and the average monthly household income of respondents (divided into six ranges namely, respondents under less than 500,000 Kyat income range, respondents under 600,000-700,000 Kyat income range, respondents under 800,000-900,000 Kyat income range, respondents under 1,000,000-1,100,000 Kyat income range, respondents under 1,200,000-1,300,000 Kyat income range and respondents under more than 1,400,000 income range), the author conducted this test based on a 95% confidence level. The author concludes that the level of agreement on 16 out of 20 factors given, significantly differs among the respondents' average monthly household income. The means were analyzed and revealed the following results:

a. Employability/product factors resulted in a significant difference among the respondents' level of agreement and respondents' average monthly household income. All three factors, 'relevant course of study', 'school's good reputation' and 'wide range of courses', received an agreement to the statements from respondents regardless of their income. Table 4.17 illustrates the ANOVA output for this test.

Table 4.17 Relationship between Average Monthly Household Income and Employability/Product Factors Affecting Decision Making of JRP

Students

	Income	Mean	Std. Deviation	Min	Max	ANOVA	p
Relevant course of study	<500,000Kyat	4.27	0.674	3	5	9.306	.000
	600,000-700,000Kyat	4.45	0.504	4	5		
	800,000-900,000Kyat	4.67	0.610	3	5		
	1,000,000-1,100,000Kyat	4.42	0.663	3	5		
	1,200,000-1,300,000Kyat	4.60	0.719	2	5		
	>1,400,000Kyat	3.96	1.098	2	5		
	School's good reputation	<500,000Kyat	3.97	1.015	3		
	600,000-700,000Kyat	4.00	0.863	2	5		
	800,000-900,000Kyat	4.09	0.823	3	5		
	1,000,000-1,100,000Kyat	4.05	0.899	3	5		
	1,200,000-1,300,000Kyat	4.36	0.711	3	5		
	>1,400,000Kyat	3.70	0.984	2	5		
Wide range of courses	<500,000Kyat	3.79	0.696	3	5	10.062	.000
	600,000-700,000Kyat	4.09	0.676	3	5		
	800,000-900,000Kyat	3.56	0.918	2	5		
	1,000,000-1,100,000Kyat	4.42	0.663	3	5		
	1,200,000-1,300,000Kyat	4.25	0.695	3	5		
	>1,400,000Kyat	3.71	0.997	2	5		

b. Financial resources/price factors all resulted in a significant difference among the level of agreement to statements affecting their decision making and the average monthly household income of respondents. The first factor, 'competitive rates per course', received neutral ratings from respondents under two income ranges namely, respondents under the less than 500,000 Kyat income range and respondents under the 1,200,000-1,300,000 Kyat income range; respondents under the other four income ranges all agreed to the statement that it affects their decision making. The second factor, 'affordable tuition and rates fees' received neutral ratings from four income ranges (respondents under less than 500,000 Kyat income range, respondents under 800,000-900,000 Kyat income range, respondents under 1,200,000-1,300,000 Kyat income range and respondents under more than 1,400,000 income range) while respondents under the income ranges of 600,000-700,000 Kyat and 1,000,000-1,100,000 Kyat indicated that they agreed with the statement.

The third factor, 'discounts & scholarships' received an agreed response from respondents under the income range of 1,200,000-1,300,000 Kyat, a disagreement from respondents under the income range of 1,000,000-1,100,000 Kyat and neutral responses from the other four income ranges. The last factor under this category, 'different payment schemes', received a disagreement from respondents under the income range of 1,000,000-1,100,000 Kyat and the rest of the respondents under five other income ranges stated a neutral stance. Table 4.18 illustrates the ANOVA output for this test.

