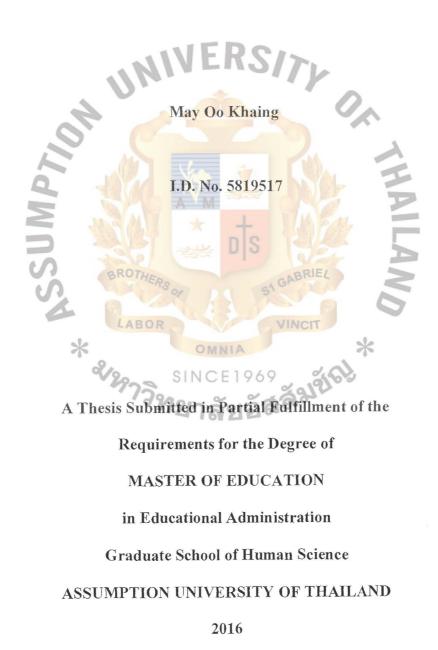


A COMPARATIVE STUDY ON THE EXPECTED AND ACTUAL SERVICE QUALITY PERCEIVED BY THE STUDENTS AT BOARDING HOUSES OF ST. FRANCIS XAVIER SISTERS IN PATHEIN DIOCESE, MYANMAR

May Oo Khaing

A Thesis Submitted in Partial Fulfillment of the Requirements for the Degree of MASTER OF EDUCATION in Educational Administration Graduate School of Human Science ASSUMPTION UNIVERSITY OF THAILAND A COMPARATIVE STUDY ON THE EXPECTED AND ACTUAL SERVICE QUALITY PERCEIVED BY THE STUDENTS AT BOARDING HOUSES OF ST. FRANCIS XAVIER SISTERS IN PATHEIN DIOCESE, MYANMAR





Thesis Title: A COMPARATIVE STUDY ON THE EXPECTED AND ACTUAL

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ABSTRACT

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Thesis Title: A COMPARATIVE STUDY ON THE EXPECTED AND ACTUAL

SERVICE QUALITY PERCEIVED BY THE STUDENTS AT BOARDING HOUSES OF ST. FRANCIS XAVIER SISTERS IN PATHEIN DIOCESE, MYANMAR

Thesis Advisor: DR. YAN YE

This study attempted to determine and compare the service quality of the St. Francis Xavier Sisters' boarding houses as perceived by the students before they joined the boarding houses and while they were staying there. The objectives of this study were (1) to determine the students' expected perception on service quality before they stay in Sisters' Boarding Houses of Pathein Dioceses, Myanmar. (2) to determine the students' actual perception on service quality while they stay in Sisters' Boarding Houses of Pathein Dioceses, Myanmar. (3) to compare the students' expected and actual perception towards service quality in Sisters' Boarding Houses in Pathein Diocese, Myanmar. This study was conducted in ten boarding houses of St. Francis Xavier Sisters in Pathein Diocese, Myanmar.

There were 225 boarding students from grade 8 to 11 got involved in this study. The researcher adopted the questionnaire based on Bashir et al/ (2012) which

aimed to signify the Service quality of five dimensions: namely tangibles, reliability, responsiveness, assurance and empathy at St. Francis Xavier Sisters' boarding houses. Then the data was analyzed using Descriptive Statistics (Frequency and Percentage, Mean and Standard Deviation) and Paired-sample t-test.

The study found that the total and individual service quality of St. Francis Xavier Sisters' boarding houses before they stayed and as they stayed there were high. And there was a significant difference between the expected and actual perception towards service management in Sisters' Boarding Schools of Pathein Diocese, Myanmar. The researcher discussed on the findings and recommended to initiate a culture of continuous improvement for the boarding houses which must be allied to regular monitoring and evaluation. And boarding in-charge Sisters are also recommended to foster positive attitudes to evaluation activities, both internal and external, may be considered an example of an effective practice in the enhancement of learning, achievement and the creation of a modern boarding environment.

Field of Study: Educational Administration Student's signature..... **Graduate School of Education** Advisor's signature

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CHAPTER I

INTRODUCTION

This chapter explores the introduction of the study which describes the background of the study, namely background of the boarding houses, involvement of the Catholic Church in education, education and the role of the religious boarding houses in Myanmar. It also presents the statement of the problem, research questions, research objectives, research hypothesis, scopes and limitation of the study, definitions of terms and significance of the study.

Background of the Study

A boarding house is a place where individuals can access accommodation, food, cleaning and other services for a fee for one or more days and nights (Hodges, Sheffield, & Ralph, 2013). According to Hodges, Sheffield, and Ralph (2013) a boarding house was expected to provide a home for boarders in the absence of their normal homes. Therefore, the staff in the boarding houses, in the cases of students, had the responsibility of providing parental care and fosters the development of students in all spheres including health, social, emotional, and intellectual growth. Further, Hodges, Sheffield, and Ralph (2013) argued that the boarding environment was a community that was highly regulated and offered opportunities and activities for the development and learning of students within its residence.

The boarding school system had been used in many countries to give housing to students near their schools. In Australia, the dispersion of communities and populations across the country has been cited as necessitating the movement of families and students to boarding schools in search of quality education (Benveniste, Guenther, Dawson, & Rainbird, 2014; Hodges, Sheffield, & Ralph, 2013). According to Benveniste et al. (2014) the provision of boarding facilities in Australia offered students a stable learning environment, with access to quality education, infrastructure, and accommodation. These facilities were majorly used by students from remote or very remote areas of the country (Benveniste et al., 2014). In Thailand, apart from the normal boarding facilities for students, there were boarding houses that have been developed and are managed to house migrant children from Burma. These students had been classified as refugees in Thailand and arrive in the country due to conflicts in their country (Akiyama et al., 2013).

According to the Congregation for Catholic Education (1977), the need for Christian intervention in education was essential due to the pluralistic nature of the society. This education was expected to nurture a Christian mentality in human beings and instill values and positive behavior in the young generation (Congregation for Catholic Education, 1977). The Catholic Church's involvement in education was expected to provide education in an environment that fosters development and formation of an upright character. The church had for many centuries been involved in providing education for people. The most important aspect of the involvement of the Church was the provision of education and support to children from deprived and poor backgrounds (Brennan, 2012; Lopez, 2016). The Catholic Church, in this regard, had contributed to the establishment of schools as well as boarding facilities for children attending schools all over the world.

Episcopal Commission for Education (ECE), Catholic Bishops' Conference of Myanmar is one of commissions of Catholic Bishop' Conference of Myanmar (CBCM). CBCM is the Conference of the Bishops, the highest superior body of the Catholic Church in Myanmar formed on 24th December 1962. ECE always works under the guidance of Church leaders and in partnership with local authority, ethnic groups and community leaders at all levels. The main role of ECE is accessing to Catholic education for improved quality of life for vulnerable children in the Boarding Houses. And it also attempts to gain improved quality teaching, promotes child- centered teaching and learning methods in the Catholic Church of Myanmar.

ECE is enhancing the capacity of the teachers both in boarding houses and community or church-based schools with practical knowledge and skills in order that they themselves can improve their capacity in teaching methodologies and learning. Aside from that they will be able to improve themselves and the lives of individual children in boarding houses and schools as well. By providing necessary trainings to the teachers in boarding houses they were be able to uplift the overall living standard of the poor and the marginalized regardless of creed and nationality. It would be materialized through giving the boarding in-charges the followings: such as proper care and guidance, Call Passion, Education & Model Educators, Communication Skills and Problem Solving, Discipline with Love, Human Development, Food and Nutrition, Contagious diseases, Personal Hygiene, Health & SINCE diet, Understanding how children learned, Multiple intelligences, Practical Sharing from model boarding houses, Learning journey to boarding house, Faith Education, Enrichment lessons on Fridays, Guitar, Keyboard, Dance, Bible sharing every Sunday, Retreat, Child rights and child protection, Good Management in Boarding Houses, and etc.

Since its existence, ECE has been putting forth its effort to minimize the problems and needs of our young people in boarding houses, to eliminate the suffering of the poor and the needy who are the majority in the many townships, to boost up their subsistence, and to improve their living standard. ECE works in partnership with Diocesan Education Commission and Diocesan and Karuna Myanmar Social Services in the Catholic Church of Myanmar.

Being under the umbrella of the hierarchical nature of the Roman Catholic Church, Sisters of St. Francis Xavier Congregation is one of the religious congregations and the first locally founded congregation among the women religious in Myanmar established in 1897. It was founded to educate the indigenous women by running boarding schools in Myanmar. All the administrative tasks of the congregation are conducted in Pathein, the origin and center of congregation, and spread throughout the country in thirteen dioceses out of sixteen dioceses in Myanmar. Almost every convent of the St. Francis Xavier Sisters has a boarding house and boarding students. So the Sisters are contributing their service in the Church united with the concern of the Catholic Bishops' conference of Myanmar and its Episcopal Commission of Education.

A Statement of the Problem

The provision of boarding services to students had been found to be an SINCE 1960 important component that enhances education achievements among the students (Bashir, Sarki, & Samidi, 2012). Education achievements, in this case, had been facilitated by the increased number of extra hours for study as well as the extra support provided to the students by the teachers. Boarding houses, therefore, offered services that include but not limited to accommodation, health, safety, food, academic support, and social support among others to meet the needs of the students (Bashir, Sarki, & Samidi, 2012; Pfeiffer, Pinquart, & Krick, 2016). In the boarding schools set up, better provision of the latter services played a significant role in enhancing the academic performance of students as well as the preference of the houses by both students and parents (Bashir, Sarki, & Samidi, 2012). Therefore, the better the quality of the services are managed, the better the outcome of the perceived needs of the students.

Considerable efforts have been put forward by the Sisters of St. Francis Xavier Congregation to improve the quality of boarding services with regard to food, education support, health, and social support as they sought to facilitate the education of indigenous women. However, based on the feedbacks from some students who had left the boarding facility managed by the Sisters of St. Francis Xavier, and personal experience of the researcher being a member of the congregation for 19 years, some of the students' needs went unfulfilled. This, therefore, meant that the efforts made by the Sisters Congregation did not adequately satisfy the expectations of the boarders with regard to quality service provision. The unfulfilled expectations of the students would be instrumental in portraying the boarding houses negatively to parents and potential occupants of the facilities.

Limited studies in the area of service quality in boarding houses have been conducted. In addition, studies related to service quality in boarding houses in Myanmar are also limited. Therefore, in an effort, to improve the quality of service management in boarding houses managed by the Sisters Congregation in a manner that would boost the education needs of students, this study sought to find out the students' perception of the expected and actual service management of the boarding houses managed by Sisters of St. Francis Xavier in Pathein Diocese. This study, therefore, carried out a comparison between the actual and expected perceptions of the students in the boarding facilities to identify the areas of weaknesses and strengths in the quality of services offered by the Sisters Congregation so as to aid planning and service quality improvement.

Research Questions

The followings are the research questions to find the answers for this study:

- What is the students' expected perception on service quality before they stay in Sisters' Boarding Schools of Pathein Dioceses, Myanmar?
- 2. What is the students' actual perception on service quality while they stay in Sisters' Boarding Schools of Pathein Diocese, Myanmar?
- 3. Is there any difference between the expected and actual perception towards service quality in Sisters' Boarding Schools of Pathein Diocese, Myanmar?

Research Objectives

This research was conducted for the following objectives:

- 1. To determine the students' expected perception on service quality before they **LABOR** stay in Sisters' Boarding Houses of Pathein Dioceses, Myanmar.
- To determine the students' actual perception on service quality while they stay in Sisters' Boarding Houses of Pathein Dioceses, Myanmar.
- 3. To compare the students' expected and actual perception towards service quality in Sisters' Boarding Houses in Pathein Diocese, Myanmar.

Research Hypothesis

There is a significant difference between the students' expected and actual perception towards service quality in Sisters' Boarding Houses in Pathein Diocese, Myanmar.

Theoretical Framework

This study was theorectically based on the service quality based on Service Quality model, which was developed by Zeithaml, Parasuraman, & Berry (1998).

