



Predictor of Parents' Satisfaction towards Chinese Language Teaching: A Case Study of Banrakpasa Language School in Thailand

Jingjing Huang

Master of Education (Education Management) Mahidol University, Thailand
Corresponding author, E-mail address: jingjinggoodjob@hotmail.com

Abstract

The objective of this research is designed to survey parental satisfaction towards Chinese language at Banrakpasa Language School in Thailand. Parents' satisfaction was based the experiences that the parents have with the school, meeting the expectation of parents was the most importance for improving their satisfaction. Parents are the keys to their children's education; therefore, knowing their satisfaction can help improve the teaching and learning Chinese in Banrakpasa School. Researcher distributed questionnaires with 5 likert scale to 234 parents who send their children to learn Chinese in Banrakpasa Language School in the academic year of 2017. The statistical technique for interpreting the data and testing the research hypotheses are Mean, Standard Deviation and Multiple Regression Analysis. The result has been showed that school environment, teaching quality, school reputation, parental involvement can influence parents' satisfaction towards Chinese language teaching in Banrakpasa Language School of Thailand.

Keywords: *Parents' Satisfaction, Chinese Teaching, Language School*

1. Introduction

Learning a language is the way of creating tool to gain more knowledge. Nowadays, faced with the global trend of information technology and the new economy, parents are choosing to send their children to study Chinese as well as English; as a result, Chinese education is rapidly growing, leading to the opening of many Chinese tutorial schools as part of Non-Formal Education over the past few years. In 2008, around 153,600 students were studying Chinese in Non-Formal Education across China. Most of them thought that Chinese would be useful for further study or working.

Parents with higher rates of participation in school activities are more satisfied. Parents of successful students tend to be more satisfied than parents of less successful students (Antikainen, 2006). Satisfaction is also seen to correlate with how parents feel informed about their child's school experiences (Badri, Mason, & El Mourad, 2010). Increasing parents' satisfaction is considered one way of improving the quality of the schools (Badri, Mason, & El Mourad, 2010).

As one of the most popular schools in its local region, Banrakpasa Language School succeeded in teaching Chinese. Banrakpasa Language School originated by Mr. Jack Huang or T. Shun, the owner of the institute, who has passion in education and language teaching. In 2002, he started teaching English and Chinese to some students at his house. Later on, the number of students increased. Mr. Jack's house cannot accommodate large amount of students so he moved to open classes at Crystal Town Home Village Club. Over 15 years, Banrakpasa Language School keeps growing by the support of lovely students and parents. It focus on improving the quality of teaching and aim to develop every single student to become expert in the language they love. Banrakpasa Language School also opened its franchise and is accepted by the Franchise Business Community in Thailand. And it has 13 branches established in Bangkok and other provinces for implementing the needs of parents and students in Thailand. In addition, Banrakpasa Language School is to serve everyone with fun and happiness language learning.

According to the annual report Banrakpasa Language School, there were more than 10% of dissatisfied parents in Banrakpasa Language School has been choose to move their children to other schools in many situations, since 2016 year. This problem caused the primary job for school leaders and principals to increase parents' satisfaction. And with the school exploring and innovating plan, the school leaders and the teachers want to know more about the parents' satisfaction toward Chinese language learning so as to



improve the Chinese department management and finally benefit to the students and the parents in Thailand. Moreover, researcher is one of the Chinese teachers in Banrakpasa Language School. So researcher is interested to study parents' satisfaction toward Chinese teaching and learning in Banrakpasa Language School that teaching Chinese language is very important in Thailand.

Parents are the keys to their children's education; therefore, knowing their satisfaction will help improve the teaching and learning Chinese in Banrakpasa School. Additionally, the results from this study will provide some important information about standardizing Chinese language teaching school in Thailand. To study parents satisfaction towards Chinese Language Teaching at Banrakpasa Language School. The benefits of this study is to understand the general situation of parent's satisfaction in Thailand. Results of this study should bring researchers understanding of the underlying factors explaining parent satisfaction and other group of variables to a higher level by introducing and testing a mixed structural equations model. To study the factors affecting parent satisfaction towards Chinese Language Teaching at Banrakpasa Language School. Finding more complex causal effects of parent satisfaction constructs, knowing such causal relationships could carefully diagnose school factors by which parents perceive and evaluate their children's school. The findings of this study might suggest the presence of causal links between the constructs in the model factors that other researchers focus on in order to study more in parent satisfaction.