Table 4.18 Relationship between Average Monthly Household Income and Financial Resources/Price Factors Affecting Decision Making of JRP Students

	Income	Mean	Std. Deviation	Min	Max	ANOVA	p			
Competitive rates per course	<500,000Kyat	3.45	1.438	1	5	3.149	.008			
	600,000-700,000Kyat	4.18	1.040	2	5					
	800,000-900,000Kyat	3.69	1.136	1	5					
	1,000,000-1,100,000Kyat	3.84	1.067	1	5					
	1,200,000-1,300,000Kyat	3.48	1.207	1	5					
	>1,400,000Kyat	3.82	0.893	1	5					
	Affordable tuition rates and fees	<500,000Kyat	3.48	1.004	2			5	4.032	.001
	600,000-700,000Kyat	3.73	1.149	2	5					
800,000-900,000Kyat	3.31	1.120	1	5						
1,000,000-1,100,000Kyat	3.84	1.067	1	5						
1,200,000-1,300,000Kyat	3.04	1.215	1	5						
>1,400,000Kyat	3.43	1.066	1	5						
Discounts & scholarships	<500,000Kyat	3.30	1.334	1	5	5.207	.000			
	600,000-700,000Kyat	3.45	1.635	1	5					
	800,000-900,000Kyat	3.07	1.345	1	5					
	1,000,000-1,100,000Kyat	2.44	1.278	1	5					
	1,200,000-1,300,000Kyat	3.61	1.221	1	5					
	>1,400,000Kyat	3.10	1.243	1	5					
	Different	<500,000Kyat	3.30	1.591	1			5	7.115	.000

Table 4.18 Relationship between Average Monthly Household Income and Financial Resources/Price Factors Affecting Decision Making of JRP Students(Cont.)

payment	600,000-700,000Kyat	2.91	1.460	1	5
schemes	800,000-900,000Kyat	2.82	1.156	1	5
	1,000,000-1,100,000Kyat	1.86	1.037	1	5
	1,200,000-1,300,000Kyat	3.07	1.363	1	5
	>1,400,000Kyat	3.07	1.209	1	5

c. Three out of four factors under the category School infrastructure and location or place factors resulted in a significant difference among the level of agreement of respondents and their average monthly household income.

The first factor, ‘easily accessible by transportation’, received an agreement from respondents under two income ranges, 1,000,000-1,100,000 Kyat income range and 1,200,000-1,300,000 Kyat income range; the rest of the respondents under four other income ranges indicated a neutral standpoint for this factor. The second factor, ‘premises are conducive to learning’, received agreed ratings from all respondents regardless of the income range while the third factor, ‘centrally located in the city’, received all neutral ratings from respondents regardless of the income range. Table 4.19 illustrates the ANOVA output for this test.

Table 4.19 Relationship between Average Monthly Household Income and School Infrastructure and Location/Place Factors Affecting Decision Making

	Income	Mean	Std. Deviation	Min	Max	ANOVA	p
Easily accessible by transportation	<500,000Kyat	3.36	1.113	2	5	3.536	.004
	600,000-700,000Kyat	3.18	1.206	1	5		
	800,000-900,000Kyat	3.25	1.126	1	5		
	1,000,000-1,100,000Kyat	3.58	0.698	2	5		
	1,200,000-1,300,000Kyat	3.89	1.081	1	5		
	1,300,000Kyat						
	>1,400,000Kyat	3.44	1.240	1	5		
Premises are conducive to learning	<500,000Kyat	3.73	0.674	3	5	4.228	.001
	600,000-700,000Kyat	4.27	0.758	3	5		
	800,000-900,000Kyat	3.78	0.786	2	5		
	1,000,000-1,100,000Kyat	3.53	1.008	1	5		
	1,200,000-1,300,000Kyat	3.67	1.074	1	5		
	1,300,000Kyat						
	>1,400,000Kyat	3.54	1.053	2	5		
Centrally located in the city	<500,000Kyat	3.24	1.091	2	5	2.537	.028
	600,000-700,000Kyat	2.73	1.149	1	5		
	800,000-900,000Kyat	3.07	1.136	1	5		
	1,000,000-1,100,000Kyat	2.74	1.026	1	5		
	1,200,000-1,300,000Kyat	3.06	0.958	2	5		
	1,300,000Kyat						
	>1,400,000Kyat	2.67	1.328	1	5		