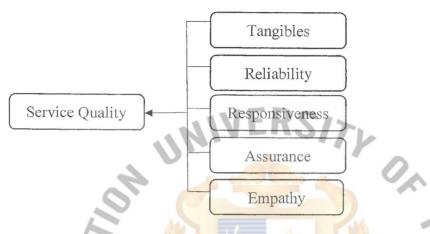


Figure 1. Service Quality Model (SERVQUAL)

The developers of this SERVQUAL model acknowledged the absence of an appropriate and objective measure for assessing service quality hence resorting to the use of customer's perception of quality. Zeithaml, Parasuraman, & Berry (1998), therefore, defined service quality as the customer's judgment of an organization's excellence utilizing the perception on quality as the service quality defining factor. This SERVQUAL five dimension model consisting of reliability, assurance, tangible, responsiveness, and empathy provides a sufficient structure of service quality that can be utilized to measure the quality of services at the boarding houses managed by the Sisters of St. Francis Xavier in Pathein Diocese. The model was, therefore, focused on the difference between the perceived services and customer's expectation. To plan, enhance service quality, and measure the satisfaction of customers can be facilitated using this model through the identification and assessment of customers' expectations.

The reliability dimension seeks to ensure that the services offered by the boarding houses are dependable and accurate. Assurance dimension seeks to ensure that the staff of the boarding houses inspire trust and confidence among the boarders. Empathy dimension seeks to assess the extent to which caring and individualized services are offered to the boarders by the staff. Responsiveness dimension seeks to assess the willingness of staff to assist and respond to the boarders' needs. Finally, tangibles dimension assesses the state of physical facilities and equipment used in the boarding houses.

Conceptual Framework

The expected and actual service quality of the St. Francis Xavier Sisters' boarding houses were measured in five dimensions of SERVQUAL model: Tengibles, Reliabilities, Responsiveness, Assurance, and Empathy.

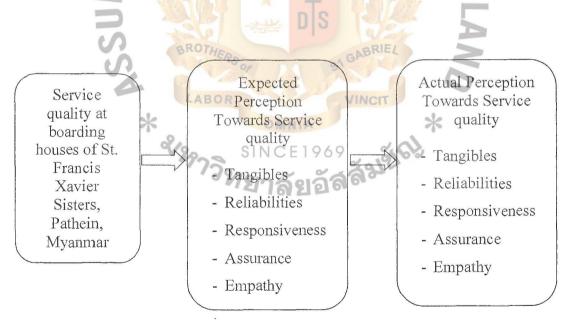


Figure 2. Conceptual Framework

Scope of the Study

This study was conducted in Pathein diocese, a portion of a district in the Ayeyarwady region, Myanmar. The study included only female students of Grade 8-11 at Catholic religious sisters of St. Francis Xavier boarding houses as the boarding house only takes in female students in Pathein Diocese, Myanmar. The current students studying in the academic year 2016-2017 were studied. They answered the questionnaires which determined the different levels of expected service quality and actual service quality of St. Francis Xavier Sisters' boarding houses. Therefore, the findings of this study were limited to this population and generalization to other settings needs to be carried out with caution. The study will also be cross-sectional and not able to draw conclusions on a cause-effect perspective of variables.

Definitions of Terms

The study had developed the following definition of terms:

Academic support – It refers to a wide variety of instructional methods, educational services (tuition outside class), or school resources provided to students in the effort to help them accelerate their learning progress, catch up with their peers, meet learning standards, or generally succeed in school.

- **Boarding House** In this study refers to a residence for the secondary and high school students attached to the convent of the sisters where food and lodging, pastoral and social care are provided with the reasonably low payment.
- **Boarding in charge** It refers to a Sister and staff who is assigned to administer the students who joined the boarding house under the care of St. Francis Xavier Sisters.

Congregation - It refers to an assembly of persons or things; especially a group of sisters a group of religious persons under a common rule and supreme executive authority in the religious order, while the general chapter has legislative authority. **Diocese** - It refers to a territorial unit of administration under the supervision of a bishop divided into parishes under the care of priests.

Nationalization – It refers to the process of a government taking control of a company or industry, which generally occurs without compensation for the loss of the net worth of seized assets and potential income.

Pathein Diocese – It refers to a Diocese in Ayeyarwady Region, southern part of Myanmar in the Catholic Church of Myanmar.

Service quality – It refers to a measure based on a set of five dimensions which have been consistently ranked by customers to be most important for service quality

Tangibles: It refers to appearance of physical facilities, equipment, personnel, and communication materials. In this study questionnaire, question items 1-4 were used to measure this dimension.

Reliability: It refers to ability to perform the promised service dependably and accurately In this study questionnaire, question items 5-9 were used to measure this dimension.

Responsiveness: willingness to help customers and provide prompt service. In this study questionnaire, question items 10-14 were used to measure this dimension.

Assurance: It refers to knowledge and courtesy of employees and their ability to convey trust and confidence; In this study questionnaire, question items 15-19 were used to measure this dimension.

Empathy: It refers to the caring, individualized attention the firm provides its customers. In this study questionnaire, question items 20-25 were used to measure this dimension.

Sisters - It refers to the women who belongs to a particular religious order approved by the Holy See (Vatican Office) and takes the vows of poverty, chastity, and obedience. Their vows are publicly accepted by superiors in the name of the Church. They live an active vocation of both prayer and service, often to the needy, ill, poor, and uneducated.

Sisters of St. Francis Xavier Congregation – It refers to one of the diocesan religious congregations among the 26 women religious congrégations in Myanmar officially approved by the Roman Catholic Church.

Significance of the Study

The findings of this study may serve as several implications for different stakeholders. First, the St. Francis Xavier Sisters Congregation would be able to assess the service quality of their boarding house in line with the mission of Myanmar Catholic Church and make relevant improvements in the quality of their overall service.

Secondly, these findings would facilitate the Boarding in charge to manage and improve the service quality in order to achieve students' learning, social, and emotional achievement.

The third importance of this study was that the students' perceptions of their learning and boarding environment would be established and inform on the relevant actions to make improvements. Fourthly, the other religious congregations in Myanmar would benefit by getting information from this survey that would help them in evaluating and improving their own boarding houses.

Finally, future researchers could get information from this study and extend the findings in broader areas and perspective in their respective areas in education in Myanmar.



CHAPTER II

REVIEW OF RELATED LITERATURE

Running and managing a boarding house for students requires considerations on the services being offered to the students. The sisters of St. Francis Xavier in Pathein Diocese provide boarding facilities for girls with limited access to education in Myanmar. These sisters are expected to meet the physical, health, social, and care needs for all the students in their care. Therefore, it is vital to understand how they can or are meeting these expectations. This study seeks to establish the expected and actual service quality of the boarding houses managed by the sisters of St. Francis Xavier in Pathein Diocese. This section outlines the findings of a review of the literature on the service quality and support provided by boarding houses and schools for students.

Service Quality Model

The capability of understanding a client's perception of a particular service offered by a boarding house is crucial. Service providers would, therefore, be interested in developing avenues for measuring the client's perception of service quality. Some of the studies that had been conducted had focused on the client's expectations to determine their perceptions. The perception of services by clients were therefore made in relation to their expected service quality. Understanding and measuring of service quality had therefore attracted focus among researchers. On one hand, service quality had been considered as a multi-dimensional aspect as opposed to a one-dimensional aspect that can attract several judgments (Ziethaml & Bitner, 2003). On the other hand, the service quality framework proposed by Parasuraman et al. (1988) had been instrumental in bringing forward the five dimensions upon which service quality could be understood and ascertained. The dimensions included responsiveness, reliability, empathy, assurance, and tangibles.

Reliability was one of the core dimensions utilized in measuring clients' perception towards the quality of a service. Reliability was, therefore, the ability of the provider of the service to execute a particular service dependably and accurately. Service providers were therefore keen to understand the expectations of clients' with respect to reliability. In the context of the current research, the reliability of boarding services could be assessed on whether the services are received in a timely manner as well as ensuring the performance of correct or error-free services to students (Parasuraman et al., 1988; Bashir, Sarki, & Samidi, 2012).

Responsiveness had also been brought forward as another important dimension in measuring service quality. This dimension focused on the attentiveness and promptness to deal with different clients' concerns, requests, questions, complaints, and problems. Responsiveness had therefore been perceived as a dimension that can measure the provider's ability to help clients as well as delivering prompt services to the same. In the process of assessing the service delivery by the client, it was necessary to give preference to the clients' point of view as opposed to the organizations perspective. In the context of the current research, therefore, lower perception levels could be maintained by the students in the event that the boarding houses did not consider the views of students in the process of managing the houses. Therefore, responsiveness could be determined by the staffs' ability to offer prompt services and the willingness to assist students in the event that they were required to do so (Parasuraman et al., 1988; Bashir, Sarki, & Samidi, 2012). Empathy dimension had also been suggested as an important aspect in assessing service quality. This dimension had been used to show that the clients were unique and special. Service providers, in most cases, had used the empathy dimension to inculcate a positive impression in the minds of the clients (Ziethaml & Bitner, 2003). The dimension had therefore been utilized by the providers to make clients feel that they were taken care of in a special manner and that they had received the needed attention as well. In the boarding school setting, therefore, empathy would be assessed based on the special attention provided by the boarding house staff and whether specific requirements of students were well understood by the boarding staff (Parasuraman et al., 1988; Bashir, Sarki, & Samidi, 2012).

Parasuraman et al. (1988) also brought forward assurance dimension to further assess service quality. Assurance, according to the authors, focusses on staffs' knowledge, courtesy, and ability to attain trust and confidence of the clients. In this case, therefore, when addressing clients courtesy must be given preference to inspire more confidence and trust among the same. The developed trust and confidence would be instrumental in creating a link between management and the clients. In the context of the current study, assurance could be assessed through the exercise of courtesy by the boarding staff and the whether boarding staff possessed adequate knowledge for handling students' problems.

Lastly, tangibles dimension was also brought forward by Parasuraman et al. (1988) to assess the quality of services offered by service providers. According to the authors, tangibles refered to the physical representation of services used by clients to perform a quality evaluation. Ziethaml & Bitner (2003) further depict tangibles as the physical appearance of equipment, facilities, communication materials, and personnel among others. The authors further suggested that in order to develop an efficient service quality plan, tangibles together with other dimensions are to be used collectively. In the current study, for instance, boarding house management could utilize responsiveness dimension and tangibles collectively to deliver cleaning and health services that are above board.

Several studies had also been conducted to test the applicability of the framework developed by Parasuraman et al. (1988) with regard to assessing service quality (Bashir, Sarki, & Samidi, 2012: Hamzah, 2009). The study conducted by Bashir, Sarki, & Samidi (2012) therefore sought to test the applicability of the latter framework by evaluating students' perception on the service quality of boarding house accommodation. In order to achieve the aim of their study, the authors formulated 6 hypotheses focusing on the variables suggested by the service quality framework. The first hypothesis sought to find out whether the demographic characteristics of students affected the perception of service quality. The second to the sixth hypotheses sought to associate reliability, responsiveness, assurance, empathy, and tangibles with a higher perception of service quality by the students respectively. The authors collected primary data from three institutions of higher learning in Malaysia in an effort to facilitate an analysis that would support or reject the hypotheses. In view of the fact that the study sought to test an existing theory, the study adopted a deductive approach in research. The study also utilized the quantitative research method to conduct the research. Data was further analyzed using means, standard deviation, and Pearson correlation test using SPSS version 17 software. Using 90 percent confidence interval, the applicability of the entire service quality framework was not supported based on the findings of the study. With reference to the results of the study, the first hypothesis was not supported. However,

the other five hypotheses were supported because of the reported significant relationships. The latter, therefore, implied that the service quality framework was fully applicable in research.

Predictors of Student Housing Satisfaction

Theoretical underpinnings of housing satisfaction

In view of the premise that the improvement of services in boarding houses will seek to increase the satisfaction of the boarders in an effort to meet their expectations, a review of theory seeking to provide an understanding of the forces behind residential satisfaction is salient. Francescato et al. (1989) developed a robust view of residential satisfaction by conceptualizing satisfaction as a multi-faceted construct and attitude which has affective, cognitive, and behavioral dimension. The cognitive approach relates to the boarders' evaluation of both general and specific elements of residential quality. In addition, the concept of residential satisfaction expressed by boarders or residents greatly relied on the comparisons made between their expected standards and the situations they actually experience (Canter & Rees, 1982). The affective approach perceived residential satisfaction as an experience of gratification derived from staying at a place and the feeling associated with such a place. In addition, residential satisfaction was viewed as a function of the pleasure or gratification derived from the experiences with the dwelling (Weidemann & Anderson, 1985). The behavioral approach explored housing satisfaction as the attitude of the residents, that is, their behavioral intentions (Speare, 1974). Two other approaches namely the aspiration-gap and the purposive approaches had been forwarded to provide an understanding of satisfaction. Satisfaction, according to the

aspiration-gap approach, was measured by the gap between the users' aspired and actual needs (Amole & Mills-Tettey, 1998). However, purposive approach measures satisfaction as the degree or extent to which the environment inhibits or enhances the users' goal (Canter & Rees, 1982). The concept of residential satisfaction is therefore very essential in the study of student housing.