This researcher tried to identify factors which determine the satisfaction of patents' towards Chinese teaching and learning in Banrakpasa language school. According to the above purposes, this study's independent variables included school environment, teaching quality, education institution, and parental involvement, while the dependent variables were the parents' satisfaction towards Chinese teaching and learning in Banrakpasa language school.

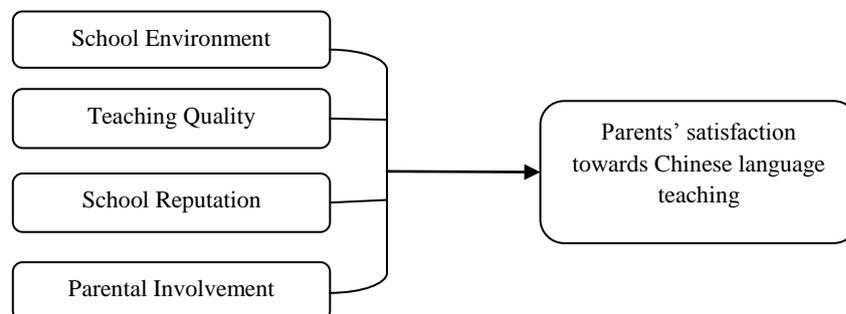


Figure 1 Conceptual Framework

For this research, researcher applied four independent variables which are school environment, Teaching quality, school reputation, parental involvement, and for dependent variable is parents' satisfaction. Research has been studied from John et al., (2006), Masood (2011) and Isabelle et al., (2011), got the conceptual and theory of parent satisfaction. Then, after researcher studied related previous studies, researcher found that Kare (2011) had studied relationship between parent satisfaction with school reputation, Gencay and Barış (2012) got influence between service qualities which include teaching quality towards parent satisfaction. And Mizyed et al., (2015) made research between school environments, parental involvement with parent satisfaction.

For analysis the factors impact on parents satisfaction, the previous related studies has been studied with the factors of school environment, teaching quality, school reputation. John et al., (2006) study investigated a scale developed to measure parents' satisfaction with experiences of various aspects of their child's early education program. Kare (2011) investigate the direction and strength of the relationships between school reputation, parent satisfaction and parent loyalty. Masood (2011) identifies a structural equation model (SEM) of parent satisfaction with specific subjects taught in their children's schools.



Isabelle et al., (2011) identify parent and child characteristics which could influence parent satisfaction with preventive health services designed to detect preschool children with speech and language (SL) delay. Gencay and Barış (2012) investigate the effect of the dimensions (reliability, tangibility, responsiveness, assurance and empathy) of service quality in primary education on parent satisfaction. Mizyed et al., (2015) described the procedure of developing an instrument for measuring parental satisfaction with the services that disabled children and their parents received.

2. Objectives

To study parents satisfaction towards Chinese Language Teaching at Banrakpasa Language School.

To study the factors affecting parent satisfaction towards Chinese Language Teaching at Banrakpasa Language School.

3. Materials and Methods

Research Design

This study was designed using quantitative methods to study the satisfaction of parent towards Chinese teaching and learning in Banrakpasa Language School. This research process carried out quantitative method. The researcher used the sample survey method as the data collection process and preceded into the statistical test steps. And also used the survey method to distribute the composition of questionnaires to collect the information from the respondents.

Population and Sample

The population of this study were the parents from Banrakpasa Language School, consisted of 601 parents in 13 branches from academic year 2017 of Banrakpasa Language School of Thailand. This study will be conducted in Banrakpasa Language School during the school academic year 2017-2018. The sample for this research study consisted of 234 parents from Banrakpasa Language School as per Krejcie & Morgan (1970), who should be studied at Banrakpasa Language School at least one term.

The numbers of the parents from each branch was calculated using proportion to find out as shown in the table 1, the simple random sampling drawing lot method was used to get the required sample from the school.