d. Five out of seven factors under the category Influence of various acquaintances or promotion factors resulted in significant differences among the level of agreement with the statements and the average monthly household income of respondents. The first factor, 'recommended by family & friends', received neutral ratings from two income ranges, respondents under the income range of 800,000-900,000 Kyat and respondents under the income range of more than 1,400,000 Kyat; respondents from the other four income ranges all agreed with the statement. The second factor, 'recommended by previous school or company', received a disagreement from respondents under the income range of 600,000-700,000 Kyat while the rest of the respondents under the other five income ranges stated that a neutral position for this factor. The third factor, 'school is advertised in social media sites', received neutral responses from respondents under the income range of 800,000-900,000 Kyat and respondents from the income range of more than 1,400,000 Kyat; the rest of the respondents found in the other four income ranges stated an agreement to the statement. The responses for the fourth factor, 'same school as friends', were divided into two; neutral responses from respondents with income of less than 900,000 Kyat and positive responses or an agreement to the statement for respondents with more than 1,000,000 Kyat average monthly household income. The fifth factor, 'same school as siblings' received all neutral responses regardless of the income of the respondents. Table 4.20 illustrates the ANOVA output for this test.

Table 4.20 Relationship between Average Monthly Household Income and Influence of Various Acquaintances/Promotion Factors Affecting Decision Making

	Income	Mean	Std. Deviation	Min	Max	ANOVA	p
Recommended by family and friends	<500,000Kyat	3.88	0.927	2	5	10.433	.000
	600,000-700,000Kyat	3.91	1.326	1	5		
	800,000-900,000Kyat	2.89	1.524	1	5		
	1,000,000-1,100,000Kyat	4.26	0.954	2	5		
	1,200,000-1,300,000Kyat	4.19	1.157	1	5		
	1,300,000Kyat						
	>1,400,000Kyat	3.43	1.359	1	5		
Recommended by previous school or company	<500,000Kyat	2.94	1.171	1	5	4.230	.001
	600,000-700,000Kyat	2.36	1.080	1	5		
	800,000-900,000Kyat	3.45	1.438	1	5		
	1,000,000-1,100,000Kyat	2.77	0.868	2	5		
	1,200,000-1,300,000Kyat	3.01	1.310	1	5		
	1,300,000Kyat						
	>1,400,000Kyat	2.79	1.295	1	5		
School is advertised in social media sites	<500,000Kyat	4.27	0.977	3	5	12.300	.000
	600,000-700,000Kyat	4.27	0.758	3	5		
	800,000-900,000Kyat	3.27	0.827	2	5		
	1,000,000-1,100,000Kyat	4.40	0.495	4	5		
	1,200,000-1,300,000Kyat	4.17	1.025	2	5		
	1,300,000Kyat						
	>1,400,000Kyat	3.46	1.455	1	5		

Table 4.20 Relationship between Average Monthly Household Income and Influence of Various Acquaintances/Promotion Factors Affecting Decision Making(Cont.)

Same school as friends	<500,000Kyat	3.24	1.091	1	5	5.178	.000
	600,000-700,000Kyat	3.18	1.352	1	5		
	800,000-900,000Kyat	3.09	1.378	1	5		
	1,000,000-	3.79	1.264	2	5		
	1,100,000Kyat						
	1,200,000-	3.92	1.400	1	5		
	1,300,000Kyat						
	>1,400,000Kyat	3.79	1.138	1	5		
Same school as siblings	<500,000Kyat	3.33	1.021	2	5	3.598	.003
	600,000-700,000Kyat	3.18	1.281	1	5		
	800,000-900,000Kyat	2.85	1.096	1	5		
	1,000,000-	3.33	1.358	1	5		
	1,100,000Kyat						
	1,200,000-	2.91	1.041	1	5		
	1,300,000Kyat						
	>1,400,000Kyat	2.62	1.440	1	5		

e. One factor under the category Improvement in job performance factors resulted in a significant difference among the level of agreement of respondents and respondents' average monthly household income.

The factor, 'experiential learning' received an agreed rating from all respondents regardless of the average monthly income of the respondents. Table 4.21 illustrates the ANOVA output for this test.

Table 4.21 Relationship between Average Monthly Household Income and Improvement in Job Performance Factors Affecting Decision Making

	Income	Mean	Std. Deviation	Min	Max	ANOVA	p
Experiential learning	<500,000Kyat	3.61	0.704	3	5	12.920	.000
	600,000-700,000Kyat	4.36	0.487	4	5		
	800,000-900,000Kyat	3.55	0.741	2	5		
	1,000,000- 1,100,000Kyat	3.81	1.160	1	5		
	1,200,000- 1,300,000Kyat	4.22	0.850	3	5		
	>1,400,000Kyat	3.56	0.787	2	5		

4.5 Summary

Chapter four of this study presented the data gathered and summarized the results in order for the author to discuss implications and recommendations in chapter five. The demographics of the respondents and an analysis of their level of agreement on factors presented in the questionnaire were also shown in this chapter. Relationships between variables were established and will be expounded on the next chapter.

