



THE RELATIONSHIP BETWEEN THE LEVELS OF STUDENTS'
SATISFACTION AND THEIR ACHIEVEMENT AT KANT KAW
EDUCATION CENTER IN MYANMAR

Ja Sawm Aung

A Thesis Submitted in Partial Fulfillment of the
Requirements for the Degree of
MASTER OF EDUCATION
in Educational Administration
Graduate School of Education
ASSUMPTION UNIVERSITY OF THAILAND

2014

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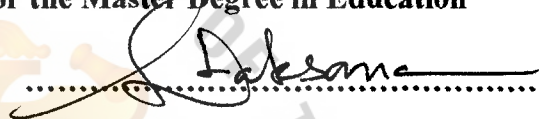
**Thesis Title: THE RELATIONSHIP BETWEEN THE LEVELS OF
STUDENTS' SATISFACTION AND THEIR ACHIEVEMENT AT
KANT KAW EDUCATION CENTER IN MYANMAR**

By: JA SAWM AUNG

Field of Study: EDUCATIONAL ADMINISTRATION

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Partial Fulfillment of the Requirements for the Master Degree in Education**



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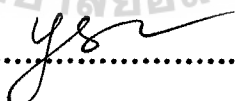
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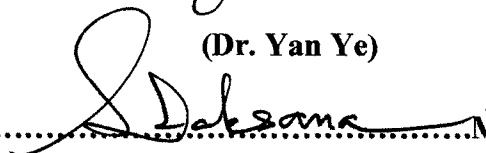
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ABSTRACT

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CENTER

Name: JA SAWM AUNG

Thesis Title: THE RELATIONSHIP BETWEEN THE LEVELS OF
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Thesis Advisor: DR. YAN YE

The purpose of this study were to determine the students' satisfaction level, their achievement level, and test whether or not there was a relationship between students' satisfaction and students' achievement at Kant Kaw Education Center, Yangon, Myanmar.

The supportive theories used in this study were Effective School Indicator Theory, Student Achievement and Variables related to student achievement. The revised "High School Satisfaction Questionnaire" (2006) from Arkansas department of higher education in USA were used as instrumental tool in this investigation and they were distributed to all the current students from Kant Kaw Education Center, Yangon in July 2014. In this study, means, standard deviation and Pearson correlation were the statistical techniques applied in data analysis.

Based on the results from this study, it was found out that students were most satisfied with school instruction, and students were least satisfied with school library. The study also found the students' achievement level as their GPA showed was “high”. And moreover, the correlation analysis found that there were a positive relationship between the levels of students' satisfaction and achievement at Kant Kaw Education Center, Yangon, Myanmar.

The study recommended the center's leaders to develop their leadership skills and innovate the center more in order to create a better administrative system. Also it recommended the center administrators to maintain the management in the focus of eight areas, including instruction, courses, grading, testing, guidance, rules, library and school assistance. So as to keep the students satisfaction highly, and to convince more future students and parents to trust and come to study in the center.

Field of Study: M.Ed (EA)

Student's signature.....

Graduate School of Education

Advisor's signature

Academic Year 2014

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CHAPTER I

INTRODUCTION

In this chapter, the researcher discusses the purposes and the importance of this study. This chapter consists of background of the study, statement of the problem, research questions, research objectives, research hypotheses, theoretical framework, conceptual framework, scope of the study, definitions of terms and the significance of the study.

Background of the Study

To educate students is the major purpose of schools. Education is a means to help students to change in the positive ways, to introduce new things to them (Airasian, 2001). Education gives knowledge to students through the teachers. John Dewey (1938), defined education as “Education is the development of these (physical, social and spiritual environment) capacities in the individual which enable him to control his environment.”

Education is very important for the development and growth of any country. When education improves in a country, benefits extend to communities and to society. It is known that higher levels of education result in better health, economic growth, human rights, democracy and political stability. The researcher believes that education in Myanmar still needs to greatly improve. For example, it is known that an educated mother raises a healthier child. Educated persons can earn higher salaries than uneducated persons. Also education supports people in learning and advocating for their rights (Center global, 2014).

Myanmar, formerly known as Burma, is a country rich in natural and human resources. Myanmar is located in South East Asia and shares borders with Bangladesh, China, India, Laos and Thailand.

The education gap between rich and poor people of Myanmar is vast. There are many educational centers or organizations that support students who lack resources and opportunities to continue their education. Since 2011, more and more education centers have opened every year, but what is the quality of services from those education centers? What is the level of their students' satisfaction? Do the students achieve their goals through learning in the education centers? In fact, we know very little about this. No previous research has been conducted to the public whether or not these education centers are succeeding in their mission and/or what they need to improve in the future.

Reforming the education system in Burma is the responsibility of all sectors (public, private and citizen/non-governmental) at all levels (pre-school, primary, secondary, vocational, higher education) within public, private and international school, via international funding agencies, foundations and the Ministry of Education (McCord, Simon and Weil, 2013). The researcher hopes Myanmar will return to the educational excellence it had achieved before the 1960's. But this will take time. So currently, the existence of many education centers in fact provides students more opportunities for continuing their studies in Myanmar.

However, questions and curiosity about whether or not the students who are learning at the education centers are satisfied with the instruction, guidance, grading, rules, libraries and academic help from their education centers should be of vital interest to professionals in the field. Thus, studies about students' satisfaction will be

very valuable for scholars and professionals in education centers. Evaluative research is critical.

Being aware of this, the researcher decided to conduct research on this topic. The researcher investigated Kant Kaw Education Center in this study to know more about students' satisfaction, students' achievement and to test if there is a relationship between students' satisfaction and achievement at this education center.

Statement of the Problem

Much research has been conducted on evaluating services of schools in Myanmar but few are concerned about student satisfaction and achievement which is in fact very important as the primary indicators of institutional education success. No studies were conducted for testing the relationship between the levels of students' satisfaction and their achievement in education centers in Myanmar. And also there was no survey done on student satisfaction and no analysis of data about student achievement in Kant Kaw Educational Center.

The researcher wanted to conduct this research to understand the relationship between student satisfaction and achievement at Kant Kaw Education Center, in Myanmar. The researcher hoped to learn if the students' satisfaction and achievement are low or high at the education center; and whether or not there was a significant relationship between students' satisfaction and their achievement while learning at an education center in Myanmar. The researcher believes that students' satisfaction and students' achievement were key indicators for the success of educational institutions. Therefore educational-centers needs to understand and apply these indicators to evaluate themselves to constantly improve their curriculum. Due to the lack of previous studies at the education centers in Myanmar, especially regarding students'

satisfaction and their achievement, this researcher decided to dedicate her thesis study to these areas.

Research Questions

1. What is the level of students' satisfaction at Kant Kaw Education Center, Myanmar?
2. What is the level of students' achievement at Kant Kaw Education Center, Myanmar?
3. Is there any relationship between students' satisfaction and students' achievement at Kant Kaw Education Center, Myanmar?

Research Objectives

1. To determine the students' satisfaction level at Kant Kaw Education Center, Myanmar.
2. To determine students' achievement level of Kant Kaw Education Center, Myanmar.
3. To determine the relationship between students' satisfaction and students' achievement, Kant Kaw Education Center, Myanmar.