Table 1 School branches sampling of parents' population from the school

	School Branches	Population	Sample
1.	Saima	120	47
2.	Chaengwattana 41	25	10
3.	Pin Klao	28	11
4.	North Pattaya	15	6
5.	Chiang Dao	20	7
6.	Loei	52	20
7.	Nam Daeng	34	13
8.	Chinnakhet	17	7
9.	Ngamwongwarn 23	53	21
10.	Sakon Nakhon	36	14
11.	Mukdahan	42	16
12.	Chai Pakan	74	29
13.	Nawamin	85	33
	Total	601	234

Instruments

The questions from questionnaires had been review by the 3 qualified experts in the related field and researcher can get the content validity from the questionnaire. The index of item objective congruence (IOC) of this questionnaire from expert 1 is 1, and IOC from expert 2 is 1 as well, however, the IOC from expert 3 is 0.65. The average score of IOC of questionnaires in this study is 0.88 which is more than 0.5; it



means that the questions are all acceptable. And the researcher has been collected 40 data by distributed questionnaires to respondents and got the summary of reliability test as following. The result from calculation of Alpha test are all more than 0.7, it means that all questions are consistent and reliable to apply as the research instrument for this study.

Data Collection

The researcher sought prior permission for collecting data from the director of Banrakpasa Language School, Thailand. And based on the permission from the concerned authorities, the researcher visited the school and distributed the questionnaires with the guidelines and then allowed then one week to response to the questions. Final the researcher collected all the questionnaires which designed by 5-Likert after a week, checked if the respondents and completed the questionnaire, and maintained the confidence of the data.

Data Analysis

Researcher conduct statistical analysis by Pearson's Correlation Coefficient which was used to compare parent satisfaction towards Chinese teaching at Banrakpasa Language School, and use Multiple Regression Analysis (MRA) to look for variable that affecting parents' satisfaction

4. Results and Discussion

Table 2. Mean, Standard Deviation and Respondents Perception of Parents' Satisfaction (n=234)

Statement	Mean	S.D.	Level
1. Chinese language achievement is essential for future career	3.52	1.278	High
2. Appropriate teaching media	3.50	1.304	High
3. Appropriate learning extra activities	3.43	1.218	High
4. Supporting student teaching and learning	3.15	1.220	Moderate
5. Assignment and homework appropriate with content	3.38	1.217	Moderate
6. Always reporting student learning to the parents	3.36	1.233	Moderate
7. Admire and encourage to student	3.46	1.183	High
8. Supporting the student who had learning problem	3.23	1.300	Moderate
9. Consult student learning with the parents	3.32	1.082	Moderate
10. School information announcement to the parents	3.48	1.219	High
11. The school has met all my expectations	3.31	1.146	Moderate
12. Overall, Banrakpasa is a happy school	3.72	1.167	High
13. The school encourages parents to be involved in its life and work	3.34	1.209	Moderate
14. My child enjoys being at Banrakpasa	3.52	1.116	High
15. I am satisfied with my child's curriculum	3.35	1.279	Moderate
16. My child is encouraged by staff to become mature and independent	3.39	1.186	Moderate
17. The children are well behaved at school	3.47	1.146	High
18. The school acts quickly on parents' ordinary suggestions and concerns	3.57	1.133	High
19. The school is good at providing extra learning support when required	3.42	1.170	High
20. I would recommend this school to others	3.38	1.170	Moderate
Total	3.415	1.1988	High

Note: Levels: (1.00-1.80) = Lowest; (1.81-2.60) = Low; (2.61-3.40) = Moderate; (3.41-4.20) = High; (4.21-5.00) = Highest

The variable of Parents' Satisfaction get total mean of 3.415, and total standard deviation of 1.1988. The analysis shows that "Overall, Banrakpasa is a happy school" get highest mean of 3.72, and "Supporting student teaching and learning" get lowest mean of 3.15. And "Appropriate teaching media" get highest standard deviation of 1.304, and "Consult student learning with the parents" get lowest standard deviation of 1.082.

**Table 3.** Model Summary

Model	R Square	Adjusted R Square	Std. Error of the Estimate
1	.948 ^a	.898	.29748

a. Predictors: (Constant), Parental Involvement, School Environment, Teaching Quality, School Reputation

Table 4. ANOVA

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	178.999	4	44.750	505.673	.000 ^a
	Residual	20.266	229	.088		
	Total	199.265	233			

a. Predictors: (Constant), Parental Involvement, School Environment, Teaching Quality, School Reputation

b. Dependent Variable: Parents' Satisfaction

Table 5. Analysis of Regression between School Environment, Teaching Quality, School Reputation, and Parental Involvement towards Parents' Satisfaction

Independent Variables	b	Standardized Coefficients (Beta)	t	Sig.
School Environment	.404	.451	10.192	.000
Teaching Quality	.210	.200	5.454	.000
School Reputation	.108	.113	2.875	.004
Parental Involvement	.220	.260	6.246	.000
Constant	.191	X	2.285	.023

N = 234; R² = .898; Adjusted R² = .897; F = 505.673; Sig. F ≤ 0.01

The independent variables which School Environment (Sig = 0.000), and Teacher Quality (Sig = 0.000), and School Reputation (Sig = 0.004), and Parental Involvement (Sig = 0.000) can predict parents' satisfaction significantly. Meanwhile, the results also indicated that all independent variables had multicollinearity coefficient (R²) of 0.898 and all of the independent variables could explain the variation of career choice at 89.7 percent (Adjusted R²).