Previous studies on the predictors of student housing satisfaction

Studies have suggested that there were several factors that influence satisfaction levels among students in boarding facilities (Khozaei, Ayub, Hassan, & Khozaei, 2010; Akinluyi, 2015). These factors contribute significantly to the students' expectations especially when influenced by satisfaction levels. In other words, satisfaction among the students was crucial in the generation of expectation. Bringing forward an understanding of some of the predictors of students' satisfaction would be crucial for the current study because they would reveal some of the forces behind the formation of expectations among the students in boarding houses. A study carried out by Khozaei, Ayub, Hassan, & Khozaei (2010) sought to find out some of the factors that predicted the satisfaction of students living in boarding houses. The study was SINCE1969 carried out at an institution of higher learning in Malaysia where students were 12612 boarding both within and out of the institution. The study, therefore, incorporated a sample of 288 students where 68 were males and 220 were females. A boarding house satisfaction questionnaire was generated and administered among the participants of the study. The questionnaire included 28 items which included but not limited to boarding population, boarding security, house exterior, food quality, and maintenance of cleanliness among others. The focus of the study, though, was on the most

important factors that predicted satisfaction. The responses from the participants were rated on a 5 point rating scale that ranged from very satisfied to very dissatisfied.

The results of the study revealed that the most important factors that predicted satisfaction among the students utilizing the boarding houses were a distance from the learning institution, fees levied, boarding house security, room safety, room facilities, and room size. The study further revealed that the satisfaction levels of students leaving within the institution and those leaving out of the institution were not significantly different from each other. Moreover, the study ascertained that the most significant factors that influenced satisfaction levels among the students were a distance from the learning institution, boarding house population, transport system used by the boarding house, room safety, boarding house security, and the size of the room. The study, therefore, concluded that, by providing an understanding of the predicting factors of student satisfaction, the boarding house management would undertake adequate action that would improve the occupants' satisfaction levels. The relevance of this study to the current research was based on the premise that expectations, which the current research will focus on are significantly affected by the determinants of satisfaction. Therefore it would be salient to understand the forces behind the formation of expectations. This study under review will also be significant in providing the direction on the study design, methods, and the composition of the questionnaire as a tool.

The study conducted by Akinluyi (2015) also brought forward important insights about several social and physical qualities boarding students' value, which further affects their satisfaction and expectations. The study, therefore, evaluated the social and physical qualities to ascertain their influence on satisfaction levels among the students. To attain this objective, the study adopted a survey method which incorporated 5605 participants from eight hostels in a university in Nigeria. The data collected for the research were analyzed using inferential and descriptive statistics. The findings of the study categorized the social and physical qualities of interest to the students into three namely aesthetic, functional, and structural qualities. Among the functional qualities that students were interested in and which affected their satisfaction the location of the sanitary facilities, the size of the rooms, the number of occupants, the arrangement of fittings and the fixtures in the room, and the general quality of the hostel were the significant ones. With regard to the structural qualities, the study found out that safety from indoor injury and slippery floor, quality of the hostel construction, and the fittings in the hostel were of essence to the students. The acsthetic qualities students found significant included the general beauty and attractiveness of the houses.

The relevance of the study to the current research was based on the fact that it brings out some of the aspects students may use make judgments on their **ABOR** expectations on the quality of services offered by the boarding houses. For instance, students in the boarding houses may find the arrangement of fittings and fixtures as well as the number of occupants relevant in judging the quality of services in the boarding environment.

Boarding Setting as an Enhancer of Personal Growth – Social and Emotional Support

Boarding schools have been associated with various myths in a manner that portrays the institution negatively. Firstly, boarding schools have been perceived as places where troublesome students who are being 'disposed away' are sent by their parents. Secondly, boarding students are associated with troubled home lives. Thirdly, boarding settings are perceived as breeding areas for students' alcohol and drug consumption. Lastly, bullying activities undertaken by some students negatively affects their subjects' self-esteem hence their personal development (Association of Boarding Schools, 2016).

In response, therefore, to the latter myths, studies have found out that boarding schools are instrumental in playing a direct role in imparting ethics and personal values among students as well as enhancing a range of desirable traits in a motivating and supportive environment. A study conducted by The Association of Boarding Schools in an effort to unravel the truth about boarding schools while utilizing more than 2700 students in secondary schools and alumni from boarding schools found out that more time was spent on homework as compared to day students. The results also revealed that 95 percent in boarding as opposed to 86 percent in day schools were satisfied with their academic experience.

A study was carried out by Pfeiffer, Pinquart, and Krick (2016) to ascertain the link between boarding school and the social development of students. The study was conducted in nine Germany schools among school children between 12 and 19 years old. A total of 701 students, 404 from day school and 297 from boarding school, took part in the study. There were differences between the two groups of respondents in terms of demographics, which were controlled for in the analysis. Data for the study was collected from the students through a questionnaire and elicited information on the social behavior, social goals, and social support of the individual.

The experience of living in a boarding school environment was found to lead to better autonomy of the students compared to those living at home with their parents or guardians (Pfeiffer, Pinquart, & Krick 2016). In addition, the authors reported that students in boarding schools experienced greater independence in creating and sustaining romantic relationships. Students from day schools had a better sense of belonging in terms of peer-grouping compared to their counterparts in boarding schools. In terms of social support differences, students from boarding schools perceived getting more support from teachers and less from parents while day scholars reported more social support from parents and less from teachers. However, both groups quantified support from parents and their peers to be greater than that from their teachers.

This study suggests that boarding schools may be required to provide more support in helping students form social relationships with other people. In additions, parents with children in boarding schools may need to offer more support for their social wellbeing (Pfeiffer, Pinquart, & Krick 2016).

In relation to fostering desirable traits, boarding students had been found to be associated with higher levels of discipline, maturity, critical thinking, and independence. Greater opportunities for leadership have also been associated with boarding schools. The study conducted by The Association of Boarding Schools further found that about 75 percent of the students who boarded, as opposed to 75 percent of those who were in day schools, perceived their schools as possessing a supportive environment where students enjoyed more time with coaches, teachers, and other members of the staff outside the class. Boarding schools were also found to inculcate honesty among students where about 70 percent of boarding students admitted to the fact that there was no or little cheating in class as opposed to 31 percent of the day students who shared the same position (Association of Boarding Schools, 2016).

In areas where racism had been rampant, for instance, among the Quechua language speaking people in Peru, boarding houses have played a significant role in addressing cultural and self-esteem issues. Boarding houses provided an environment that enhanced cultural heritage alongside utilizing modern teaching methods. In Amantani boarding houses, for instance, special one on one sessions were created for learners to engage with the tutors to address the emerging issues. The boarding houses' management further allowed both the tutor and student to use their native language while communicating to enhance their cultural heritage as well as boosting their self-esteem. As a result, therefore, of the boarding house tutor sessions and a personal development training session conducted within the boarding house in Amantani, 81 percent, 85 percent, 79 percent, and 53 percent of the boarding students, improved their self-esteem, independence, values, and cultural identification levels (Amantani-UK, 2014).

Boarding Academic Support

Placing children in a boarding school away from home is one of the strategies that is proposed to provide an excellent environment that can foster academic achievement. According to Curto and Fryer (2014), students from poor families or background were not able to access amenities and facilities that can increase their chances of getting quality education. The authors argued that placing students in a boarding environment that provides time and a good environment for learning can increase their academic performance. The fact that not all parents were able to access quality environments for learning for their children had made both public and private entities to consider providing affordable boarding facilities for learners in an attempt to increase their access to education. In an evaluation of a program that offered boarding facilities for students from poor backgrounds in the United States, Curto and Fryer (2014) postulated that this initiative was able to improve the academic performance of such students. These researchers maintained that bridging the academic gap created by community and familial inequalities cannot be adequately achieved without strategic interventions. Therefore, the introduction of boarding facilities coupled with provision of quality educators was argued to be effective in nurturing students towards academic excellence. Boarding schools are expected to provide a conducive environment for learning as well as facilities and activities that will foster academic development (Curto & Fryer, 2014).

Chaibuntan (2015) carried out a study to assess the perceptions of parents on the expected and actual aspects of service management in four boarding schools managed by the Catholic Church in Thailand. The study included 306 parents of students from kindergarten to high school in the boarding schools. Empirical data was collected using a questionnaire and investigated management in terms of academic support, boarding atmosphere, self and social capacities of boarding students, and supervisory staff.

According to Chaibuntan (2015), academic support was measured based on nine variables and include the provision of activities and facilities that can foster intellectual development of students. The author argued that boarding schools should provide learning materials, equipment, activities, and an excellent atmosphere for students. These factors were instrumental in helping students grow and improve their academic performance. The results of the study supported the hypothesis that the expectations of parents for boarding schools to be able to provide a conducive atmosphere for learning was not significantly different from the actual provision of academic support in boarding schools. The research found that the boarding schools provided adequate pedagogical and curriculum support for the academic achievement of students. A notable finding of the study was that personnel in the schools offered individualized support for educational achievement to students based on their performance.

According to Martin, Papworth, Ginns, and Liem (2014), the structure of offering boarding amenities for students had been practiced in the education system for a long time in history. Understanding the effect of this arrangement in improving the academic achievement of a student was, therefore, essential to investigate. Martin et al. (2014) carried out a study to determine the association between boarding schools and academic achievement of learners. The study was a quantitative study that was conducted in Australia. A total of 5,276 students in high school were included in the research. Out of the sample, 72 percent were drawn from day schools while 28 percent were from boarding schools. The students were aged between eleven years and nineteen years. The questionnaire was distributed by teachers in the included schools and self-administered by the students. A sub-sample of 2002 students (70 percent from day schools and 30 percent from boarding schools) were included in a longitudinal study to determine changes over a period of one year.

The authors of this study argued that although for some students boarding schools may deny them positive rations from home, for others these schools offer a more stable atmosphere for learning. They also maintained that students in boarding schools have more time to study as well as interact with their teachers and peers. The study found that students in boarding schools were significantly more motivated and engaged in studies compared to their counterparts in day schools. In addition, boarders were significantly high academic achievers compared to day-scholars. The study, however, found that there were similarities in most measures of psychological wellbeing, motivation, and engagement among students in day and boarding schools. One difference was that boarders were found to have lower prior academic achievements compared to day school student. In this regard, Martin et al. (2014) recommend that educators in boarding schools needed to provide educational support and direct individual interventions to develop the academic capabilities of students.

One limitation of the study conducted by Martin et al. (2014) was that the Australian context might not be representative of other geographical areas. In addition, the study used samples from modern boarding schools and may not reflect the situation in traditional boarding schools, including religiously run boarding schools.

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Safety and Health Support in Boarding Schools

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The provision of boarding facilities for students in high school and other levels of education needed to consider the needs of the students in terms of their health, hygiene, nutrition and safety (Curto & Fryer, 2014). A boarding school or facility had the obligation to link the wellbeing of the students to the boarding services they provide. Boarding schools offered students an environment for learning as well as providing living arrangements. In this regard, it is important for the services offered to encompass all the health needs of the students. According to Wang, Medina, Luo, Shi, and Yue (2016) students in boarding schools are placed in an environment that did not offer the safety and care of their families and homes. The authors argued that placing these students in ill-equipped boarding environments deprives them of good nutrition, health, hygiene, and safety, which may lead to negative outcomes in their academic as well as social lives. Wang et al. (2016), further, claimed that the boarding environment is associated with poor health and nutritional outcomes in students. In their study, the authors found that students in boarding schools had access to poor and limited health services and support compared to day school students. Wang et al. (2016) also established that the health and nutritional outcomes of students in boarding schools were significantly poorer than that of students attending day schools in China. As such, this finding resulted in a question on the link between boarding and the health and safety of students.

The boarding experience was different from the home environment in many aspects. In considering the health of students in this setting, it was important to note that these individuals rely on the support of adults within the boarding house. Noticing and providing appropriate and timely safety and health interventions for these students required the attention of responsible adults. Pavletic, Dukes, Greene, Taylor, and Gilpin (2016) remarked that health interventions and services in boarding schools should focus on providing support to the individual students and not just the general environment of the school. According to Pavletic et al. (2016), an individual student at home was able to get medical attention and care fast from their parents or guardians while those in boarding school might not be able to receive the same care from school. The students in boarding school, therefore, would require care from responsible adults who are sensitive to their health needs.