Research Hypothesis

There is a significant relationship between the levels of students' satisfaction and students' achievement at Kant Kaw Education Center, Yangon, Myanmar.

Theoretical Framework

In this study, the theoretical basis derived from research into effective schools student satisfaction and student achievement.

1. Effective School Indicators Theory: Kimbrell, Bednar, and Matthis, (2006)

Effective school indicators include *instruction, course offerings, grading, tests, guidance, rules, library, and school assistance*. These eight effective school indicators are related to the success of schools and students' satisfaction. These eight effective school indicators were especially relevant to high school students. Kimbrell, Bednar, and Matthis also published their questionnaire named "*High School Satisfaction Questionnaire*" of Arkansas Department of Higher Education in USA, which were also used by this research for conducting this study.

The school effectiveness indicators allow for value judgments to be made about key aspects of the function of educational systems. Kant Kaw Education Center, in Myanmar, offers a high school diploma for the students who enter their programs. Therefore, this researcher decided to use "*High School Satisfaction Questionnaire*" originated by the Arkansas Department of Higher Education from USA, Lankara (2014). This researcher adapted the questionnaire from Lankara (2014) who used it for his research and also tested the reliability with three experts from Assumption University, in conducting this research. This will be later discussed in more detail in the next chapter.

Student satisfaction towards *Instruction* must be a primary concern of any educational organization, and requires the institution to develop and maintain effective instruction in every classroom. A school-wide instruction model should be developed with input by teachers and explicitly stated in a written document. Professional development opportunities must be provided for teachers to meet the

highest standards of instruction; teachers should be able to articulate the standards and instructional model of the school when asked and use the school-wide language of instruction regularly in their professional learning communities.

Then, student satisfaction towards *courses* must be assessed. The courses are usually regulated by state and district policies, with well-organized courses associated with clear standards. Thus, the course taught in the classroom is analyzed to confirm that it relates to the written curriculum.

Whether or not this is an effective and fair *grading system* and appropriate *assessments* are used to analyze exactly what the students learn from the written and taught curricula, also affects students' satisfaction. Moreover, clear and measurable goals that can provide students with good *guidance* should be assessed as well. And the institution should be focused on critical needs regarding improving achievement of individual students within the school.

Clear *rules*, that student feels are appropriate and fair, should be established and conducted at educational institutes.

Students' satisfaction with the *library* and facilities are also important. The library should be accessible at times that are convenient for the students, with adequate educational resources to meet the teachers' and students' needs.

Lastly, students' satisfaction towards provided academic *assistance* is also a sign of quality education service; institutes should offer many opportunities to participate in learning experiences outside of the classroom, and should further students' interaction with cultural and ethnic diversity.

2. Student Achievement and Related Variables: Gordon (2004) and Hattie (2009)

Many studies have proved that a knowledgeable and skillful teacher can create student achievement. Gordon's Handbook of Research on Improving Student Achievement (2004) looked at clear and high standards, multiple changes, strong leadership, collaborative teams and committed teachers very successful prominent features of schools that produce high student achievement.

According to Gordon Cawelti (2004), student achievement can be improved through positive behavioral reinforcement, goals and modeling was the intent of the study. Academic achievement has been approached with several ways. In academic improvement, teacher quality, class size and financial support were critical issues at educational organization. Schools are graded annually and according to test results. Curriculum is aligned to test strategies. School districts are constantly looking for new strategies and technology to increase academic achievement.

Allen (1983) and Nicholson (2006) worked with the same hypotheses while testing the effect of teacher absences to student achievement. They found a huge negative effect to productivity due to the difficulty of finding the right replacement of workers. Murnane, Miller, Willett (2007), Walberg & Paik (2000) predicted over the past four decades that a large number of variables of the student achievement had increased.

Then, Hattie (2009) identified 138 variables significantly related to school achievement. This study followed earlier reviews of some 134 meta-analyses (Hattie, 1987; 1992) and summarized results from literally thousands of studies on many hundreds of variables.

According to Hattie (2009), the large number of variables related to student achievement, there were mainly three categories of variables including school-level

variables, home context variables, classroom input variables and classroom process variables.

The school-level variables included school characteristics, school process, school leadership and curriculum. The classroom input variables concerned about the teacher and student characteristics, while the classroom process variables focused on teaching strategies, teacher behavior, student behavior and classroom processes. Since the students' satisfaction was also regarded as one of the core focus of school management and leadership work, it was very likely that students' satisfaction and achievement were related to some degree as this researcher assumed.

Conceptual Framework

This study investigated students' satisfaction and students' achievement of Kant Kaw Education Center.

As the first study conducted at Kant Kaw Education Center, Myanmar, this study was based on Kimbrell, Bedner, and Matthis's (2006) Effective school indicators theory, Hattie's (2009) Variables related to Student Achievement.

The study mainly aimed to find the relationship between the levels of students' satisfaction and their achievement at Kant Kaw Education Center in Myanmar.

Figure 1 below showed the conceptual framework of this study in details.

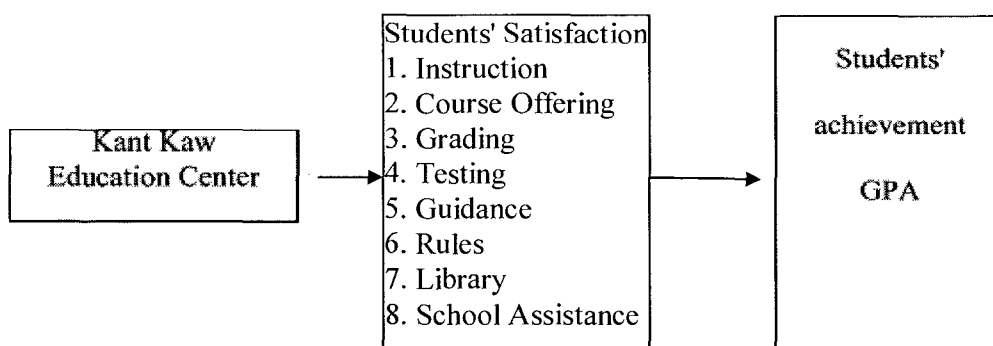


Figure 1: Conceptual Framework of this study

Scope of the Study

This study was conducted at Kant Kaw Education Center, Yangon, in Myanmar. Kant Kaw Education Center is a program of Thabyay Education Foundation founded in 1996 and is one of the biggest educational networks in Yangon. Therefore, the researcher had chosen to conduct this research in this education center.

The researcher limited the population of this study to students from school year 2014 in Kant Kaw Education Center, Myanmar.

The student satisfaction questionnaire was based on effective school indicators including: *instruction, course offering, grading, testing, guidance, rules, library and school assistance*. The research outcomes were based on satisfaction and achievement of students only. Questionnaires did not consider the satisfaction of staff, parents, teachers or administrators.

This study's findings might be only valid to Kant Kaw Education Center and other education centers that were similar to Kant Kaw Education Center. The research outcomes might not be generalized to other schools, organizations in Myanmar.

Definitions of Terms

Students: refers to the learners who are studying at the university preparation program and professional development program at Kant Kaw Educational Center.

Students' Satisfaction: refers to the students' perception of enjoyment and accomplishment in the center's learning environment. It is related to what students expected.