CHAPTER 5

CONCLUSIONS, DISCUSSION AND RECOMMENDATIONS

As the service industry is still holding its position in the market, consumers are demanding for distinctiveness and individuality in terms of the kind and type of service being offered by service providers. The education and training services industry is also reformatting its business plan in a way that is catering to the needs of the market. The rise of personal development schools is becoming more prominent in the recent years and in several countries around the world. The role of personal development courses, like any other, is to improve the skills of an individual which eventually adds up to an individual's employability. However, Myanmar, a developing country in Asia, is still young when it comes to this type of service - personal development courses. In fact, John Robert Powers Personal Development School is one of the first personal development school in Myanmar. Realizing a successful fit between the motivating factors of potential students and the service being provided by this school, would greatly help in establishing a presence in the market. This study aims to identify factors that would affect the decision making of potential students of the school in terms of enrolling in personal development courses. Furthermore, this study intends to present results of analysis and implications that could prove to be beneficial for personal development schools in Myanmar. To achieve these objectives, the author reviewed several literatures to understand any influence this might have with the study, as well as to gain a comprehensive knowledge of the topic. Questionnaires were used to gather data and SPSS were used to translate the data into statistical information.

5.1 The Respondent's Background

To analyze the factors affecting the decision making of potential students of JRP in their decision to enroll in personal development courses, the author approached 400 Myanmar respondents to complete a survey questionnaire that contains questions regarding respondents' demographics and their perspective when it comes to influencing factors. A total of 400 questionnaires were distributed and completed.

A summary of the profile of the respondents are as follows: 55.0% of the respondents or 220 out of 400 are female while the rest are male; 78.3% or 316 of the total 400 respondents stated that they are from the age range of 13-39 years old, although 118 out of the 316 came from the age range of 13-19 years old; more than half of the respondents, or a total of 217 out of 400 stated that they either have a bachelor's degree or a master's degree; and lastly, 34.0% or 136 of the total respondents declared that an average monthly household income of 1.4 million Kyat and above.

5.2 Discussion of Findings

This study aims to investigate and analyze the influencing factors when it comes to the decision of potential students in enrolling for personal development courses in Myanmar. It also aimed to raise points in helping personal development schools in Myanmar with regards to their target market. The study focused on the data obtained through the use of the 400 completed questionnaires and links it to related literature gathered and reviewed in the second chapter.

According to the descriptive statistics generated by the author regarding factors that could affect the decision making of potential students, the author identified five categories of factors (employability, financial resources, school infrastructure and location, influence of various acquaintances, and improvement in job performance) that was used in the study. The author related these factors as well to the 4p's of marketing mix; employability factors as product factors, financial resources as price factors, school infrastructure and location as place factors, influence of various acquaintances as promotion factors.

The descriptive statistics on employability factors was identified by the author and respondents expressed their agreement towards the three factors in this category. More than half of the respondents conveyed that they agree that all three factors (relevant course of study, school's good reputation, and wide range of courses) under this category affects their decision to enroll in personal development courses. The

first factor, relevant course of study, received the highest response from the respondents (85.0% or 340 out of 400 respondents).

The descriptive statistics on the second category of factors, financial resources or price factors were verified by the author as to its influence in the decision of potential students to enroll in personal development courses. All four factors (competitive rates per course, affordable tuition and fees rates, discounts and scholarships, and different payment schemes) received positive responses from the respondents. The factor, competitive rates per course, received the highest number of positive responses (64.6% or 258 out of 400 respondents) wherein they agree that this factor affects their decision making.