According to Pavletic et al. (2016) a boarding school or house should secure the health and safety status of the students. In this regard, the authors reported

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that parents expected the provision of boarding facilities is accompanied by the provision of professional health and safety services or support. Yue et al. (2014) conducted a randomized controlled trial in China to determine the effect of training teachers on the performance of students in terms of academics, behavior and health. The study had an intervention and control group, which consisted of five schools in each group. A total of 768 students from ten boarding schools were included in the study and life teachers in five out of the included ten schools received training. The training encompassed aspects of health education, psychological education, and management of dormitories. Baseline and end-line data were collected through surveys with the students, teachers and principals of the schools in the study. Differences in the characteristics of the two study groups were controlled for in the analysis and data collection process in addition to the use of blinding techniques.

The findings of the study by Yue et al. (2014) showed that the safety of students in the boarding schools was not adequate. One of the reasons was because the space per student in the dormitories was less than the recommended standard of 3 **CABOR VICCO** requires the space per student in the dormitories was less than the recommended standard of 3 square meters. In addition, there were concerns pertaining to the temperature control measures in some of the boarding schools. The ratio of students to each life teacher was also determined to be poor, with an average of 36 students per teacher. The authors reported that the life teacher in charge of the health and safety of the students. This implied that the boarding environment was not able to provide adequate care for the health and safety of the students. However, a key finding of the study by Yue et al. (2014) was that in-service training for life teachers led to a significant improvement in the behavior and health outcomes of the students. Students in the treatment group had

better communication with the staff on their health status and the safety of their dormitories, leading to improvements and better health development.

Pavletic et al. (2016) and Yue et al. (2014), therefore, indicated that the provision of health and safety care for students in boarding schools required adequate training of care providers as well as careful considerations of the boarding environment. Studies on the strategies used to support health development of boarding students in the Myanmar context were limited. This study is vital in understanding the support offered by the Catholic religious sisters of St. Francis Xavier boarding houses in Pathein Diocese to foster the health and safety of students in their care.

Boarding Management and Staff

Providing boarding facilities for students away from their homes was a responsibility that needs careful planning and management (Curto & Fryer, 2014). According to Martin et al. (2014), living in a boarding environment might lead to students having both negative and positive experiences, which may be instrumental in shaping their future social, physical, and emotional lives. Students in a boarding facility were often drawn from their homes and family relationships. Therefore, it was important for the boarding houses or schools to provide facilities and an environment that adequately compensated for the lost relationships and assets for the healthy growth and development of these children (Chaibuntan, 2015). Life in a boarding facility was often routine and organized to direct students on when, how, why, and where to carry out certain activities (Martin et al., 2014). Therefore, it was essential for the management of these facilities to be well organized to support the social, academic, nutritional, safety, and mental wellbeing of the students.

In the study conducted by Chaibuntan (2015), the expectation of parents was that the boarding facility was able to provide an environment that was caring and able to nurture the students in all aspects. However, the author found that the staff in the boarding schools were not active in providing affection and care for the students in compensation of the absence of the parents. The management of boarding schools, according to Chaibuntan (2015), was composed of staff and administrators who need to have control of all activities and services of the facility. As a result, they control and manage the social, nutritional, academic, and overall wellbeing of the students in the school. Therefore, the management of boarding houses and schools needed to be well organized, accountable for the students, possess qualified staff, and dedicated to the growth and success of the students (Chaibuntan, 2015; Pavletic et al., 2016; Yue et al., 2014).

According to Susilo (2012), the role of the parent as the person responsible for character formation in a child was taken by the teacher or caregiver in the boarding setting. The author proposes that a boarding teacher had more obligation **CABOR CHARCE CONTROL CONTROL CONTROL CONTROL CONTROL CONTROL CONTROL CONTROL CONTROL CO** further, argued that the creation and implementation of rules and regulations for the boarding is a fundamental requirement in the management of the houses.

The results of the research carried out by Susilo (2012) maintain that apart from the requirements for running a boarding house for students, it was integral to integrate counselling services for students. This was necessary for the mental and psychological growth of the students in the boarding house. In agreement, Wang et al. (2016) found that poor management of the mental health of students in boarding led to poorer states of mental health for boarders compared to day scholars. However, Martin et al. (2014) found that boarders had a better psychological status compared to day scholars. Therefore, based on the findings of these studies, it was not conclusive on how the care and management of students impact on their wellbeing. This might be a result of the different settings of the studies reviewed.

Historical Background of the sisters of St. Francis Xavier

According to Catholic Bishops Conference of Myanmar, 11 men religious congregations and 26 women religious congregations are in the service of the people in various forms of apostolic works. Sisters of St. Francis Xavier Congregation is one of the congregations and the first locally founded congregation among the women religious in Myanmar in 1897. It was founded to educate the indigenous women by running boarding schools in Myanmar. All the administrative tasks function in Pathein, the origin and center of congregation and spread throughout the country in thirteen dioceses out of sixteen dioceses in Myanmar. There are different numbers of communities in different dioceses in Myanmar as well as in the west. In 1962, all forms of private education were stopped and the whole education system was centralized by the Socialist Government. Myanmar Catholic Church had to give up all the educational institutions and found its way to respond the need of the local church after the nationalization in Myanmar. So, the Missionary boarding schools were run by the state and Sisters' convents became boarding houses providing accommodation, food, academic, social and emotional support for the students who have less educational access at their native places. The Sisters are the in charge of the boarding houses and live-in staff administering the services for the achievement of the students in their studies.

According to the Oxford Burma Alliance (2011), the representatives of the government insisted that education standards in Burma conform with those set out by the UN as part of the Millennium Development Goals and yet insufficient in terms of budget, quality and professional development. Then, boarding houses of religious sisters have been trying to provide the student with religious, social, moral, psychological and academic lessons as well. Many parents and students are opt to choose the Sisters' boarding houses as a safe and helpful residences for schooling because most of the students live at the remote areas where access to education is limited. Besides, Sisters' boarding houses can provide low cost accommodation with proper medium quality meals. Religious boarding houses are not only viewed as a safe and reliable place proper to most of the marginal and disadvantaged people of the respective areas and also they are viewed as disciplined place suitable for the students away from the care of the parents. But due to the social, economic, politic and educational situation of the country, boarding houses in Myanmar had been the simple, poor and rigid educational communities with limited resources. Even though the Sisters houses are moderately rated as one of the best places for the students, almost all the boarding houses of the religious sisters have been operating well since the time of nationalization.

Summary of Literature Review

The major aim of this review was to understand the management of services and support offered to students who reside in boarding houses or schools. Previous studies have been carried out to investigate the management of boarding services as well as the support that students receive and how it impacts their lives in the boarding houses and in future. The review established that both negative and positive environments and outcomes occur in boarding settings. However, some of the positive aspects of boarding include the formation of good ethics and personal values for students, creation of social relationships, development of autonomy, and development of good discipline. In addition, boarding environments were found to have an impact on the academic, health and safety features of a student. The staff in a boarding house are expected to provide support for the growth and development of the students in all areas in the absence of their parents. This review led to a need for understanding the perception of students on what they expect and receive in terms of service and support from their stay in boarding houses managed by the sisters of St. LABOR VINCIT Francis Xavier in Pathein Diocese, Myanmar. อัสสัมข์ธม [&]ห_{ัววิท}ยาลัย

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CHAPTER III

RESEARCH METHODOLOGY

The purpose of this comparative study is to examine the service quality of boarding houses of St. Francis Xavier Sisters in five dimensions; namely, tangibles, reliabilities, responsiveness, assurance and empathy. A reasonable measure of service quality is essential for explore the aspects of service needed for evaluation and improvement, identifying how much improvement is needed for each dimension, and figuring out the impact of improvement efforts. In this research, the researcher used a questionnaire for comparative study exploring the quality of the boarding houses of St. Francis Xavier Sisters along the five dimensions.

Research Design

In this study, the researcher made use of a comparative descriptive design for this study at the 10 boarding houses of St. Francis Xavier Sisters in Pathein Diocese, Myanmar in the academic year 2016-2017. The researcher attempted to describe the demographic factors of the students, their perception on the expected service quality and actual service quality of the boarding houses. This research was designed as quantitative and comparative study using the Bashir, Sarki, & Samidi, (2012) Students' Perception on the Service Quality of Malaysian Universities' hostel Accommodation – Adopted as a major instrument for data collection.

The questionnaire was comprised of two parts. In the first part of the questionnaire was the demographic factors and second part was the questionnaire pertaining 25 items under the five dimensions. The researcher used descriptive

statistics and paired-sample t-test to identify the level of expected and actual service quality, and to compare the expected and actual service quality.

Population

The target of this study was all the students currently staying in the ten boarding houses of St. Francis Xavier, Pathein Diocese, Myanmar. According to current information, there were 225 female students varied from grade 8 to college studying in different government high schools.

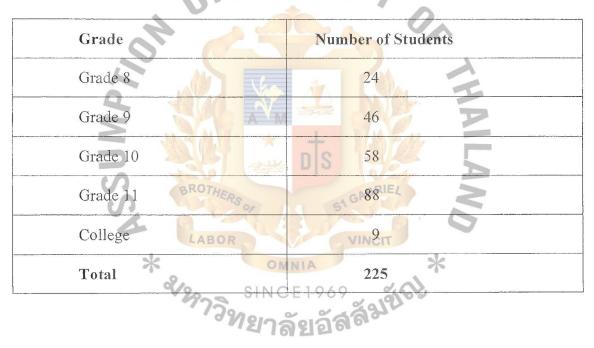


Table 1: The Number of Students from 10 Boarding Houses

Research Instrument

The researcher used the following instrument in order to attain the research objectives by collecting the data. This research was designed as quantitative and comparative study by using the Bashir, Sarki, & Samidi, (2012) Students' Perception on the Service Quality of Malaysian Universities' hostel Accommodation – Adopted as a major instrument for data collection. In order to be able to determine the precisely needed information for research questions, the previous researches

(regarding to applied service quality framework in the similar context) were also reviewed to prepare the questionnaire.

This questionnaire found out the level of service quality such as question Nos. 1, 2, 3, 4 and 5 for tangibles dimension, question No. 6, 7, 8, 9 and 10 for reliability dimension, question No.11, 12, 13, 14 and 15 for responsiveness, question No. 16, 17, 18, 19 and 20 for assurance and question No. 21, 22, 23, 24 and 25 for empathy dimension. In the level of service quality in more details were as follow:

No.	Dimensions	Question Number			
1.	Tangibles	1-5			
2.	Reliability Reliability	6-10			
3,	Responsiveness	11-15			
4.		BRIEL 16-20			
5.	Empathy	21-25			

Table 2: Breakdown of the Survey Instrument for Service Quality

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 Table 3: Interpretation and Scale of Service Quality

Frequency	Score	Scale	Interpretation		
Almost Always	5	4.51 - 5.00	Very High		
Often	4	3.51 - 4.50	High		
Sometimes	3	2.51 - 3.50	Neutral		
Rarely	2	1.51 - 2.50	Low		
Never	1	1.00 - 1.50	Very low		

Validity and Reliability of the Instrument

In this study, the researcher adopted a questionnaire consists of 25 items under five dimensions of service quality based on the study of Bashir, Sarki, & Samidi (2012).

The reliability was analyzed by means Cronbach's alpha coefficient as the previous study of Bashir et al. (2012) and the total result is 0.92.

The researcher used this questionnaire for her study in St. Francis Xavier Sisters' boarding houses in Pathein Diocese, Myanmar. The reliability of this study was calculated by using Cronbach's Alpha and reported as Table 4 below:

Table 4: Details of the Cronbach Analysis

Service Quality Variable	Cronbach alpha	Overall
Tangibles (Expected)	0.73	
Reliability (Expected)	THERS 0.79 ST GABRIE	
Responsibility (Expected)	BOR 0.77 VINCIT	0.93
Assurance (Expected)	0.78	*
Empathy (Expected)	0.81	102
Tangibles (Actual)	0.70	
Reliability (Actual)	0.69	
Responsibility (Actual)	0.77	0.91
Assurance (Actual)	0.77	
Empathy (Actual)	0.73	

Translation of the Instrument

The questionnaire was translated from English to Myanmar in order to make the boarding students understand clearly and answer accurately. The researcher translated in cooperation with two Myanmar employees from international NGOs who are fluent in English. In order to check and approve the translation accuracy, the researcher requested and sent the questionnaire to the three experienced Master holders who are currently involving in the both English and Myanmar translation, communication and job related career. The questionnaire translation approval forms returned back from three experts were attached in appendix C.