- **Instruction:** refers to quality of teaching by teacher to a student resulting in knowledge gained. That leads to success in school and life. Question number 1-9 of the questionnaire measured this part.
- **Course offering:** refers to the subjects that are offered to the students who study in the school/program. Question number 10-12 of the questionnaire measured this part.
- **Grading:** refers to how instructors evaluate the students through tests and assignments. Question number 13-18 measured this part.
- **Testing:** refers to a method to measure how well the students do in the classroom. Question number 19-24 measured this part.
- **Guidance:** refers to the counseling that helps students find what are they are interested in, sharing students' feelings, and discovering current and future education career. Question number 25-29 of the questionnaire measured this part.
- **Library:** refers to a building for reading and borrowing, with many kinds of books, journals, newspaper, thesis, reference guide and other sources of

information on a huge variety of topics. Question number 30-33 of the questionnaire measured this part. 00037 0-1

- **Rules:** refer to the disciplines from the school that student need to follow. Question number 34-39 of the questionnaire measured this part.
- **School Assistance:** refers to academic help who support the students' academic needs, such as tutoring, extra classes beside the regular classes. Question number 40-43 of the questionnaire measured this part.

Level of Achievement: refers to the level of students who doing well in academically and obtained skills to giving back to their community and country, this study was based on the students' GPA of Kant Kaw Educational Center directly.

GPA: refers to the grade point average from Kant Kaw Education Center, Yangon, Myanmar.

Student achievement: refers to the students' desire to achieve and complete their academic goals. In this study it was measured by the student's grade point average.

Kant Kaw Education Center: is a center that helps Myanmar students wishing to study abroad and to improve critical thinking, knowledge, practical skills, communication/ facilitation, meeting and report writing, basic accounting and finance, event planning, organizing skills and developed English proficiency.

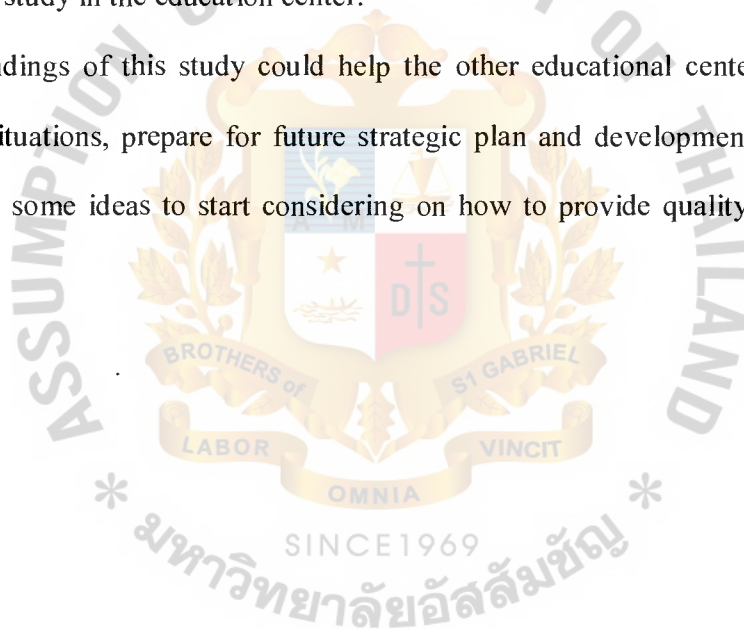
Significance of the Study

This study would measure students' satisfaction in the university preparation program and professional development program, Kant Kaw Education Center, Myanmar.

This research study can be helpful for future researchers to conduct students' satisfaction and analyze student achievement studies in other organizations, similar to Kant Kaw Education Center.

This study has the potential to help students understand how to better achieve their goals. This research could inform Kant Kaw about how to improve their programs, since currently there are various programs offered for Myanmar students in many educational centers. This research could guide students and parents by giving them more information when they and their parents are considering investing more money in their study in the education center.

The findings of this study could help the other educational centers analyze their current situations, prepare for future strategic plan and development, and also provided them some ideas to start considering on how to provide quality education service.



CHAPTER II

REVIEW OF RELATED LITERATURE

In this chapter, the researcher discusses the following important theories for conducting review of the research. Major theories of the study are:

- 1. Effective School Indicators Theory**
- 2. Students' Satisfaction**
- 3. Student Achievement**
- 4. Variables related to Student Achievement**
- 5. Student Achievement at School-level**
- 6. GPA Used as Indicator for Student Achievement**
- 7. Other Theories of Satisfaction and Achievement**
- 8. Previous Studies on Students' Satisfaction and Achievement**
- 9. Background of Kant Kaw Education Center**
- 10. Summary of review of literature for this study.**

Effective School Indicators Theory

Kimbrell, Bedner and Matthis (2006), published their questionnaire which included school indicators; instruction, course offering, grading, tests, guidance, rules, library, and school assistance that is relevant to high school students. Kant Kaw Education Center, in Myanmar, accepted students who finished high school and waiting to continue higher education. These effectiveness indicators were priorities to improve educational organization so the researcher decided to adapt the “High School Satisfaction Questionnaire” of Arkansas Department of Higher Education from USA, to conduct this study of the Kant Kaw Education Center.

Arkansas Department of Higher Education in USA developed “High School Satisfaction Questionnaire” and mentioned eight indicators which are important for school effectiveness. As Kimbrell, Bedner and Matthis (2006) did in their study of “School level performance descriptor for Arkansas Standards and Indicators for school improvement” by eight important indicators.

Effective Instruction

Good schools hire teachers who are knowledgeable, professional and well prepared. The right courses and suitable curriculum offer by the school. Effective schools should have a clear mission statement for the staff to share an understanding and to reach the school's goals. To give teachers a focus is first priority in the school, they must be able to teach both lower-level of academic skills and higher-level cognitive abilities Lezotte (1991) cited in Kirk and Jones (2004). Suitable class times and teaching what students need are necessary for effective instruction Kirk and Jones (2004). Johnson (1997) cited in Kirk and Jones (2004), the school leadership need to create an environment where “properly supported, students can learn and teachers can teach”. The curriculum also should not change all the time and needs to be stable so that student can gain the knowledge they need to succeed in school and life Eyck, Librera and Doolan (2008) mentioned in Tessema, Ready & Yu (2012). In academic settings, the curriculum of colleges and universities can affect their future career choices.

Effective Course

Many people agree that students' achievement improve by the standard of the courses and teaching of the schools. Nowadays, a simple curriculum is not going to fit with this world. In today's globally connected world, students have to acquire different kinds of knowledge and more than their nature had. In 1990, educational institutions from America raised the standards of teachers and policy makers and also the requirements of the teachers (A guide to global development).

The instruction includes three levels. The first thing is planning instruction, the second is to follow up the first level and the last is assessment. Airasian (2001) found these three steps to have a relationship with each other, and are affected by one to another. Such as; the lessons should be appropriate to the students and to make sure that they get the information at the end of the lessons. Decision making by teachers is required for all three steps.

Effective Grading

Grading system of effective school should be fair to all the students and to make sure that can measure what students learn in the class and from the curriculum. Meanwhile, effective schools should have a standardized grading system and design good assessments. The administrator or school team should regularly analyze the relationship between instruction and how instructor gives grades to the students.