Descriptive statistics on the third category, school infrastructure and location or place factors, revealed that 45.2% or a total of 180.8 out of 400 respondents, agree that the factors mentioned in this category (easily accessible by transportation, premises are conducive to learning, proximity to home and centrally located in the city) contributes to the decision of potential students of a personal development school. While on average, this category revealed a more positive response to the factors in this category, two of the factors received a higher negative frequency of answer than positive ones (that these two factors doesn't affect their decision to enroll in a personal development school). These two factors, proximity to home, which gained 7.1% more negative responses than positive ones, and centrally located in the city, attracting 10% more negative responses than positive ones.

The author also rendered the descriptive statistics of the fourth category which is the influence of various acquaintances or the promotion factors. Again on average, the respondents stated that all seven factors (recommended by family & friends, recommended by previous school or company, advertised in TV commercials, newspapers ads, etc., advertised in social media sites, same school as friends, same school as siblings, and the school was chosen by parents) affects their decision to enroll in a personal development school. The factors, school was recommended by family and friends and the school was advertised in social media sites, were the two

highest factors in this category in terms of frequency of positive responses. Although on average, this category received more positive responses than negative ones, three factors (school was recommended by previous school or company, same school as siblings and school was chosen by parents) received more negative responses than positive ones.

Lastly, the author also identified the descriptive results of the fifth category which is improvement in job performance factors. Two factors were mentioned under this category and they are experiential learning and wide network to build contacts and connections. Both of these factors received positive responses from the respondents.

In addition, an analysis on the significant differences of factors of the study was carried out using ANOVA. The ANOVA tests were performed in order for the author to address the hypotheses given in chapter 1. All 20 factors in the five categories were tested in order to know the effect on consumers' decision to enroll in a personal development school. Statistical differences between the level of agreement of respondents to the factors of the study and the demographics of respondents (gender, age, educational attainment and average monthly household income) were generated from the ANOVA tests. All factors that rejected the hypothesis mentioned below generated a significant factor at a 95% confidence level of below .05. A summary on the ANOVA results are as follows:

- a. Hypothesis 1: There is no statistical difference in the mean of employability as a motivator to students to enroll in personal development school.

The hypothesis is rejected for all three factors (relevant course of study, school's good reputation, wide range of courses) under this category when it comes to age vs. employability factors, educational attainment vs. employability factors and average monthly household income vs. employability factors; while it is accepted for all three factors for the analysis on gender vs. employability factors.

b. Hypothesis 2: There is no statistical difference in the mean of financial resources as a motivator to students to enroll in personal development school.

For the first test, gender vs. financial resources factors, the first factor (competitive rates per course) rejected the hypothesis while the second test, age vs. financial resources factors, the first and second factors (competitive rates per course and affordable tuition and fees rates) rejected the hypothesis. As for the third and fourth test, educational attainment vs. financial resources factors and average monthly household income vs. financial resources factors, all four factors (competitive rates per course, affordable tuition and fees rates, discounts and scholarships, different payment schemes) rejected the hypothesis.

c. Hypothesis 3: There is no statistical difference in the mean of school infrastructure and location as a motivator to students to enroll in personal development school.

Only one factor (centrally located in the city) from the first test, gender vs. school infrastructure and location factors, rejected the hypothesis while three factors (easily accessible by transportation, premises are conducive to learning, centrally located in the city) from the fourth test, average monthly household income vs. school infrastructure and location factors, rejected the hypothesis. As for the second and third test, age vs. school infrastructure and location factors and educational attainment vs. school infrastructure and location factors, all four factors (easily accessible by transportation, premises are conducive to learning, proximity to home, centrally located in the city) under this category rejected the hypothesis.

d. Hypothesis 4: There is no statistical difference in the mean of influence of various acquaintances as a motivator to students to enroll in personal development school.

Two factors (school is advertised in TV commercial, newspaper ads, etc. and school is advertised in social media sites) from the first test, gender vs. influence of

various acquaintances factors, rejected the hypothesis while five factors (recommended by family and friends, recommended by previous school or company, school is advertised in social media sites, same school as friends, and same school as siblings) from the fourth test, average monthly household income vs. influence of various acquaintances factors, rejected the hypothesis. As for the second and third test, age vs. influence of various acquaintances factors and educational attainment vs. influence of various acquaintances factors, all seven factors (recommended by family and friends, recommended by previous school or company, school is advertised in TV commercial, newspaper ads, etc., school is advertised in social media sites, same school as friends, same school as siblings and parents chose the school) under this category rejected the hypothesis.

e. Hypothesis 5: There is no statistical difference in the mean of improvement in job performance as motivator to students to enroll in personal development school.