Collection of Data

The researcher requested a permission from the superior general of the St. Francis Xavier Sisters' Congregation, Pathein , Myanmar. After receiving approval, the researcher went to those ten boarding houses from 6 January to 14 January and stayed overnight at each boarding house to explain the students. The researcher collected the questionnaire after each visit and checked. After all boarding houses were visited, and all the questionnaires (100%) were collected by this researcher. Table 5: *Data Collection Process*

Date	Data Collection
December 22, 2017	Get permission from superior general of Sisters of St. Francis Xavier Congregation
January 6, 2017	Start distribution and collection of questionnaire
January 20, 2017	Data entry and computation of data

Data Analysis

The researcher used the following statistical methods to analyze the data from the questionnaire after data collection.

For the first objective of the study, Mean and Standard Deviation were used to identify the expected service quality of St. Francis Xavier Sisters' boarding houses, Pathein Diocese, Myanmar.

For the second objective of the study, Mean and Standard Deviation were used to identify the actual service quality of St. Francis Xavier Sisters' boarding houses, Pathein Diocese, Myanmar.

For third objective, a paired-sample t-test was used to compare the difference between expected and actual service quality of the St. Francis Xavier Sisters' boarding houses, Pathein Diocese, Myanmar.



Research Objective	Source of	Data	Method	Expected
	Data/	collection	of Data	outcome
	Sample	method/	Analysis	
		Research		
		instrument		
1. To determine the	Target group	Questionnaire	Mean and	The level of
students' expected	of Grade 8 –		Standard	students'
perception on service	Grade 11	RSITY	Deviation	expected
quality before they joined.	225 Students		2	perception
2. To determine the	Target group	Questionnaire	Mean and	The level of
students' actual perception	of Grade 8 –	I SA	Standard	students'
on service quality while	Grade 11	+	Deviation	actual
they stay.	225 Students	DIS	A	perception
3. To compare the	Target group	Questionnaire	paired-	The
students' expected and	of Grade 8 –	VINCIT	sample	significance
actual perception towards	Grade 11 SINCE	1969	t-test	between
service quality	225 Students	ยอัสสัม ^{ชุ} ยะ		students'
	1011			perceived and
				actual service

Summary of the Research Process

CHAPTER IV

RESEARCH FINDINGS

This chapter specified the analysis of data collected from 225 students, currently staying in the boarding houses of Sisters of St. Francis Xavier Congregation in academic year 2016-2017. The researcher personally visited 10 boarding houses and requested all the students to provide their general information and rate their expected and actual service quality of the boarding houses under five areas of service quality such as Tangible, Reliability, Responsiveness, Assurance and Empathy.

Students' general information was presented as introduction of the data analysis followed by the research findings according to the sequence of the research objectives. Then, findings of the research objectives were presented as follow accordingly;

- 1. What is the students' expected perception on service management before they stay in Sisters' Boarding Schools of Pathein Dioceses, Myanmar?
- 2. What is the students' actual perception on service management while they stay in Sisters' Boarding Schools of Pathein Diocese, Myanmar?
- 3. Is there any difference between the expected and actual perception towards service quality in Sisters' Boarding Schools of Pathein Diocese, Myanmar?

 Table 6: Age distribution of boarding students currently staying in St. Francis Xavier

 Sisters' boarding houses in Pathein Diocese.

Age	No	Percentage
13	25	11.1%
14	30	13.3 %
15	40	17.8%
16	52	23.1%
17 and above	78	34.7%
Total	225 5/>	100.0%

The age of respondents were classified into five groups varied from 13 to 17 years of age and above. The age of respondents 17 and above was 34.7% while the youngest group of respondents constitutes 11.1% in this study. The number of respondents according to their age contributes from the smallest number to biggest number accordingly.

 Table 7: Grade information of students currently staying in St. Francis Xavier Sisters'

 boarding houses in Pathein Diocese.

Grade	Number a a	Percentage
8	24	10.7%
9	46	20.4%
10	58	25.8%
11	88	39.1%
College	9	4.0%
Total	225	100.0%

For grade information, Table 7 indicates that the grade 11 students

composed 39.1 percent of all the respondents which is the highest rate.

Controversially, College students are the least number among all the students at 4.0%. However, the percentage of grade 9 students was 20.4% which is slightly different from grade 10 students 25.8% while grade 8 students composed of 10.7% of the respondents. So, table 7 showed that the majority of boarding students at St. Francis Xavier Sisters' boarding houses are high school students.

Duration of stay (Years)	Number	Percentage	
1	NVE9RS/>	40.4%	
2	47	20.9%	
3	32	14.2%	
4	19	8.4%	
5	16	7.1%	
6	A M 20	8.9%	
Total	225	100.0%	

Table 8: Duration of stay in St. Francis Xavier Sisters' boarding houses

Table 8 informs that 40.4 percent of all the respondents just stayed in the boarding house for 1 year while 20.9% stayed 2 years, 14.2% stayed 3 years, 8.4% stayed 4 years, 7.1% stayed 5 years and 8.9% stayed 6 years in the boarding accordingly.

Table 8 shows that majority of the respondents are still new to the boarding house.

Summary of the demographics' respondents, as the result of research finding, there were 225 population from students of the St. Francis Xavier Sisters' boarding houses in Pathein Diocese, Myanmar. Among the 225 respondents, the majority of students were age 17 and above (78 respondents, 34.7%) whereas the youngest age group consists of 25 respondents or 11.1%. Most of the respondents are high school students of grade 10 and 11 (146 respondents or 64.9%) and majority of them have been staying in boarding house less than 1 year.

Finding for Research Objective One

Research Objective one was to determine the students' expected perception on service quality before they stay in Sisters' Boarding Schools of Pathein Dioceses, Myanmar.

To determine the students' expected perception on service quality of St. Francis Xavier Sisters' boarding houses in Pathein Diocese, the researcher used questionnaire part II which consists of 25 items related to five dimensions of service quality: tangibles, reliability, responsiveness, assurance and empathy.

The research findings were displayed in the Table 8, Table 9, Table 10, Table 11 and Table 12 respectively.

Table 9: Students' expected perception on service quality for tangible of St. Francis Xavier Sisters' boarding houses in Pathein Diocese (N=225)

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	Items (Tangibles) SINCE	¹⁹ Mean	SD	Interpretation	
1	Study room, light, tables and chairs are supportive for learning.	4.37	1.09	High	
2	Stationaries and learning facilities are available as needed.	3.73	1.38	High	
3	Bedroom, dining room, bathroom, toilets are hygienic and appropriately set up.	4.12	1.22	High	
4	Food and water provided by the boarding house are fair enough on the budget and nutritious.	4.21	1.13	High	
5	Boarding house staff is well dressed, neat and tidy.	4.32	1.08	High	
	Total	4.10	0.82	High	

Table 9 indicated that total mean score of students' expected perception on service quality for 'Tangible' dimension is 4.10. According to the scale of interpretation, it means that students' expected perception on were regarded high.

Among the five question items of students' expected perception on service quality of the "Tangible" item of boarding houses of St. Francis Xavier Sisters, "Study room, light, tables and chairs are supportive for learning" with the highest mean score of 4.37; and "Students described Stationaries and learning facilities are available as needed" with the lowest mean score of 3.73.

Table 10: Students' expected perception on service quality for reliability of St.Francis Xavier Sisters' boarding houses in Pathein Diocese (N=225)

	Items (Reliability)	Mean	SD	Interpretation
1	Boarding house environment is safe and secure for the students.	4.44	1.01	High
2	The boarding staff maintains accurate record of individual student in order to provide their best services.	3.33	1.07	High
3	The necessary information, instructions and practices are provides for staying in the boarding house community.	19 4.35	* 1.04	High
4	Class assignments and academic assistance is effective and helpful.	4.08	1.20	High
5	The Boarding staff is approachable, willing and well prepared to help the students.	3.95	1.28	High
	Total	4.20	0.83	High

Table 10 indicated that total mean score of students' expected perception on service quality for 'Reliable' dimension is 4.20. According to the scale of interpretation, it means that students' expected perception on were regarded high. Among the five question items of students' expected perception on service quality of the "Reliable" item of boarding houses of St. Francis Xavier Sisters, "Boarding house environment is safe and secure for the students" with the highest mean score of 4.44; and "The boarding staff maintains accurate record of individual student in order to provide their best services" with the lowest mean score of 3.33.

 Table 11: Students' expected perception on service quality for responsiveness of St.

 Francis Xavier Sisters' boarding houses in Pathein Diocese (N=225)

	Items (Responsiveness)	Mean	SD	Interpretation
1	Individual attention (towards each student) is provided by the Boarding staff and there is dynamic and interactive relationship for the adjustment as needed.	3.91	1.22	High
2	The Boarding staff are never too busy in terms of responding to request from students	3.86	1.23	High
3	The Boarding in charge tells the exact timing of their services to be performed	3.73 GABR	1.30	High
4	The Boarding staff are timely, punctual and prompt to response effectively the students.	1A 3.93	1.22	High
5	Reminders and corrections against the rules are practical, timely, just and reasonable.	ยอังก์สัง	1.27	High
	Total	3.90	0.90	High

Table 11 indicated that total mean score of students' expected perception on service quality for 'Responsiveness' dimension is 3.9. According to the scale of interpretation, it means that students' expected perception on were regarded high.

Among the five question items of students' expected perception on

service quality of the "Responsiveness" item of boarding houses of St. Francis Xavier

Sisters, "Reminders and corrections against the rules are practical, timely, just and reasonable" with the highest mean score of 4.01; and "The Boarding in charge tells the exact timing of their services to be performed" with the lowest mean score of 3.73.

Table 12: Students' expected perception on service quality for assurance of St.

	Items (Assurance)	RMean	SD	Interpretation
1	Boarding Staff keeps her promises for the readjustments and requests.	3.91	1.25	High
2	Boarding staff has sufficient knowledge, skill and ability to help the students.	3.86	1.16	High
3	Boarding staff deals every student with respect.	3.73	1.17	High
4	Boarding staff is reliable and trustworthy to open personal difficulties.	3.93	1.33	High
5	Boarding staff are role model for the students.	4.019ABR	1.10	High
	Total (ABOR	3.90	0.88	High

Francis Xavier Sisters' boarding houses in Pathein Diocese (N=225)

Table 12 indicated that total mean score of students' expected perception on service quality for 'Assurance' dimension is 3.9. According to the scale of interpretation, it means that students' expected perception on were regarded high.

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Among the five question items of students' expected perception on service quality of the "Assurance" item of boarding houses of St. Francis Xavier Sisters, "Boarding staff are role model for the students" with the highest mean score of 4.01; and "Boarding staff deals every students with respect" with the lowest mean score of 3.73. Table 13: Students' expected perception on service quality for empathy of St. Francis

Xavier Sisters' boarding houses in Pathein Diocese

	Items (Empathy)	Mean	SD	Interpretation
1	The Boarding in charge is courteous, sympathetic and understanding to students with personal problems.	3.93	1.24	High
2	The timetable is flexible for students to follow.	4.15	1.17	High
3	The Boarding staff is willing to listen to the feedback from the students.	3.79	1.29	High
4	The boarding staff assigns relevant and appropriate tasks to the students.	4.25	1.17	High
5	The boarding staff treat the students fairly and no bias of family background and race.	4.16	1.25	High
	Total	4.00	0.92	High

According to Table 13, total mean score of students' expected perception on service quality for 'Assurance' dimension is 4.0. The scale of interpretation stated that students' expected perception on were regarded high.

Among the five question items of students' expected perception on service quality of the "Empathy" item of boarding houses of St. Francis Xavier Sisters, "The boarding staff assigns relevant and appropriate tasks to the students." with the highest mean score of 4.25; and "The Boarding staff is willing to listen to the feedback from the students" with the lowest mean score of 3.79.

Findings for Research Objective Two

Research objective two is to determine the students' actual perception on service management while they stay in Sisters' Boarding Schools of Pathein Dioceses, Myanmar.

To determine the students' actual perception on service quality of St. Francis Xavier Sisters' boarding houses in Pathein Diocese, the researcher used

questionnaire part II which consists of 25 items related to five dimensions of service

quality: tangibles, reliability, responsiveness, assurance and empathy.

The research findings were displayed in the Table 14, Table 15, Table 16 Table 17 and Table 18 respectively.