The regression equation as following:

$$\hat{Y} (\text{Parents' satisfaction}) = 0.191 + 0.404 (\text{School Environment}) + 0.210 (\text{Teacher Quality}) + 0.108 (\text{School Reputation}) + 0.220 (\text{Parental Involvement})$$

Hypothesis 1: School environment does significantly influence parents' satisfaction towards Chinese language teaching. The significant level was set at Alpha 0.05. The findings of multiple regression analysis revealed that school environment does significantly influence parents' satisfaction towards Chinese language teaching, whose p-value < .05.

Hypothesis 2: Teaching Quality does significantly influence parents' satisfaction towards Chinese language teaching. The significant level was set at Alpha 0.05. The findings of multiple regression analysis revealed that teaching quality does significantly influence parents' satisfaction towards Chinese language teaching, whose p-value < .05.

Hypothesis 3: School reputation does significantly influence parents' satisfaction towards Chinese language teaching. The significant level was set at Alpha 0.05. The findings of multiple regression analysis revealed that school reputation does significantly influence parents' satisfaction towards Chinese language teaching, whose p-value < .05.

Hypothesis 4: Parental involvement does significantly influence parents' satisfaction towards Chinese language teaching. The significant level was set at Alpha 0.05. The findings of multiple regression analysis revealed that parental involvement does significantly influence parents' satisfaction towards Chinese language teaching, whose p-value < .05.

Discussion

After analysis hypothesis by multiple regression model, researcher has been find that school environment, teaching quality, school reputation, parental involvement can influence parents' satisfaction towards Chinese language teaching in Banrakpasa Language School of Thailand. Many previous studies



have been showed the relationship between related variables and parents' satisfaction. Bauch, P., & Goa, H. (2000) observed that school environment may have negative influence on students' academic achievement especially, and also influence parents satisfaction, if such environment lacks good school climate, instructional materials, discipline, physical facilities, has poor teacher quality, type of location of school is questionable, there is small class size and over population of students in classrooms. Kuruzm, (2001) mentioned that teacher quality has a significant role in education. Increasing the educational teacher quality is a universal agenda at all educational levels. Teacher's quality is considerable because of that it is not only training students for the next educational step, but also equipping them for the life with necessary main skills. In Kuruzm, (2001) study, teacher quality has a significant effect on parent's satisfaction level in the parents' perception by the school. It is seen in the findings parents give importance that staff or teachers are polite and trustable. Research by Helgesen and Nettet (2007) found that student satisfaction is an important antecedent to the reputation of higher education institutions, supporting the arguments rooted in Heider's and Festinger's assumptions. Therefore, based on the preceding discussion, there is a strong indication that parents are likely to attribute a good reputation to a school that fulfils or surpasses their expectations. And Kare (2011) got results showed that high levels of parent satisfaction positively impacted parent-based school reputation, supporting a causal clarification of the satisfaction-reputation relationship in an educational context. School reputation can be used as a valuable means of assessing the results of the school's multiple activities. School reputation may even be considered as a stable and reliable indicator of schools' ability to satisfy parent's expectations. Gencay, İ., & Barış, A. (2012) model for parental involvement suggests that parents are motivated to be involved in their children's education for three major reasons: first, because they have constructed roles for themselves that include involvement in their child's schooling; second, they experience a personal sense of efficacy for helping their child succeed in school, meaning that they believe they are able to make a difference in their child's education; and third, they respond to the demands of both their children and their children's schools regarding opportunities for involvement. Related to these major reasons for parental involvement, Gencay, İ., & Barış, A. (2012) outline several ways in which parents can exercise involvement in their child's education: parents can assist their child at home; they can participate at their child's school; they can communicate with their child about school; they can accept invitations from the school and collaborate with the school to better help their child in school; and finally, they can believe their actions, attitudes, and abilities make a difference in their child's education (sense of efficacy).