Only one factor (school has a wide network to build contacts and connections) from the first test, gender vs. improvement in job performance factors, rejected the hypothesis while another factor (experiential learning) from the fourth test, average monthly household income vs. improvement in job performance factors, rejected the hypothesis. As for the second and third test, age vs. improvement in job performance factors and educational attainment vs. improvement in job performance factors, both factors (experiential learning and school has a wide network to build contacts and connections) under this category rejected the hypothesis.

Results of this research study verify that several influencing factors in the decision to enroll in a personal development school comes into play among different types of consumers, in this case, demographics of potential students. One of the objectives of the study which aimed to identify factors that could affect the decision of potential clients to enroll in a personal development course/school, was concluded by the findings of the study.

Moreover, the results of the research are connected to the results of the researches which the author had studied before.

After comparing results of two countries in the article “Motivators of choosing a management course: A comparative study of Kenya and India” (Nyaribo et al, 2012) it was evident that there was a significant difference between the Kenyan and Indian respondents on three motivators: employability, finance, and institutional infrastructure. On the other two motivators – acquaintance and job performance – there was no significant difference between the respondents from India and Kenya.

Influence of acquaintance was the most important factor in determining the choice of university to pursue MBA in Kenya. Lack of information about MBA courses still exists in Kenya and that is why word of mouth still prevails. While in India this factor is also important as parents motivate their children to take up management course.

Employability was discovered to be the major factor for Indian respondents. A master degree is considered to be a gateway to employability as most of Indian students in MBA courses are fresh from Bachelors’ programs. In Kenya most of MBA students are already employed and mostly are self financers of the masters programs. In India the students are more price sensitive and are eager to enroll in scholarship programs.

Parents and peer influence was proved to be one of the motivators as well. Comments from family, peers, and faculty tend to be the main sources of information that have an impact on students (Beggs, 2008). Students are more likely to enroll in classes that will be supported by their social network.

Parents’ pressure due to funding of their children’s education is the other factor that is related to enrollment is parents’ pressure that comes along simply because they are the ones who pay for their childrens’ education (Ricafort, 2010). On this note, children’s choice of schools (also on courses, programs etc.) will be just a mimic of their parents’ decision.

Myanmar in this case being a neighbor country with India has similar motivation factors for potential students to enroll.

5.3 Conclusion and Implications

An insight and a deeper understanding on the perspective of potential students of personal development school in Myanmar was obtained after the analysis of data gathered. The three research objectives mentioned in chapter 1, guided the study on how to examine the data thereby the answers to these objectives are necessary to formulate the conclusions of the study.

The first and second objective is interrelated to each other and deals with the identification and analysis of factors that affect the decision of potential students of personal development courses in Myanmar. In the course of the study, the author gathered the data needed in identifying and verifying the influence of twenty factors, categorized into five sets (employability, financial resources, school infrastructure and location, influence of various acquaintances and improvement in job performance), with the decision to enroll in personal development courses. Descriptive statistics were generated to determine the frequency on the level of agreement of respondents with regards to the twenty factors of the study. In general, all twenty factors received a positive response from the respondents, stating that these factors are essential in their decision whether to enroll or not in personal development courses/school. Based on the study data, although a positive response was generated on average for all twenty factors of the study, a few factors (school's proximity to the student's home, centrally located in the city, school was recommended by previous school/company, same school as siblings, school was chosen by parents) still received a bit much higher than the positive responses. The author concludes that since the demographics of the respondents came from the age group of 20 to 39 years old, a more mature age, and that their educational attainment mostly comes from a bachelor's degree or graduate degree, they would tend to disagree or give a neutral response to the factors mentioned above, especially to the three factors under the category influence of various acquaintances which are recommended by previous school or company, same school as siblings, and school was chosen by parents. These type of respondents tend to be much more influenced by employability factors, financial resources factors and improvement in job performance factors, as much evidenced in the ANOVA tests.