Table 14: Students' actual perception on service quality for tangible of St. Francis

Xavier Sisters	boarding houses	' in Pathein	Diocese	(N=225)
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	Items (Tangibles)	Mean	SD	Interpretation		
1	Study room, light, tables and chairs are supportive for learning.	4.72	0.63	High		
2	Stationaries and learning facilities are available as needed.	4.10	1.16	High		
3	Bedroom, dining room, bathroom, toilets are hygienic and appropriately set up.	DS 4.29	1.00	High		
4	Food and water provided by the boarding house are fair enough on the budget and nutritious.	4.52	0.89	High		
5	Boarding house staff is well dressed, neat and tidy.	1A 4.51	0.82	High		
	Total 20 SINCE	194.40	0.62	High		
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Table 14 indicated that total mean score of students' actual perception on service quality for 'Tangibles'' dimension is 4.4. According to the scale of interpretation, it means that students' actual perception on were regarded very high.

Among the five question items of students' expected perception on service quality of the "Tangibles" item of boarding houses of St. Francis Xavier Sisters, "Study room, light, tables and chairs are supportive for learning." with the highest mean score of 4.73; and "Stationaries and learning facilities are available as

needed" with the lowest mean score of 4.10.

Table 15: Students' actual perception on service quality for reliability of St. Francis Xavier Sisters' boarding houses in Pathein Diocese (N=225)

	Items (Reliability)	Mean	SD	Interpretation
1	Boarding house environment is safe and secure for the students.	4.58	0.79	High
2	The boarding staff maintains accurate record of individual student in order to provide their best services.	R 4.57	0.93	High
3	The necessary information, instructions and practices are provided for staying in the boarding house community.	4.64	0.71	High
4	Class assignments and academic assistance is effective and helpful.	4.36	0.96	High
5	The Boarding staff is approachable, willing and well prepared to help the students.	4.31	1.01	High
	Total ROTHER	4.50	0.59	High

Table 15 indicated that total mean score of students' actual perception on service quality for 'Reliability' dimension is 4.5. According to the scale of interpretation, it means that students' actual perception on were regarded high.

Among the five question items of students' expected perception on service quality of the "Reliable" item of boarding houses of St. Francis Xavier Sisters, "The necessary information, instructions and practices are provides for staying in the boarding house community" with the highest mean score of 4.64; and "The Boarding staff is approachable, willing and well prepared to help the students" with the lowest mean score of 4.31. Table 16: Students' actual perception on service quality for responsiveness of St.

	Items (Responsiveness)	Mean	SD	Interpretation
1	Individual attention (towards each student)is provided by the Boarding staff and there is dynamic and interactive relationship for the adjustment as needed.	4.32	1.01	High
2	The Boarding staff is never too busy in terms of responding to request from students	4.18	1.06	High
3	The Boarding in charge tells the exact timing of their services to be performed	R 4.36	0.90	High
4	The Boarding staff is timely, punctual and prompts to response effectively the students.	4.37	0.93	High
5	Reminders and punishment against the rules are practical, timely, just and reasonable.	4.17	1.04	High
	Total A	4.20	0.71	High

Francis Xavier Sisters' boarding houses in Pathein Diocese

Table 16 indicated that total mean score of students' actual perception on service quality for 'Responsiveness' dimension is 4.2. According to the scale of interpretation, it means that students' actual perception on were regarded high. Among the five question items of students' expected perception on service quality of the 'Responsiveness'' item of boarding houses of St. Francis Xavier Sisters, "The Boarding staff is timely, punctual and prompts to response effectively the students'' with the highest mean score of 4.37; and ''Reminders and punishment against the rules are practical, timely, just and reasonable'' with the lowest mean score of 4.17.

	Items (Assurance)	Mean	SD	Interpretation
1	Boarding Staff keeps her promises for the readjustments and requests.	4.48	0.85	High
2	Boarding staff has sufficient knowledge, skill and ability to help the students.	4.48	0.93	High
3	Boarding staff deals every student with respect.	4.16	1.00	High
4	Boarding staff is reliable and trustworthy to open personal difficulties.	R 4.14	1.24	High
5	Boarding staff are role model for the students.	4.41	0.93	High
	Total	4.30	0.72	High

Table 17: Students' actual perception on service quality for assurance of St. Francis

Xavier Sisters' boarding houses in Pathein Diocese

Table 17 indicated that total mean score of students' actual perception on service quality for 'Assurance' dimension is 4.3. According to the scale of interpretation, it means that students' actual perception on were regarded high.

Among the five question items of students' expected perception on service quality of the "Assurance" item of boarding houses of St. Francis Xavier Sisters, "Boarding staff has sufficient knowledge, skill and ability to help the students" and "Boarding Staff keeps her promises for the readjustments and requests" with the highest mean score of 4.48; and "Boarding staff is reliable and trustworthy to open personal difficulties" with the lowest mean score of 4.17. Table 18: Students' actual perception on service quality for empathy of St. Francis

	Items (Empathy)	Mean	SD	Interpretation
1	The Boarding in charge is courteous, sympathetic and understanding with students with personal problems.	4.21	1.06	High
2	The timetable is flexible for students to follow.	4.48	0.81	High
3	The Boarding staff is willing to listen to the feedback from the students.	4.06	1.08	High
4	The boarding staff assigns relevant and appropriate tasks to the students.	4.60	0.83	High
5	The boarding staff treat the students fairly and no bias of family background and race.	4.23	1.23	High
	Total	4.30	0.70	High

Xavier Sisters' boarding houses in Pathein Diocese (N=225)

Table 18 indicated that total mean score of students' actual perception on

service quality for 'Empathy' dimension is 4.3. According to the scale of

interpretation, it means that students' actual perception on were regarded high.

Among the five question items of students' expected perception on

service quality of the "Empathy" item of boarding houses of St. Francis Xavier Sisters, "The boarding staff assigns relevant and appropriate tasks to the students" with the highest mean score of 4.60; and "The Boarding staff is willing to listen to the feedback from the students" with the lowest mean score of 4.06.

4.4 4.5 4.3 4.3 4.3 4.4 4.4	0.62 0.59 0.71 0.72 0.75 0.55 0.82	High High High High High High
4.3 4.3 R 4.3 4.4	0.71 0.72 0.75 0.55	High High High High
4.3 R 4 .3 4.4	0.72 0.75 0.55	High High High
R 4.3 4.4	0.75 0.55	High High
4.4	0.55	High
	0	
4.1	0.82	TTinh
		High
4.2	0.83	High
3.9	0.90	High
D \$4.1	0.88	H igh
4.0GABRIE	0.92	High
	0.71	High
		4.0 GABRIE 0.92

Table 19: Summary of the overall dimension of students' perceived and actual service quality of the boarding houses of St. Francis Xavier Sisters (N=225)

The summary of students' perceived service quality and actual service

quality of St. Francis Xavier Sisters' boarding houses was shown in table 19. The total mean score of perceived service quality was 4.1 and actual service quality was 4.4. According to interpretation of scores, both are rated as high. The table also stated that "Responsiveness" dimension was the least at mean score 3.9 for perceived service quality and 4.3 for actual service quality. Consequently, "Reliability' dimension was rated as the higher than others with mean score 4.2 for expected service quality and 4.5 for actual service quality.

Findings for Research Objective Three

Research objective three is to compare the students' expected and actual perception towards service quality in Sisters' Boarding Houses in Pathein Diocese, Myanmar.

To compare the students' expected and actual perception towards service quality in Sisters' Boarding Houses in Pathein Diocese, Myanmar, the researcher used paired sample t-test to measure the significance between the perceived service quality and actual service quality at significant level 0.05 based on questionnaire part II of service quality in the five dimensions of service quality: tangibles, reliability, responsiveness, assurance and empathy.

The research findings were displayed in the Table 20. Table 20: Comparison between the perceived service quality and actual service quality of the St. Francis Xavier Sisters' boarding houses (N=225)

Service Quality	Mean	SD SD	t 1	Significance
Perceived Tangible	HERS 4.1	0.82 RIEZ	5 000	0.000
Actual Tangible	OR 4.4	0.62	5.089	0.000
Perceived Reliability	4.20 MNI	0.82	1 222	0.000
Actual Reliability	S4.ACE	1960.59	4.722	0.000
Perceived Responsiveness	ວາຊອງລັງ	136 ^{0.9}	6.310	0.000
Actual Responsiveness	4.3	0.71		
Perceived Assurance	4.1	0.88	3 630	0.000
Actual Assurance	4.3	0.72	3.639	0.000
Perceived Empathy	4.1	0.92	4.226	0.000
Actual Empathy	4.3	0.70	4.226	0.000
Perceived Total	4.1	0.71	5.755	0.000
Actual Total	4.4	0.55	5.755	0.000

According to table 20, research finding showed that the significance of each service quality dimension for expected and actual service quality such as Tangible, Reliability, Responsiveness, Assurance and Empathy at 0.000 are less than 0.05. Moreover the significance of total expected and actual service is also 0.000. Thus there was a significant difference at the level of 0.05 between the perceived service quality and actual service quality of St. Francis Xavier Sisters' boarding houses.



CHAPTER V

CONCLUSION, DISCUSSION, AND RECOMMENDATIONS

This chapter presented the summary of research, findings, conclusion, discussion and recommendation for the boarding staff in Pathein Diocese and for future research.

First of all, the study identified the demographic profile (age, grade and duration of stay) of the students at the boarding houses of St. Francis Xavier Sisters in Pathein Diocese, Myanmar. Then, this study attempted to determine the different levels of the students' expected service qualities and actual service qualities of the Sisters of St. Francis Xavier Boarding Houses in five dimensions; Tangible, Reliability, Responsiveness, Assurance, and Empathy to be able to know the strength and weaknesses of the Sisters' boarding houses compared with the expected situation before the students stayed at the boarding houses and the actual situation while they were staying at the boarding houses. Finally, this study tried to compare the students' expected service qualities towards actual service qualities of the Sisters of St. Francis Xavier Boarding Houses.

To conduct this study, a set of questionnaire, consists of 25 items for expected and actual service quality was presented to the 225 students at the boarding houses and collected after thorough explanation over each item and response. In this study the following research objectives were discussed:

1. To determine the students' expected perception on service management before they stay in Sisters' Boarding Schools of Pathein Dioceses, Myanmar. 2. To determine the students' actual perception on service management while they stay in Sisters' Boarding Schools of Pathein Dioceses, Myanmar.

3. To compare the students' expected and actual perception towards service management in Sisters' Boarding schools in Pathein Diocese, Myanmar.

Findings

Although the demographics of the students at the Sisters' boarding houses were not mentioned in the objectives of the study, the researcher found that it was noteworthy to describe in findings of this study. Among the 225 boarding students, only 11.1% (25 students) were at the age of 13 and most of the respondents 34.7% (78 students) were 17 years old and above followed by 16 years old students of 23.1% (52 students). Furthermore, more than 50% of students at the boarding houses were high school students inclusive of grade 10 and 11 almost 65% contributed in this study. But most of the boarding students who have been staying for 1 year were 40.4% (91 students) and who have been staying 2 years were 20.9% (47 students).

1. The students' expected perception on service management before they stay in SINCE1969 Sisters' Boarding Schools of Pathein Dioceses, Myanmar.

The data from the questionnaire shows that the total mean score of the students' perception on expected service quality was 4.1, in the scale of 3.51 - 4.50. The Reliability dimension of service expected service quality received the highest score of 4.2, which showed a high service quality. The Responsiveness dimension of expected service quality received the lowest score of 3.9, which showed a high service quality. This led to note that students' expected perception towards service

Conclusion

From the findings which derived by data analysis, the following conclusions were made:

1. The students' expected perception on service management before they stay in Sisters' Boarding Schools of Pathein Dioceses, Myanmar

The students' expected perception towards service quality of St. Francis Xavier Sisters' boarding houses was regarded high. The Reliability dimension of service was most expected dimension and the Responsiveness dimension of expected service quality received the least score although it showed a high service quality.

2. The students' actual perception on service management while they stay in Sisters' Boarding Schools of Pathein Diocese, Myanmar

The students' perception towards actual service quality of St. Francis Xavier Sisters' boarding houses was regarded high. The Reliability dimension of actual service quality was received the most score and all the dimensions were almost identical which showed a high service quality.

3. Comparing the students' expected service quality and actual service quality towards service quality of the Sisters of St. Francis Xavier boarding houses.

There is a significant difference between the students' expected and actual perception towards service management in Sisters' Boarding schools in Pathein Diocese, Myanmar.