Effective Test

Different types of tests are used in the schools. Anastass & Urbina(1997) defined at Whiston (2005) there were so many different kinds of tests such as: achievement tests, aptitude or intelligence tests, personality inventories, projective

techniques, interest inventories, attitude measures, and so on. These types of test can be divided into two categories. For example, individual test and group test. Individual test is designed for one-on-one situation and group tests are designed primarily as a tool for mass testing.

Kubiszyn & Borich, (2003) mentioned Norm-referenced tests (NRT) and Criterion referenced tests (CRT) were classified tests by the measurement theory. NRT tests were measured by the average performance of the similar student's performance. The score could be affected depends to the normative group, language, culture and socioeconomic status differences between the students. CRT test is measured by the pre-established criterion of the student rather than the other student's performance.

Test results have many different purposes, such as identify strengths and weaknesses, plan learning, provide feedback to learner, measure individual attainment, make future choices, award qualification, provide information to employers, monitor and maintain standards and evaluate performance levels.

Tests are important for the learners, teachers and administrators who are responsible for the school's development. Brown and Knight (1994) as cited in Brown with Bull and Pendlebury (1997) that "Assessment/test is at the heart of the student experience".

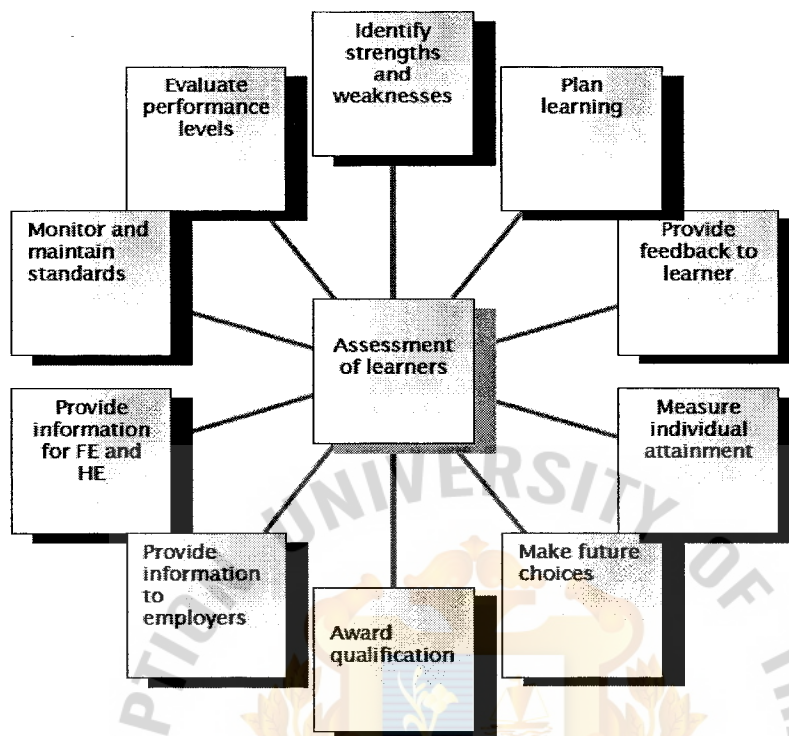


Figure 2: Resource from - Guide to assessment by Scottish Qualifications Authority, (2009).

There are many types of assessments, such as: summative assessment, formative assessment, final assessment, continuous assessment, product driven, process driven, standardized assessments, non standardized assessment, convergent assessment and divergent assessment.

Formative assessment is the assessment that tests how much students understand the lesson and gain the knowledge during the process of activity. For example: When the teacher tests the student all the way from the beginning until the end of the project. McAlpine, (2002) mentioned, summative assessment was the assessment that tests the student at the end of the project. For example: The students have to sit for the midterm exam or final exam to upgrade their level of study. Marzano (2006) mentioned that formative assessment was more effective and

powerful on student learning in the research literature. Black and William (1998), as cited in Marzano (2006) defined the formative assessment as formal or informal assessment such as paper quiz, discussion with the students, assignments in the classroom and activities while knowledge is being learned.

Standardized assessments are given to the different students in different places but with the same scoring and administration. The Scholastic Assessment Test standardized tests (SAT) and the American College Testing Program test (ACT) are examples of the standardized assessment. The student taking SAT or ACT tests even at the cafeteria of university of America, taking test in the classroom of Thailand, you will get the same instruction, the same test and the same amount of time for taking test. Airasian (2001) mentioned the tests were scored and the same assessment for all the students. Mainly, standardized assessment is used to compare the different groups of students at different places. Non standardized assessments are the tests that teachers prepare in their own style for the individual classroom. Airasian (2001) defined, this test could not be used in the other classes and will be used only once for that intend group of students. Teachers create a test when they want to make a decision on specific group of students' learning. In conclusion, formative assessment is the most powerful teacher tool to use in the classroom.

Effective Guidance

In our society human being are faced with different kind of problems every day. Sometimes when we can solve minor problems by ourselves and then we feel happy and relaxed. But if the problems are too difficult to be solved on our own, we feel stress and can become overwhelmed, which will affect all aspects of our daily

life. That's why we need someone to guide or help to solve the problems with us. This is called effective guidance.

Brewer's, Kumari and Tomar (2005) classified ten types of guidance including educational guidance, vocational guidance, religious guidance, guidance for home relationships, guidance for citizenship, guidance for leisure and recreation, guidance in personal well being, guidance in right doing guidance in co-operation and thoughtfulness and guidance related to cultural activity.

The Paterson classification has five types of guidance. He lists educational guidance, vocational guidance and health guidance like Proctor and Brewer mentioned above. As Kumari and Tomar (2005) mentioned, Paterson included personal guidance and economic guidance. (Koof and Kefauver n.d, as cited in Kumari and Tomar 2005) described five guidances as educational, vocational, recreational, health and civic-socio-moral guidance.

Guidance should start from early childhood and continue through life to help individual understand their special skills from their own strengths. The purposes of the guidance to the students are to enhance self-development, self efficacy and self independence toward solving their own problem by themselves to achieve their ambition. Guidance is a constructive program to fulfill every student's need. Yadav (2005) defined that guidance can be delivered through normal and special services. In normal service, everyone from the school environment can participate, such as teachers, parents, principals, deans, tutors and advisors. In some special services, professionals such as counselors, psychologists and psychiatrists may work together to help every student.

Kumari and Tomar (2005) also pointed out the sequence of connection between education and guidance. We should think about teaching as education, education as a social function and change bringing process as nature of education.

Teaching as education in order to establish the relationship between education and guidance the following nature of education should be considered. Education is a comprehensive process. The needs of the society are the foundation of this process with goals and ends. A teacher must master specific methods and knowledge in order to achieve these goals and ends, when teachers help students to achieve goals or objectives, this is called guidance. If a teacher finds a way to achieve these goals, it is called teaching and if a teacher helps the student in finding a way, it is known as guidance.

Education as a social function- Education and guidance cannot be separated because humans require guidance for moral, emotional, physical and intellectual development. From this point of view, Kumari and Tomar (2005) cited that education and guidance have deep relationship. Change bringing process- Education is the process to help people to adjust in the environment with some special help.