The third research objective focused on the managerial implications derived from the results of the study to better explain the effects of these factors in the decision making of potential consumers and to help target the correct market. Due to the demand for a better skilled workforce, consumers of the education and training industry are now also demanding for a more targeted approach in addressing their needs. Personal development schools are becoming more known in this area of addressing their need. The results of this study implies that all the twenty factors provided by the author affects the decision making of potential students of a personal development school. But there still certain factors that certain consumers value more than the other. An example of this is the improvement in job performance factors wherein most of the respondents who already attained a bachelor or graduate degree and also respondents who are more matured in terms of the age range considers it more before making a decision. While the factors valued more by younger respondents and those who only attained High School level are from the category influence by various acquaintances, wherein they value factors such as same school as friends or siblings, recommended by family and friends, and advertised in social media sites, more than financial resources factors or school infrastructure and location factors wherein they stated either a neutral stance to the statement or a disagreement that the statement affects their decision making. Finally, the author would like to suggest that the fit between the marketing strategy and the factors that potential students indicated in this study as being important to them is essential in the recruitment of these potential students.

5.4 Recommendation for Further Research

As there have been little to none when it comes to previous researches regarding personal development schools, the author would like to suggest a few issues that can be explored which could provide more insights for administrators of personal development schools or consumer behavior of Myanmar residents with regards to education and training services.

- As we all know that personal development schools have been a booming industry in several countries, a comparative report on how they retain the market

share in that country compared to the factors of retention of students in personal development schools in Myanmar – an organization point of view.

- Retention factors – a comparative report on the organization point of view and the students' perspective.
- Different media platforms such as tv/radio commercials, print ads such as newspaper ad, magazine ad and billboards, social media sites, use of celebrity endorsement and other advertising tools, to know what works in targeting the right market in Myanmar.



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APPENDIX A

SURVEY QUESTIONNAIRE

“Factors Affecting Potential Students to Enroll in John Robert Powers Personal Development School in Myanmar”

Dear Respondents,

Thank you for taking the time to complete this questionnaire. Any information you provide will be kept confidential and will be used for academic and analytical purposes only. Please read the questions and answer as best as possible.

I. Demographics

1. Gender Male Female
2. Age

<input type="checkbox"/> 12 & below	<input type="checkbox"/> 20 – 29	<input type="checkbox"/> 40 & above
<input type="checkbox"/> 13 – 19	<input type="checkbox"/> 30 – 39	
3. Educational Attainment

<input type="checkbox"/> Some High School	<input type="checkbox"/> Bachelor’s Degree
<input type="checkbox"/> High School Diploma	<input type="checkbox"/> Graduate Degree
<input type="checkbox"/> Some College, no degree	<input type="checkbox"/> Others
4. Average Monthly Household Income

<input type="checkbox"/> Less than 500,000 Kyat	<input type="checkbox"/> 1,000,000 – 1,100,000 Kyat
<input type="checkbox"/> 600,000 – 700,000 Kyat	<input type="checkbox"/> 1,200,000 – 1,300,000 Kyat
<input type="checkbox"/> 800,000 – 900,000 Kyat	<input type="checkbox"/> 1,400,000 Kyat and above

II. Factors Affecting Decision to Enroll in John Robert Powers Personal Development School in Myanmar

Indicate whether you agree or disagree with the statements provided as with regards to your decision in enrolling in a personal development course.

5	Strongly Agree
4	Agree
3	Neither Agree Nor Disagree
2	Disagree
1	Strongly Disagree

Employability/Product Factors	5	4	3	2	1
1. The school offers a relevant course of study (e.g. personality development such as image enhancement, improving verbal communication skills, effective interactive skills, etc.).					
2. The school is known for its good reputation in the field of study (personality development).					
3. The school offers a wide range of courses targeting the needs of students.					
Financial Resources/Price Factors	5	4	3	2	1
1. The school offers competitive rates per course.					
2. The school offers an affordable tuition and fees rates.					
3. The school offers discounts and scholarships.					
4. The school offers different payment schemes (i.e. cash basis, installment basis, by credit card, etc.)					
School Infrastructure and Location/Place Factors	5	4	3	2	1
1. The school is easily accessible by private and public transportation.					
2. The school premises is conducive to learning.					
3. The school is near my home.					
4. The school is in the middle of the city.					
Influence of Various Acquaintances/Promotion Factors	5	4	3	2	1
1. The school was recommended by family, friends, etc.					
2. The school was recommended by my previous school/company.					
3. The school was advertised in TV commercials, newspaper ads, billboards, etc.					
4. The school was advertised in social media sites.					
5. My friends go to the same school.					
6. My siblings go to the same school.					
7. My parents chose the school for me.					
Improvement in Job Performance Factors	5	4	3	2	1
1. The school offers experiential learning through courses conducted as workshops.					
2. The school has a wide network where I can build contacts and connections that could help me in my career.					