Discussion

1. The students' expected perception on service management before they stay in Sisters' Boarding Schools of Pathein Dioceses, Myanmar

The analysis of students' expected quality before they stay in Sisters' boarding houses had been studied in five dimensions such as tangible, reliability, responsiveness, assurance, and empathy were in the high level. It is consistence with the findings of Bashir et al. (2012) studied of students' perception on the service quality of Malaysian universities' hostel accommodation. The researcher observed that mean and standard deviation scores for each characteristics under each dimension was almost identical, which indicates the results as observed in overall dimensions of expected services to be good at Malaysian university's hostel; if not excellent.

In terms of students' expected service quality, the Reliability dimension was rated as high with the highest total mean score with 4.2 among the other dimensions. The study found for item no.1 of reliability dimension "Boarding environment is safe and secure for the students." with the highest mean score of 4.2. In view of expected service, Palvletic et. al. (2016) reported that the parents expected the provision of boarding facilities was accompanied by the provision of professional health and safety services or support. According to Pfeiffer et.al (2016), boarding houses are expected to provide the necessary accompaniment to the students in order to develop their social wellbeing. This result of this study can also visualize that there were underpinning factors for choosing the boarding houses. Association of Boarding Schools, 2016) found that the students perceived their boarding schools as possessing a supportive environment where students enjoyed more time with teachers and other members of the boarding house community outside the class.

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The research of Curto & Fryer (2014) suggested that boarding facilities for students also needed to consider the needs of the students in terms of their health, hygiene, nutrition and safety. This also link to this study that the students expected the boarding houses offered health and safety for them.

In general, this study showed the high level of service quality as the students expected at St. Francis Xavier Sisters' boarding houses.

2. The students' actual perception on service management as they stay in Sisters' Boarding Schools of Pathein Diocese, Myanmar

The analysis of students' actual quality while they were staying in Sisters' boarding houses had been studied in five dimensions such as tangible, reliability, responsiveness, assurance, and empathy were in the high level. It is consistence with the findings of Bashir et al. (2012) studied of students' perception on the service quality of Malaysian universities' hostel accommodation. The researcher observed that mean and standard deviation scores for each characteristics under each dimension was almost identical, which indicates the results as observed in overall dimensions of expected services to be good at Malaysian university's hostel.

The findings of this study are in contradiction with previous study of Wang et al. (2016) claimed that health and nutritional outcomes of students schools were significantly poor. This study also does not support previous research of Yue et al. (2014), which found that the safety of students in the boarding schools was not adequate. The same result was seen in the studies of Gilpin (2016) and Palvletic et al. (2016) where the need of health and nutrition is required to pay more attention in the boarding schools. They remarked that the boarding experience of the students were different from the home environment where they were supported in terms of health care and medical assistance. In contrary, there is considerable disagreement that this research found the Reliability dimension was regarded as high.

Sisters' boarding houses seem to pay necessary attention to the health needs of the students as their homes although this study did not focus on specific items about healthcare, academic, social, emotional and behavioral orientation.

In general, this study showed the high level of service quality as the students received at St. Francis Xavier Sisters' boarding houses. Accordingly, it is already understood that not only St. Francis Xavier Sisters' boarding houses but also all the religious boarding houses offer health care, academic, social, emotional and behavioral orientation service to the students. The nature of boarding houses of religious sisters in Myanmar offers not only academic achievement but also overall betterment of the whole person as the main reason of their establishment in the service of the education.

3. The comparison between students' perceived service quality and actual service quality had been analyzed in this study.

The finding of this study found that there was a significant difference at the level of 0.05 between students' perceived service quality and actual service quality under the dimensions of tangible, reliability, responsiveness, assurance, and empathy. The result indicated that the actual service quality is higher than expected service quality. This result was supported by the previous study conducted by Pfeiffer et. al (2016) which found that the experience of living in a boarding school environment led to better autonomy of the students compare to those living at home with their parents. This means that boarding houses have a good service quality to provide the students as they perceived before they actually stayed there. Based on the findings of this research, the students found that the services offered at the Sisters boarding houses are helpful and supportive for their studies as well as their social, emotional and behavioral development.

Recommendations

From the research findings of students' expected service quality and actual service quality of St. Francis Xavier Sisters' boarding houses in Pathein Diocese in five dimensions included tangible, reliability, responsiveness, assurance and empathy, the researcher would like to recommend as follows:

According to research findings, the study affirmed that the service quality jof offered at the St. Francis Xavier Sisters is already high. The highest dimension is reliability and the other dimensions are almost identical. Specifically, the item "The boarding staff maintains accurate record of individual student in order to provide their best services." Although these results were interpreted as high, it is still one more level of interpretation as the "highest". So, it is also a need to maintain at the present level and to make an effort to reach the highest level.

1. Recommendation for the administration body of the St. Francis Xavier Sisters congregation

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The findings of the study on the service quality of the Sisters' boarding houses found to be high and effective in all five dimensions of service quality as created by Parasuraman et al. (1988). But there is still a need to improve since the good service does not take place without being administered. Being one of the mission objectives of the congregation, the administrative function require to emphasize the role and importance of service quality. So, the administration body of the St. Francis Xavier Sisters Congregation is recommended to initiate a culture of continuous improvement for the boarding houses which must be allied to regular monitoring and evaluation. This demands the implementation of internal programs devoted to a regular and participatory evaluation of standards through the use of team structures. In addition to setting up these structures, the boarding house must and will make active and ongoing efforts to ensure that structures operate in a collaborative approach.

Although the results of the studies of some other researchers, which pointed and recommended the needs of the boarding houses are in contradiction with this study, it is considerable enough to recommend that there should be in-service trainings for the boarding in-charge Sisters to yield the better performance of the students in terms of academic, physical, behavioral, social, and emotional outcomes.

2. Recommendation for the boarding in-charge of the St. Francis Xavier Sisters congregation

All the boarding in-charge of the St. Francis Xavier Sisters are recommended to foster positive attitudes to evaluation activities, both internal and external, may be considered an example of an effective practice in the enhancement of learning, achievement and the creation of a modern boarding environment. They are to lead the ethos of the Boarding House and to foster an atmosphere of calm and caring professionalism among the whole community.

Furthermore, boarding in-charge has to ensure that house rules are adhered to and that responses are both measured and fair in relation to any contraventions. A system of rewards should be followed to recognize compliance of the rules and for good conduct.

3. Recommendation for the further researchers

This research was conducted to compare the expected and actual service quality of the boarding houses of St. Francis Xavier Sisters in Pathein Diocese. The result of the study would help the future researchers who can also conduct similar studies in other religious congregations and other dioceses in Myanmar as well as boarding houses in Myanmar as a whole.

Besides, it is also recommended to study the relationship with demographic profile towards students' satisfaction in the boarding houses. In addition, future researchers are recommended to do a qualitative research on the factors affected on the students' satisfaction and overall development.



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APPENDIX A

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Questionnaire (English)

The study of service quality expected by the students and actual service quality provided by the St. Francis Xavier Sisters' boarding houses

OMNIA

SINCE1969

2

Questionnaire: Please provide your personal information in the following. All responses will be kept confidential. Your cooperation in providing this information will be greatly appreciated.

Age	13 🗌	14 🗌	15	16 🗌	17 and above \Box
Grade	8	9 🗆	10 🗆	11 🗆	college 🗌
Duration of					
the stay	1 yr 🗆	2yr 🗌	3yr □ 4yr □	5yr 🗆	6yr & above 🗌

This section of the survey deals with your opinions of St. Francis Xavier Sisters' boarding house. Please show the extent to which you think boarding house should possess the following features. What we are interested in here is a number that best shows you expectations about boarding house offering services. You should rank each statement as follows:

1. Never 2. Rarely 3. Sometimes 4. Often 5. Always

Expectation

·				0			100	1		_	
1	2	3	4	5		Service Items	1	2	3	4	5
				\geq		Tangibles	0				
				D	1	Study room, light, tables and chairs are supportive for learning.					
			(S	2	Stationaries and learning facilities are available as needed.	M				
					3	Bedroom, dining room, bathroom, toilets are hygienic and appropriately set up.	7				
					4	Food and water provided by the boarding house are fair enough on the budget and nutritious.					
					5	Boarding house staff is well dressed, neat and tidy.					
		2				Reliability					
					6	Boarding house environment is safe and secure for the students.					
					7	The boarding staff maintains accurate record of individual student in order to provide their best services.					
					8	The necessary information, instructions and practices are provides for staying in the boarding house community.					
					9	Class assignments and academic assistance is effective and helpful.					
					10	The Boarding staff is approachable, willing and well prepared to help the students.					

Actual

		Responsiveness	
	11	Individual attention (towards each student)is	
		provided by the Boarding staff and there is	
		dynamic and interactive relationship for the	
		adjustment as needed.	
	12	The Boarding staffs are never too busy in	
		terms of responding to request from students	
	13	The Boarding in charge tells the exact	
		timing of their services to be performed	
	14	The Boarding staffs are timely, punctual and	
		prompt to response effectively the students.	
	15	Reminders and corrections against the rules	
		are practical, timely, just and reasonable.	
		Assurance	
	16	Boarding Staff keeps her promises for the	
		readjustments and requests.	
	17	Boarding staff has sufficient knowledge,	
	-	skill and ability to help the students.	
	18	Boarding staff deals every student with	
		respect.	
	19	Boarding staff is reliable and trustworthy to	
		open personal difficulties.	
	20	Boarding staff are role model for the	
		students.	
		Empathy	
P	21	The Boarding in charge is courteous,	
5		sympathetic and understanding to students	
		with personal problems.	
	22	The timetable is flexible for students to	
9		follow.or	
	23	The Boarding staffs are willing to listen to	
	24	The boarding staffs assign relevant and	
	0.5	appropriate tasks to the students.	
	25	The boarding staff treat the students fairly	
		and no bias of family background and race.	

NUN

APPENDIX B

Questionnaire (Myanmar)

The study of service quality expected by the students and actual service quality provided by the St. Francis Xavier Sisters' boarding houses



စိန်ဖရန်စစ်ဇေးဗီးယဲဘော်ဒါကျောင်းများတွင် ကျောင်းသူများမျှော်လင့်ထားသော ဝန်ဆောင်မှု အရည်အသွေးနှင့် အမှန်တကယ်ရရသော ဝန်ဆောင်မှုအရည်အသွေး ကျေးဇူးပြု၍ သင်၏အချက်အလက်များကို အောက်ပါအတိုင်းဖြည့်စွက်ပေးပါ။ သင်၏ဖြေကြားချက်အားလုံးကို လျှို့ဝှက်စွာ ထိန်းသိမ်းထားပေးမည်ဖြစ်ပါသည်။ ဤအချက်အလက်များကိုဖြည့်စွက်ရာတွင် ပူးပေါင်းကူညီပါဝင် ပေးသည့်အတွက် သင့်အားအထူးကျေးဇူးတင်ရှိပါသည်။ အသက် အတန်း ဘော်ဒါတွင်နေသည့်ကြာချိန် ၁၃ နှစ် \Box သတ္တမတန်း \Box \Box တနှစ် ၁၄ နှစ် အဌမတန်း ၂နှစ် ၁၅နှစ် နဝမတန်းနှစ် ၃နှစ် ၁၆နှစ် ၄နှစ် ဒဿမတန်း ၁၇နှစ်နှင့်အထက် ၅နှစ် \Box ၆နှစ်နှင့်အထက်

စစ်တမ်းကောက်ယူမှု ဤအပိုင်းသ<mark>ည် စိန်ဖရန်စစ်ဇေးဗီးယားဘော်ဒါ</mark>ဆောင်နှင့်စပ်လျဉ်း၍ ဘော်ဒါဆောင်တခုရှိ အောက်ပါအ<mark>င်္ဂါရပ်များအပေါ် သင်၏အယူအဆ</mark>ထင်မြင်မှုကို ဇယား၏ဘယ်ဖက် "မျှော်မှန်းချက်" ခေါင်းစဉ် အော<mark>က်တွင်</mark> သတ်မှတ်ပေးပြီး

ဘော်ဒါဆောင်တွင်စတင်နေ<mark>ထိုင်ပြီးသည်မှ</mark>ယခုခိုန်အထိသင်<mark>၏အတွေ့အကြုံ</mark>ကို ဇယား၏ညာဖက် "လက်တွေ့အမြင်" ခေါင်းစဉ်<mark>အောက်တွင်</mark> အောက်<mark>ပါအကြိမ်အရေတွက်အ</mark>တိုင်း သတ်မှတ်ပေးပါ။