Educational guidance is to help students to connect social requirements and opportunities with their own strengths, potentialities and characteristics through the systematic procedures Yadav (2005). In another way, guidance points out the learning area that students may become interested in, and what they may want to become after the end of the school. Jones (n.d, as cited in Yadav, 2005) noted that the guidance can be personal help for each student to be able to reach his/her goal, to solve problems and to achieve a successful life.

Guidance can be best carried out by teachers because teachers are the closest persons to the students in their classrooms. Yadav (2005) mentioned that everyday

teachers deal with students by observing what students are confused with, when they are learning in the classrooms, laboratories and other activities. Teachers can foresee in which area students are weak or strong, for example, student failure an exam, problem with others and satisfaction with their own academic work.

Bolton (1931, as cited in Rao, 2003) defined that how the students feel and think toward global society and adjust themselves to the requirements of their environment is more important than what they are learning in the classroom. Rao (2003) suggested that every student needs continuous guidance to develop inner feeding and outside effect from childhood. The inner part of the human being reflects emotional feeling of the person. The power of the mind is just a part of the human personality. A great achievement is combining the feeling of the human being and capacity of understanding of that person. Guidance offers the opportunity to clarify the role of feelings both in students' positive and negative behavior. It may help to solve a current problem but not guarantee the solution of future problems for an individual student.

According to Kumari and Tomar (2005), it is impossible to accomplish guidance without objectives if guidance is to be a meaningful process. There are many objectives of guidance at different levels of education. Objectives of guidance will be different according to the levels of education. For example, guidance for primary education, secondary education and for college and university education should be very different.

Effective Rules

To be effective schools, schools should have clear rules articulated in a handbook for students to follow. The rules should include both a reward system and

retention system. School reward and retention lead to the higher achievement and appropriate goals of the students. The rules should be positive statements to let students feel positively reinforced.

Library

Good library facilities are needed for effective schools to support students. The librarian/staff is available to help students with research questions to obtain what they need. The library should be located conveniently and be open at appropriate times for the students. Students should be able to access books and other material to do their work.

Effective School Assistance

Every learning process in primary level needs school assistance especially for the health of the children. Every staff or co worker needs to cooperate including the teacher, guidance worker, school, staff members of medical services and school social service workers Kumari and Tomar (2005).

Objectives school assistance at secondary stage becomes broader and more important than guidance of the primary stage for various reasons. According to Kumari and Tomar, (2005), objectives at the secondary and higher secondary stage are, familiarizing with new school life, helping in selecting subjects, fulfilling needs related to students' health, participation in co-curricular activities, maintaining records, co-operation, emotional and individual needs and creating a positive environment.

The need for school assistance at the college and university stage begins right as students enter the college. They should understand their own responsibilities and

the meaning of success and failure. Some of them know where are they going and they are also very serious in their studies. But guidance is necessary for the students who don't know what they can do for themselves and lack direction or confidence. Students need help to manage their time.

According to Luneburg, F.C., & Ornstein, A.C (2008), there were another approach to evaluating effective schools is through students' achievement. These were included: 1). A comparison of expected levels of student achievement with current levels of achievement; 2). Analysis of levels of student achievement in a prior grade compared with that in the present grade; 3). A comparison of achievement scores between similar schools, sometimes after controlling for family income or social class; 4). a comparison of subgroups of students by gender, race and social class; and 5). an analysis of grading increase and how it skews achievement levels.

Table 1 below showed the indicators for measuring school effectiveness for the elementary, junior high and high school levels, according to Luneburg & Ornstein (2008). However, according to North Central Association's guide, the elementary school effectiveness indicators lean towards a mix of cognitive and effective outcomes, and go further than students, parents, school environment and staff.

These indicators were related to the effective school, students' satisfaction and achievement.

Table 1: Indicators for Judging School Effectiveness

Elementary School Indicators	Junior High/Middle School Indicators	High School Indicators
Scores on norm-reference tests	Student performance on standard achievement tests	Students performance on standard achievement tests
Scores on criterion-reference tests	Students performance on minimum-competency tests	Student performance on minimum-competency tests
Scores on teachers-made tests, writing samples	Student success in high school	Numbers of students who go on to postsecondary education, enlist in the military, or find employment
Valid measures of affective outcomes such as self-concept	Daily student and teacher attendance rates	Daily student and teacher attendance rates
Teacher (and administrator) opinions of student goal attainment	Rates of student suspensions and other exclusions	Rates of student suspensions and other exclusions
Opinions of students, parents, and community residents	Awards for outstanding school programs and teaching	Student awards in academic or vocational competition
Participation of students in extracurricular activities	Student awards in academic or vocational competition	Awards for outstanding school programs
Student award and distinctions		Percentage of students enrolled in advanced education subjects and/or scored above 3 on placement exams
Attendance		
Amount of material borrowed from media center or library		
Quality of student performance in programs such as art, music, and drama		
Community support organizations devoted to school programs		

Source from: Lunenburg, F.C., & Ornstein, A. C. (2008)

Students' Satisfaction

Sweeney & Ingram (2001) defined satisfaction as “The perception of enjoyment and accomplishment in the learning environment”. Education is one of the main keys of one country. Student satisfaction is an important component in attracting and retaining high achievement. Student satisfaction according to Edens (2012), it was a key factor in perseverance in a course of action, as students who are satisfied with their experiences on campus tend to make an effort to graduate.

Customer Satisfaction

Hom (2002) developed the original customer satisfaction theory. This theory focuses on comprehensive significance of the matter. It developed for the as heads and employees have required to increase efficiency in the school scenery to development sense of professionalism. For the schools, it focused on the effectiveness of concepts and features of teaching and learning, thus, considering students' function in the progression of school effectiveness monitoring. According to Hom (2002) theory, education is the driver of the economic development. The higher education sector has become successively more competitive in the educational market; school student satisfaction is becoming an important factor of quality assurance.

Customer satisfaction is an interesting area of research and one of the most important factors but there is limited research in satisfaction as Morgan, Attaway, & Griffin stated. During the last two decades researchers are more focusing on the concept of customer satisfaction but before 1996 was limited research on the satisfaction. Oliver (1997) concluded satisfaction was difficult to define but based on the theoretical and clear experience. It can be defined as “Satisfaction is the consumer's fulfillment response. It is a judgment that a product or service feature, or

the product of service itself, provided (or is providing) a pleasurable level of consumption-related fulfillment, including levels of under- or over-fulfillment”.

Karthigai (2010) pointed out that in the expectations of the customer and the employee, services quality, product and etc are equal, the customer satisfied. If the expectation of the customer is higher than the product and service quality, the customer satisfaction decreases.

A satisfied student population is a highly sought after competitive advantage for higher education institutions, lending itself to desirable outcomes such as positive word of mouth communication, retention and student loyalty. “A quality culture should permeate throughout each institution and underpin the range of activities provided for students e.g., teaching, learning, research, library, computer services, health and leisure facilities, etc.”

Thomas and Galambos (2004) cited in Stoltenberg (2011) teaching quality, administration of the program, support from teaching staff and college infrastructures explained most of the variance in student satisfaction. It follows that there exists a strong correlation between the level of student satisfaction and loyalty/intention to stay at the college.