5. Conclusion

The result has been showed that school environment, teaching quality, school reputation, parental involvement can influence parents' satisfaction towards Chinese language teaching in Banrakpasa Language School of Thailand. Managers of Banrakpasa Language School should create awareness to parents that they should play their role in ensuring safety and security of children in and outside the school. This can be done by reminding parents to ensure that their children are taken to school and picked from school by familiar people to the school. The school management should ensure that safety and security measures are put in place like fencing of school compound using safe and appropriate materials, having basic firefighting and first aid materials and equipment, clearing the compound of long grass regularly, ensuring that children are picked by familiar people, ensuring that visitors coming to school are well screened and their details captured among others. Managers should continuously monitor and evaluate the quality of Chinese language school education services they offer. The managers can design tools to measure parents satisfaction with the services offered to them and their children. This will enable the school management to identify areas of strengths and weaknesses. It will also connect with the parents who are their core customers to get their feelings. This is also a very critical school-parent partnership strategy. School reputation is critical, which was been indicated significantly influencing parents' satisfaction towards Chinese language teaching. The manager of school should built and promote school reputation for parents and into education market by taking participate in an educational and social activities, and promote their high education performance through the social media.



The study was conducted only in Banrakpasa Language School of Thailand. It is necessary for a national survey should be done to find out the level of parent's satisfaction with the quality of Chinese language education in Thailand. Further research is needed to find out factors that influence parents' satisfaction of all language school in Thailand.

6. Acknowledgements

Firstly, I would like to express my gratitude to my supervisor –Asst. Prof. Dr. Arisara who has been constantly giving me helpful advices and orientation during my thesis process. This work would not have been possible without his input.

Thank you to those who helped me in other regards such as data collection, questionnaires reviews, and questionnaires distribution. Many thanks to those who participated in this research study. Special thanks to my friends for all the required support. Finally, I am thankful to my families for their sincere supports during this period. I also would like to thank my opponents and school mates for all the constructive criticism and recommendations that helped me to develop and improve my thesis. I am grateful to have been brought up in an environment that encouraged making the most of great opportunities; this has allowed my passion for learning and prosper

7. References

- Antikainen, A. (2006). In search of the Nordic model in education. *Scandinavian Journal of Educational Research*, 50, 229–243.
- Badri, M., Mason, S., & El Mourad, T. (2010). Determinants of parent's satisfaction with subjects taught and the effects of school factors, parent's demographics and school's characteristics. *Proceedings of Canada International Conference on Education*, April 26-28, Toronto, Canada.
- Bauch, P., & Goa, H. (2000). Contributions of parents' school opinions and reasons for choice their willingness to support Catholic high schools: a structural model. American Educational Research Association, New Orleans, LA.
- Gencay, İ., & Barış, A. (2012). An Evaluation of the Relationship between Service Quality in Primary Education and Parent Satisfaction. *International Journal of Business and Management*, 7 (18).
- Helgesen, O. and Nettet, E. (2007), What accounts for students' loyalty? Some field study evidence, *International Journal of Educational Management*, 21 (2), 126-43.
- Helgesen, O. and Nettet, E. (2007), What accounts for students' loyalty? Some field study evidence, *International Journal of Educational Management*, 21 (2), 126-43.
- Isabelle, B., et al. (2011). Factors influencing parent satisfaction with preventive health services for the early detection of speech and language delay in preschool children. *Open Journal of Preventive Medicine*, 1 (3), 135-142.
- John, F., et al. (2006). Parent Satisfaction with Educational Experiences scale: A multivariate examination of parent satisfaction with early childhood education programs. *Early Childhood Research Quarterly*, 21 (2006), 142–152.
- Kare, S. (2011). School reputation and its relation to parents' satisfaction and loyalty. *International Journal of Educational*, 25 (7).
- Krejcie, R. and Morgan, D.W. (1970) Determining Sample Size for Research Activities. *Educational and Psychological Measurement*, 30, 607-610.
- Kuruzm, A. (2001). A maximization model to satisfy the perceived quality in education. *METU Studies in Development*, 28(2), 127-141.
- Masood, B. (2011). Drivers of Parent Satisfactrion with Subjects Taught in Their Children's Schools: A Test of Causality. *International Journal of Education Research*, 6 (2).
- Mizyed, A. H., et al. (2015). Development of a scale of measuring parental satisfaction with services available for disabled children in Jordan. *International Journal of Special Education*, 30 (1).