0 J P 9 D	အကြောင်းအရာ 🚬	0 J P 9 D
ဘော်ဒါမဝင်ခင်	ထိတွေ့သိမြင်နိုင်သောအရာ	ဘော်ဒါနေစဉ်
	ာ <mark>စာကြည့်ခန်း၊ စားပွဲ၊ ကုလားထိုင်၊ မီး</mark> အလင်းရောင်တို့သည်	
	စ <mark>ာကျက်ရာတွင်</mark> အထောက်အ <mark>ကူဖြစ်စေပါ</mark> သည်။	
	၂႓ စာရေးကိရိယ <mark>ာများနှင့် အခြား</mark> သင်ယူမှုအထောက်အကူများ	းကို
	လွယ်ကူစွာ ရယူအသုံးပြုနိုင်ပါသည်။	
	၃ ထမင်းစားခန်း၊ အိပ်ယာခန်း၊ ရေချိုးခန်း နှင့် အိမ်သာတို့သ	ှည်
	ကျန်းမာရေးနှင့်ညီညွတ်ပြီးသင့်တင့်လျောပ်ပတ်စွာစီစဉ်ထာ	းပါသ
	ည်။	
	၄ ဘော်ဒါမှစီစဉ်ပေးသော ရေနှင့်အစားအစာတို့သည်	
	ပေးထားသောငွေကြေးအတိုင်းအတာအရ တရားမျှတမှုရှိပြီ	°
	အဟာရသင့်တင့်ပါသည်။	
	၅ ဘော်ဒါဆောင်တွင်ဝန်ဆောင်မှုပေးသောဝန်ထမ်းများသည်	
	သန့်ရှင်းသပ်ယပ်စွာဝတ်စားဆင်ယင်နေထိုင်ပါသည်။	
	ယုံကြည်စိတ်ချနိုင်မှု	
	၆ ဘော်ဒါဆောင်ပတ်ဝန်းကျင်သည်	
	ကျောင်းသူများအတွက်လုံခြုံစိတ်ချရပါသည်။	
	၇ ဘော်ဒါဆောင်အကြီးအကဲသည် သူတို့၏အကောင်းဆုံးသေ	α
	ဝန်ဆောင်မှုကိုပေးရန် ကျောင်းသူတဦးချင်းစီအတွက်	
	မှတ်တမ်းအတိအကျကို ပြင်ဆင်ထိန်းသိမ်းထားပါသည်။	
• • • • • • • • • • • • • • • • • • •		

0	ဘော်ဒါဆောင်အသိုင်းအဝိုင်းတွင်နေထိုင်ရာတွင်ကောင်းမွန်စွာလို		
	က်နာနေထိုင်နိုင်ရန် လမ်းညွှန်ချက်များ၊ သိသင့်သိထိုက်ရာများ၊		
	လုပ်ဆောင်ရမည့်အရာများကို ကောင်းမွန်ရှင်းလင်းစွာ		
	ျှလမ်းညွှန်ပေးပါသည်။		
	အိမ်စာများပြုလုပ်ရန်အကူအညီနှင့် ဘော်ဒါမှစီစဉ်ပေးသော	$\left - \right $	
e e	ကျူရှင်များသည် ထိရောက်ပြီးအကျိုးရှိပါသည်။		
00	ဘော်ဒါဆောင်အကြီးအကဲနှင့် ဝန်ထမ်းများသည်		
	ြင်းသို့တွေကို ကြေးခေတ်နှင့် ဝန်ထမ်းမ်ားသည်		
	ချဉ်းကပ်လွယ်ပြီး ကျောင်းသူများအားကူညီရန် လိုလိုလားလားနှင့် အဆင်သင့်ရှိပါသည်။		
	တာဝန်ယူမှု		
00	ဘော်ဒါဆောင်အကြီးအကဲသည် ကျောင်းသူတဉီးချင်းစီကို		
	အလေးထား ဂရုစိုက် သည့်အပြင် လိုအပ်သံလိုညိုနိုင်းနိုင်ရန်		
	အပြန်အလှန်သဘောဆောင်သော ဆက်ဆံရေးရှိပါသည်။		
၁၂	ဘော်ဒါဆောင်အကြီးအကဲနှင့်ဝန်ထမ်းများသည်		
	ကျောင်းသူများ၏လိုအပ်ချက်များကို ဆောင်ရွက်ပေးရန်		
	အလိုပ်များလွန်းသ <mark>ည်ဟူ၍</mark> မရှိပါ။ 🌷 🧷		
90	ဘော်ဒါဆောင်အကြီးအကဲသည်		
	ကျော <mark>င်းသူများ၏လိုအပ်ချက်/တောင်</mark> းဆိုမှုများ အတွက်		
	ဆ <mark>ောင်ရွက်</mark> ပေးမည့် အချိန်ကို <mark>အတိအက</mark> ျှပြောပါသည်။		
Q , 09	<mark>ဘော်ဒါဆော</mark> င်အကြီးအကဲနှင့်ဝန်ထမ်းများသည်		
	<mark>ကျောင်းသူမျ</mark> ား၏လိုအ <mark>ပ်ချက်များကို</mark> အချိန်မီ၊ အချိန်မှန်၊		
	ဆောင်ရွက်ပေးပါသည်။	2	
ാ 1	စည်းမျဉ်း၊စည်းကမ်းဖ <mark>ောက်ဖျက်မှုများအတွ</mark> က် အရေးယူခြင်းသည်		
	အချိန်နှင့်တပြေးညီ လက်တွေ့ကျံကျ တရားမျှတမူရှိပါသည်။		
	အာမခံချက်ပေးနိုင်မှု		
	ဘော်ဒါဆောင်အကြီးအကဲသည် ဝန်ဆောင်မှုများနှင့်		
	ပြန်လည်ပြင် <mark>ဆင်ညှိနှိ</mark> ုင်းရသောအရားများအတွက်		
· · · · · · · · · · · · · · · · · · ·	တတိတည်ပါသည်။		
ာင္	ဘော်ဒါဆောင်အကြီးအကဲနှင့်ဝန်ထမ်းများသည် ကျောင်းသူများ၏		
	လိုအပ်ချက်များကို ဆောင်ရွက်ပေးရန် အရည်အချင်း၊		
	ဗဟုသုတနှင့် ကျွမ်းကျင်မှုများရှိပါသည်။		
	ဘော်ဒါဆောင်အကြီးအကဲနှင့်ဝန်ထမ်းများသည်		
	ကျောင်းသူများအား တန်ဖိုးထားဆက်ဆံပါသည်။		
	ဘော်ဒါဆောင်အကြီးအကဲသည်ကျောင်းသူများ၏		
၂၂၀၉	ကိုယ်ရေးကိုယ်တာများကို ဖွင့်ဟတိုင်ပင်နိုင်ရန်		
	ယုံကြည်စိတ်ချနိုင်ပါသည်။		
	ထုကြည်စတ်ချီနိုင်ပါသည်။ ဘော်ဒါဆောင်အကြီးအကဲများသည် ကျောင်းသူများအတွက်		_
Jo	စံပြနမူနာဖြစ်ပါသည်။		
	စၥနာမူ		
	ဘော်ဒါဆောင်အကြီးအကဲသည် ကျောင်းသူများ၏		
cl	ကိုယ်ရေးကိုယ်တာ ပြသနာများနှင့် ပါတ်သက်၍		
	စာနာနားလည်မှုရှိပြီး အကူအညီဖြစ်ပါသည်။		

	၂ ဘော်ဒါဆောင်အချိန်စာရင်းသည် ကျောင်းသူများလိုက်နာနိုင်ရန်
	အဆင်ပြေပါသည်။
J	
	ကျောင်းသူများ၏အကြံပေးချက်များကို
	လက်ခံနားထောင်ပေးရန်လိုလိုလားလားရှိပါသည်။
J	ှ ဘော်ဒါဆောင်အကြီးအကဲသည် ကျောင်းသူများကို
	သင့်တင့်မျှတသော တာဝန်များကိုခွဲဝေပေးပါသည်။
	၂ ဘော်ဒါဆောင်အကြီးအကဲသည်
	ကျောင်းသူများကိုမိသားစုနောက်ခံအခြေအနေ၊ လူမျိုးရေးအစွဲမရှိ၊
	အခွဲမခြားဆက်ဆံပါသည်။





Survey Translation Approval Form

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1. What do you think about the survey translation? Is the translation clear and enough to understand?

It is very accurate and explains well. It is also carry to understand for the readers.

2. Is there any phrase or grammar mistake in Myanmar translation version which might make students confused?

It is to verify that all the grammar and phouses in the sentencies are well-corrected and the words are very simple.

couldn't find to edit in the question.

SA GABRIEL

3. Which part of number do you find to edit to make questionnaire clearer? Please write down the number and new sentences you find out.

MS PATRICIA THANCDAR Name: Academic Rank: DIRECTOR SINCE1969 Highest Degree: M.Ed Field of Degree: Curriculum and Instructions 17/4 PYE DAW THAR, PATHEIN, MYANMAR Work Position: DIRECTOR Address:

BROTHERS OF

T

+95-94 22506288 Handarpatricia @ gmail.com

Signature...... Date: 15/1/2017

Survey Translation Approval Form

1. What do you think about the survey translation? Is the translation clear and enough to understand?

The survey translation is good and clear enough to understand.

2. Is there any phrase or grammar mistake in Myanmar translation version which might make students confused?

No, the kentences are grammatically correct. Any student reading the translation cannot be confused.

3. Which part of number do you find to edit to make questionnaire clearer? Please write down the number and new sentences you find out.

It was clear from the first, and I don't find anything to suggest to make the question naise cleaser.

K: Lecturer (Rtd) Zoology Department, Pathein University Name: Academic Rank: H.Ser ทยาลัยอัสด์ Highest Degree: Zoology Principal, st. John's Brivate School, Pathein. 21 (1) Khattar Street, Pathein. Field of Degree: Work Position: Address:

San Lan Lega 11-1, 201-1 Signature.... Date:

Survey Translation Approval Form

1. What do you think about the survey translation? Is the translation clear and enough to understand?

The survey translation in clear enough the understand

2. Is there any phrase or grammar mistake in Myanmar translation version which might make students confused?

make students confused? ERS There is no my grammar mistake and it was easy to understand by students.

3. Which part of number do you find to edit to make questionnaire clearer? Please write down the number and new sentences you find out.

henerally, all of the quationnaine scemed dear to me and 9 just comment the way how to ask questionnaine to students. Name: Ko Ko Lwin Academic Rank: PhD Candidate Highest Degree: MBA (ANT) Field of Degree: Induced and Duble. Ma

Field of Degree: International Public Work Position: Concretant SV 6B Internatio Address:

Asian Institute of Technolosy P. O BOXU Klong Long Kohwin Pathum thani - Signature Thailand 12120 Date: 31/12/2016

BIOGRAPHY

Personal Profile

Name of Researcher	•	May Oo Khaing
Date of Birth	:	29 th October 1970
Place of Birth	:	YANGON, MYANMAR.
Ethnicity	:	Kayin
Religion	:	Roman Catholic Christian
Nationality	:	Myanmar DC/

Educational Background

- 2015-2017 M. Ed. Educational Administration, Assumption University, Bangkok, Thailand.
- 1999-2001 M. A. Theology of Consecrated Life, Institute of Consecrated Life in Asia, Quezon City, Manila, Philippines.

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VINCIT

1987-1994 Bachelor of Science (Physics) Yangon University, Myanmar.

*

Certificates

2002	A+ Hardware in theoretical knowledge and practical installation &
	maintenance, KMD, Yangon, Myanmar
2013	Qualification in Language Teaching, World Learning SIT Graduate
	Institute
2000-2010	Community Management Course, Knowledge and Dedication for
	Nation Building, Yangon, Myanmar
2011-2014	Spiritual Direction Course, Catholic Religious Conference of
	Myanmar, Yangon

Working Experience

- 2001-2002 Boarding in-charge, Mawlamyine Diocese, Myanmar
- 2002-2004 Karuna Pathein Social Services, Pathein Diocese, Myanmar
- 2004-2006 Diocesan Office, Mawlamyine Diocese, Myanmar
- 2006-2008 Archdiocesan Office, Yangon Archdiocese, Myanmar
- 2008-2015 English Language teacher, Aspirantate and Pre-postulate, St. Francis Xavier Sisters' Congregation, Myanmar
- 2013-2015 English Language teacher, St. John's Learning Center, Pathein