The Role of Students as the Customers

Brigham (1992) cited in Schwartzman (n.d), students were customers or consumers in higher education, and educational institutions should apply principles of customer service gleaned from businesses. Total Quality Management has infused educational institutions. Understanding the customer needs and responding quickly to fulfilling the needs and expectations is one of the Total Quality Management (TQM) basic approaches. Total Quality Management effects in service industries has been

unstable than in manufacturing, so some commentators has courage to apply total quality concepts to education.

Spanbauer (1995) noted in Brucaj (n.d) that, today's students had more opportunities select an appropriate school for their academic and professional development that provides high quality teaching and the best student services with the affordable costs. It is very important to understand that the concept of the customer needs and the quality in higher education are based on changing trends and ongoing processes of social development.

Table 2: Students as Customers in the Higher Education System

Group	Customer Attributes
Students	Pay for service, receive educational instruction, administrative functions, purchase auxiliary services (lodging, food, etc.)
Parents	Pay for educational services, can be primary points of contact during some service interactions
Research Sponsors	Provide funds in exchange for information, service, or activities. Offer have contractual arrangement
Governments	Provide funds for university to engage in service. Exercise some influence over service/ curriculum design
Society	Benefits from the services provided, pay(through taxes) for portions of the service
Future Employers of Student	'Purchase' the end product of the service process, sometimes provide funding and advise in service design.
Disciplinary Academic Communities	Benefit from scholarly activity of faculty members.
Accreditation Bodies	Exercise control over product/service design
Staff/Faculty Members	Control some of product/service design, consume some services

Source from: Quinn, Lemay, Larsen, & Johnson, (2009)

Student Achievement

Many studies have proved that a knowledgeable and skillful teacher can create student achievement. Gordon's Handbook of Research on Improving Student Achievement (2004) looked at clear and high standards, multiple changes, strong leadership, collaborative teams and committed teachers very successful prominent features of schools that produce high student achievement.

According to Gordon Cawelti (2004), student achievement could be improved through positive behavioral reinforcement, goals and modeling was the intent of the study. Academic achievement has been approached with several ways. In academic improvement, teacher quality, class size and financial support were critical issues at educational organization. Schools are graded annually and according to test results. Curriculum is aligned to test strategies. School districts are constantly looking for new strategies and technology to increase academic achievement.

Allen (1983) and Nicholson (2006) worked with the same hypotheses while testing the effect of teacher absences to student achievement. They found a huge negative effect to productivity due to the difficulty of finding the right replacement of workers. Murnane, Miller and Willett (2007), Walberg & Paik (2000) predicted over the past four decades that a large number of variables of the student achievement had increased.

Huitt, Monetti and Hummel (2009) mentioned in their research, there was an ongoing debate about how to best prepare children and youth for adult success, more out of the industrial age into the information age as developed nations, in the twenty-first century. Some believed that to improve student achievement should focus on academic preparation of students. Schools should effectively organize themselves towards responsible for student academic achievement. Successful students are at the

core of school improvement and accountability with all other components connected to and focused on the standards of student achievement.

Variables Related to Student Achievement

Hattie (2009) identified 138 variables significantly related to school achievement. This study followed earlier reviews of some 134 meta-analyses (Hattie, 1987; 1992) and summarized results from literally thousands of studies on many hundreds of variables. School learning is an important issue that must be considered when attempting to utilize research for schooling reform.

As Figure 3 showed the large number of variables related to student achievement, there were mainly three categories of variables including school-level variables, home context variables, classroom input variables and classroom process variables.

The school-level variables included school characteristics, school process, school leadership and curriculum. The classroom input variables concerned about the teacher and student characteristics, while the classroom process variables focused on teaching strategies, teacher behavior, student behavior and classroom processes.

A second important consideration was to understand classrooms, schools, families, and communities as systems (Green, 2000; Snyder, Acker-Hocevar, & Snyder, 2000). Attention must be paid to both developing well-functioning teams within schools (i. e., transformational leadership; Chin, 2007) while simultaneously addressing issues of improving the quality of teaching (i. e., instructional leadership; Teddlie & Springfield, 1993). Efforts at school reform that do not consider schools and classrooms as systems may find that the system merely adapts to the intrusion by

outside forces in order to preserve the integrity of the teachers, classrooms, or schools that are the focus of change, Gustello & Liebovitch, (2009).

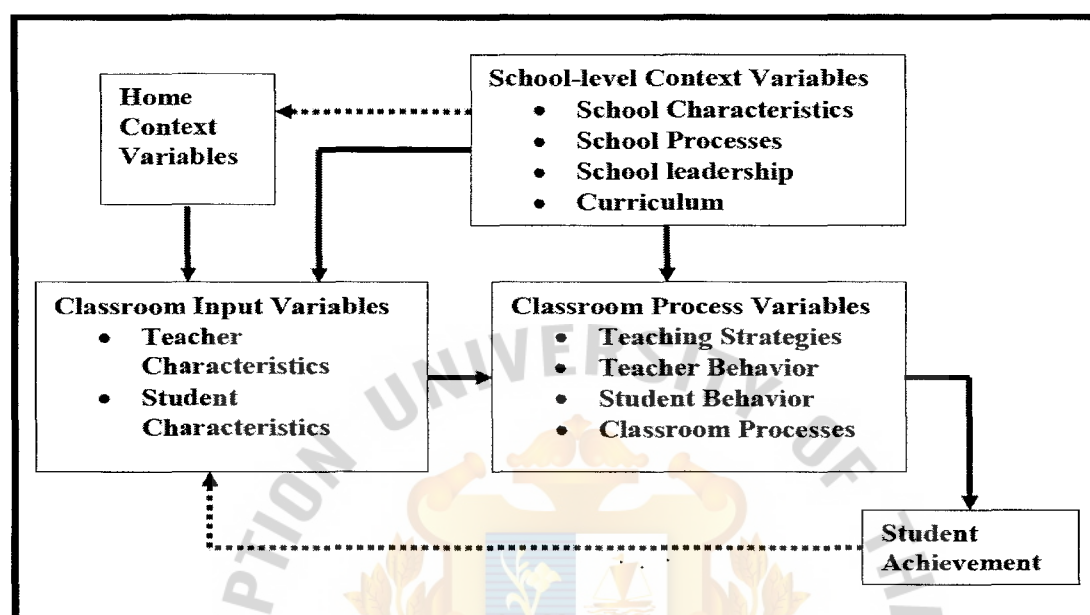


Figure 3: Categories of Variables Impacting Student Academic Achievement

Source from: Huitt, Monetti, & Hummel, (2009) A systems-based synthesis of research related to improving student's academic performance

Student Achievement at School-level

School characteristics. An important school-level variable that met the cut-off criteria is school size. While Hattie (2009) pointed out, in general, does not consider interaction effects, optimal school size appears to be higher for affluent, majority, non-rural students, and lower for poorer, minority, and rural students (Howley, 1996; Howley & Howley, 2004). This is a variable under the control of the school board and is another important control parameter for the functioning of schools and classrooms.