THANK YOU!!!

APPENDIX B

SURVEY QUESTIONNAIRE – Coding Plan

“Factors Affecting Potential Students to Enroll in John Robert Powers Personal Development School in Myanmar”

Dear Respondents,

Thank you for taking the time to complete this questionnaire. Any information you provide will be kept confidential and will be used for academic and analytical purposes only. Please read the questions and answer as best as possible.

III. Demographics

5. Gender

- 1 Male 2 Female

6. Age

- 1 12 & below 3 20 – 29 5 40 & above
 2 13 – 19 4 30 – 39

7. Educational Attainment

- 1 Some High School 4 Bachelor’s Degree
 2 High School Diploma 5 Graduate Degree
 3 Some College, no degree 6 Others

8. Average Monthly Household Income

- 1 Less than 500,000 Kyat 4 1,000,000 – 1,100,000 Kyat
 2 600,000 – 700,000 Kyat 5 1,200,000 – 1,300,000 Kyat
 3 800,000 – 900,000 Kyat 6 1,400,000 Kyat and above

IV. Factors Affecting Decision to Enroll in Personal Development Courses

Indicate whether you agree or disagree with the statements provided as with regards to your decision in enrolling in a personal development course.

5	Strongly Agree
4	Agree
3	Neither Agree Nor Disagree
2	Disagree
1	Strongly Disagree

Employability/Product Factors	5	4	3	2	1
4. The school offers a relevant course of study (e.g. personality development such as image enhancement, improving verbal communication skills, effective interactive skills, etc.).	5	4	3	2	1
5. The school is known for its good reputation in the field of study (personality development).	5	4	3	2	1
6. The school offers a wide range of courses targeting the needs of students.	5	4	3	2	1
Financial Resources/Price Factors	5	4	3	2	1
5. The school offers competitive rates per course.	5	4	3	2	1
6. The school offers an affordable tuition and fees rates.	5	4	3	2	1
7. The school offers discounts and scholarships.	5	4	3	2	1
8. The school offers different payment schemes (i.e. cash basis, installment basis, by credit card, etc.)	5	4	3	2	1
School Infrastructure and Location/Place Factors	5	4	3	2	1
5. The school is easily accessible by private and public transportation.	5	4	3	2	1
6. The school premises is conducive to learning.	5	4	3	2	1
7. The school is near my home.	5	4	3	2	1
8. The school is in the middle of the city.	5	4	3	2	1
Influence of Various Acquaintances/Promotion Factors	5	4	3	2	1
8. The school was recommended by family, friends, etc.	5	4	3	2	1
9. The school was recommended by my previous school/company.	5	4	3	2	1
10. The school was advertised in TV commercials, newspaper ads, billboards, etc.	5	4	3	2	1
11. The school was advertised in social media sites.	5	4	3	2	1
12. My friends go to the same school.	5	4	3	2	1
13. My siblings go to the same school.	5	4	3	2	1
14. My parents chose the school for me.	5	4	3	2	1
Improvement in Job Performance Factors	5	4	3	2	1
3. The school offers experiential learning through courses conducted as workshops.	5	4	3	2	1
4. The school has a wide network where I can build contacts and connections that could help me in my career.	5	4	3	2	1

BIOGRAPHY

NAME	Alexey Naumov
DATE OF BIRTH	05/05/1986
EDUCATION	
2007	MASTER DEGREE Master's Degree (with honours), International Relations Moscow State University of International Relations Moscow, Russia
WORK HISTORY	
2007-2011	Attaché, Consulate General of Russia in Ho Chi Minh City, Vietnam
2012-2013	Third Secretary, Second Secretary, Embassy of Russia in Myanmar