School processes. Hattie (2009) found several school process variables related to school achievement. One of the most important is that the school provides

formative evaluation data to teachers to assist them in making decisions about the effectiveness of their classroom practice. Two other important school process variables include implementing a common classroom management program based on behavioral principles and developing a comprehensive intervention program for learning disabled students. Having a program that accelerates students through the standard school curriculum also is beneficial. Finally, for elementary schools, having a preschool program and engaging in early intervention can also be beneficial. Overall, Hattie reported that school-level variables made an important contribution to student achievement.

School leadership. Although the contribution of school principals and leaders did not meet Hattie's (2009) cut-off criteria, when he differentiated between the effects of instructional leadership (e.g., establishing high expectations for student achievement, translating general expectations into specific learning objectives, creating safe environments) and transformational leadership (e.g., inspiring educators and students to put more energy into teaching and learning, providing participants with a rationale for the moral value of their work, working collaboratively as team members), he found instructional leadership had a stronger impact on student achievement than did transformational leadership. While transformational leadership may work to create a better teaching and learning environment, unless effort is made to generate specific goals, objectives, and lessons, there is a small probability of having an impact on student achievement.

Developing faculty teams. Losada and his colleagues (e.g., Fredrickson, & Losada, 2005; Losada, 2008a; 2008b; forthcoming; Losada, & Heaphy, 2004) provide data on team functioning not available to Hattie (2009) in his meta-analysis. This research is especially important in a systems approach to school improvement as it

provides the processes by which additional school leadership can be developed through a process known as site-based management (Leithwood, & Menzies, 1998; Ortiz & Ogawa, 2000). Losada (2008a & b) reported on a small number of factors that distinguish flourishing teams from those that languish or function poorly.

Curriculum implementation. A final school process factor is the curriculum implemented at the school. Obviously, a school would not be able to implement all and some specific selections would have to be made, depending upon the level of the school as well as achievement and demographic characteristics of students.

GPA Used as Indicators for Students' Achievement

A grade point average, or GPA, is the system that many schools use to rank student academic performance. Each grade that students earn in every semester or year, even entire academic career is imported according to the scale of each school. GPA is usually regarded as a rough indication of a student's abilities, and often serves as a way of ranking and distinguishing people for purposes of university admissions, scholarship awards, and job interviews. However, not all countries or schools use the same scale or number.

For student assessment, many academic institutions around the world use a letter grade system. On this model, an "A" represents excellent, a "B" or "C" may be awarded for work that meets the standard, and a "D" is usually reserved for work that is somehow lacking. An "F" is typically awarded only for failures. Most systems do not use the letter "E."

GPA is calculated by assigning a numeric value to each grade earned. Different schools may use slightly different scales, but most assign "points" to letter grades, such as the following:

- F = 0 points
- D = 1 point
- C = 2 points
- B = 3 points
- A = 4 points

Grade point averages are often used within schools to rank students performance. They may also be the basis of scholarship awards, graduation honors, and other academic honor. Along with standardized test scored, GPAs are often the most efficient way to assign students a numeric value, thus quantifying their perceived ability when it comes to academic success and problem-solving skills. Most colleges and universities consider grade point averages very heavily when making admission decisions. Graduate and professional schools are usually the same way. Though a final decision to admit or deny a student often comes down to individual characteristics and personal essay responses, a high GPA and outstanding test scores are often essential to advancement in early stages.

When applying for jobs most employers want to see academic transcripts, and employers often make hiring decisions influenced at least with GPA as one factor. This is particularly true in professions that require precision, such as law and medicine. Simply attending a good school is not always enough — students must also usually show that they earned top grades in order to get the field's top jobs.

Of course, there does come a natural point at which GPAs begin to lose their value. Over time, a person's professional record begins to become more important than grades earned years ago. Until experience has a chance to trump learning, grades are important.

Other Satisfaction and Achievement Theories

Nowadays, higher education institutions are more like businesses and the customer satisfaction retain them for profit-making institutions so it is important to retain students to the school, Kara (2004) mentioned in Stoltenberg (2011). Students are considered customers of the school. It is important for the school to focus on whether students' experience meet with their expectations. Mamun and Das (1999) also mentioned in Stoltenberg (2011), library facilities, laboratory facilities and internship assistance are some of the key factors for student satisfaction. Haque (2011) identified in Stoltenberg (2011), quality of teaching, student research facilities, library collections and services, campus infrastructure, canteen facilities, space for group discussions, sport programs, ICT (PC and Internet) facilities etc, affect student satisfaction. Owlia (1996) mentioned that compared to all actual and potential customers in the higher education system students are considered the most important customers.

Maslow's Hierarchical Model of Human Needs

Maslow (1943) identified 5 basic human needs: physiological needs, safety needs, social needs, esteem needs, and self-actualization needs. Maslow applied these to organizations. Physiological needs: which are essential needs for supporting human life such as the body craves food, liquid, sleep, oxygen, freedom of movement and a moderate temperature. These basic needs are the most important in the list of need satisfaction. Safety needs, which is the need to be safe and living in a safe area, such as medical insurance, job security, financial reserves and security against any emotional hurt. Those physiological requirements and safety must be satisfied before self-fulfillment. Social needs: once a person has met the level of physiological and

safety needs, another level is social needs. Such as the need for friends, need for belonging, need to give and receive love. High esteem: A person needs internal and external esteem. Internal esteem needs are those such as self respect and achievement. External esteem needs are those such as social status and attention, recognition and reputation. Self-Actualization. This is considered as the summit need according of Maslow's hierarchy of needs, and involves truth, justice, wisdom and meaning. According to Maslow, only a small percentage of the population reaches the level of self-actualization, Hill (2009).

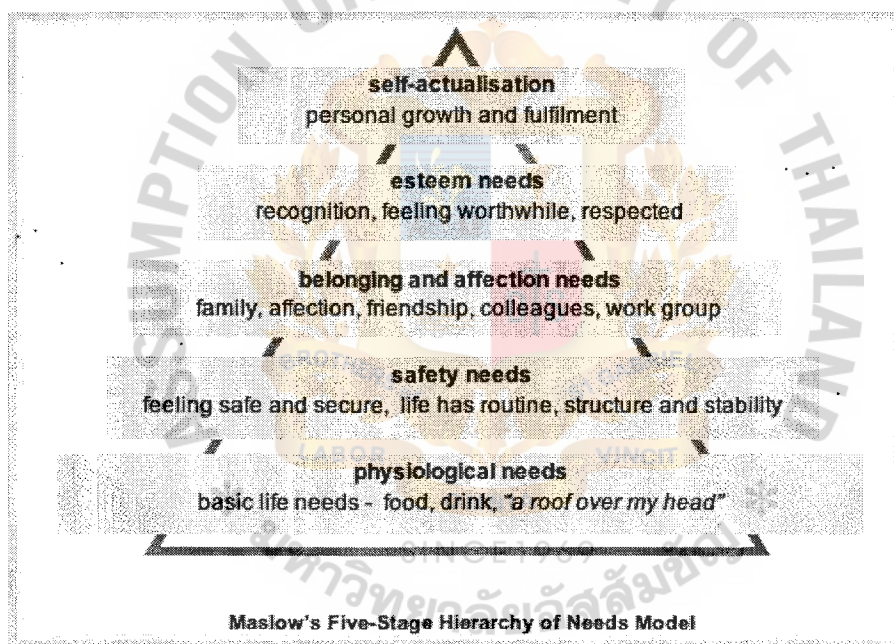


Figure 4: Maslow's Hierarchical Model of Human Needs

Source: Maslow's five-stage Hierarchy of Needs Model

David McClelland's Achievement Needs Theory

McClelland (1985) and Alkinson (1964) spent over three decades to develop the need to achieve motive. These two well known academic experts' theory gained wide acceptance in the community and was beneficial to research into achievement.

Elliot & Reis (2003) as cited in Tan (2010) that the five characteristics of the McClelland's achievement theory are as follow: (1) generation of a feeling of greater satisfaction through goal-achievement than by what one may earn or recognition received, (2) measurement of success through financial compensation, otherwise, is not important, (3) honest evaluation from others as a means to measure success and guide future effort, (4) work that may satisfy achievement needs, and (5) the constant pursuit of ways to improve work performance. Many individuals with stronger desires become successful people and high achievement.

Previous Studies of Student Satisfaction and Achievement

Lo (2010) studied of student satisfaction in higher education in America and find that the majority of participants were mostly satisfied with their schools. She revealed three factors and variables that were significant in analysis of satisfaction namely, instructor performance, the students' own commitment to learning and the course policies. This research also found each factor was related to gain academic success of the students. This research showed that the student gained a high level of satisfaction within a good learning environment, which required instructors and students taking joint responsibility for learning.

Lankara (2014) investigated student satisfaction in two public high schools in Southern Shan State, Myanmar. The investigation focused on student satisfaction towards the courses provided from schools, instruction, the grading system, tests,

rules, guidance and school assistance. The student satisfaction were generally high at both schools. Students from both schools were most satisfied with the grading system and schools test but least satisfied with the school rules and school assistance. He found that there was no significant difference of student satisfaction in selected two public high schools in Southern Shan State. However, there was a significant difference in student satisfaction towards courses, grades, tests, rules and assistance in the two selected public high schools.

Devoe (2002) cited in Ebey (2006), did a relationship study of student achievement and the finding based on (a) teacher interest and ability to adjust their teaching, (b) feeling safe and ability to communicate feelings, (c) self and teacher expectations and (d) teacher treatment and interaction. The research found that students' achievement was high when they felt most comfortable sharing their academic difficulties and when students felt safe while at school. This research measured academic achievement of students by the students' final course grades. The result of this study support previous research by Brophy (1983) and McEvoy and Welker (2000) that students who perceived they were valued, respected, and safe at school typically experienced greater achievement and students who do not feel safe often have greater difficulty in concentrating on academics.

San (2013) conducted a comparative study of ethnic students' learning styles in learning Burmese language and their achievement in selected schools in Pyin Oo Lwin, Mandalay region. In this study, 70 students from grade 11 participated in the research. The result showed that there was no significant difference between Burmese language achievements among grade 11 ethnic students learning in these selected schools.

According to Deci and Ryan (1995), achievement increases when students discover their own interests. A number of researchers on achievement cited in Rawsthorne and Elliot (1999), showed that the level of achievement was related to an issue of intrinsic motivation of individual students. So the interest of the students in studying is also important for their achievement.

Background of Kant Kaw Education Center

Introduction of the Center

Kant Kaw Educational Center is a program of the Thabyay Education Foundation. The Thabyay Education Foundation is a Myanmar foundation located in Yangon, Myanmar. Thabyay was founded in 1996 to provide professional and educational opportunities to Myanmar students who had demonstrated commitment to their communities and to their country's development and peace. A related organization, Thabyay Education Network is registered in Thailand and supports not only Myanmar students but also students from Cambodia and Laos, as well as running educational programs at the Thai Myanmar border. Thabyay Education Foundation has six integrated departments:

- Curriculum Department
- Experiential Learning Department
- Grants Management Department
- Kant Kaw Education Center
- Scholarships and Student Support Department
- Volunteer Department

Kant Kaw Education Center is located in Yangon and offers all its courses in the English language to help students who hope to study abroad. Kant Kaw Education Center has three full-time staff administrators and seven full-time teachers. All of the

courses of the center are taught by qualified teachers from Myanmar and abroad. The center uses student-centered teaching methods to improve the English and academic skills of the students and also to build the students' confidence and expand their global knowledge.

GPA System at Kant Kaw Education Center

The description of the grade points average is from Kant Kaw Education Center, Yangon, Myanmar. The excellent students who understand subject matter in-depthly and demonstrates initiative and fluency of expression will receive grade A+, A and A-. Students who achieve clearly above average performance with knowledge of principles and facts and who generally complete assignments with no serious deficiencies will get B+, B and B-. Students who show understanding with knowledge of principle and facts at least adequately to communicate intelligently in the discipline will get C+, C and C-. Students who just pass the course with some understanding of principles and facts but with definite deficiencies will get D+, D and D-. Any student who has failed to complete substantive course requirements will get grade F. Students who passed a course and no grade given will get grade letter P.

Table 3 showed GPA description from Kant Kaw Education Center. Students received grade points as follow according to their numerical grade.

Table 3: GPA Description from Kant Kaw Education Center, Yangon, Myanmar

Letter Grade	Numerical Grade	Grade Points	Letter Grade Description
A+	97 – 100	4.33	Excellent. First Class Standing. Superior
A	93-96	4.00	Performance showing comprehensive, in-depth
A-	90-92	3.67	understanding of subject matter. Demonstrates initiative and fluency of expression.
B+	87 - 89	3.33	Very Good. Second Class Standing. Clearly above
B	83 - 86	3.00	average performance with knowledge of principles
B-	80 - 82	2.67	and facts generally complete and with no serious deficiencies.
C+	77 - 79	2.33	Satisfactory. Basic understanding with knowledge of
C	73 – 76	2.00	principles and facts at least adequate to communicate
C-	70 - 72	1.67	intelligently in the discipline.
D+	67 - 69	1.33	Pass. Some understanding of principles and facts but
D	63 - 66	1.00	with definite deficiencies.
D-	60 - 62	0.67	
F	0 - 59	0.00	Unsatisfactory. Fail. Knowledge of principles and facts is fragmentary; or student has failed to complete substantive course requirements.
P			No Grade Given. Course Passed.

Summary

This chapter discussed the concept of student satisfaction, student achievement and previous research related with student satisfaction and student achievement.

Some of the research found that there is no relationship between students' satisfaction and achievement. Simply, students' satisfaction and achievement is the overall of school quality, instruction, grading system, test, rules, guidance and school assistance. Each indicator may affect students' satisfaction and achievement. Therefore, improving students' satisfaction helps them to achieve their goals as students.

As the large number of variables related to student achievement, there were mainly three categories of variables including school-level variables, home context variables, classroom input variables and classroom process variables. Since the students' satisfaction was also regarded as one of the core focus of school management and leadership work, it was very likely that students' satisfaction and achievement were related to some degree as this researcher assumed.

CHAPTER III

RESEARCH METHODOLOGY

This chapter contains a description of the methodology used in studying the relationship between students' satisfaction and their achievement at Kant Kaw Education Center in Myanmar. Information will be presented in the following sections on: Population, Sample, Research instrument, Data collection, Data analysis and Summary of the research process.

Research Design

This research was a quantitative study using a questionnaire to test the relationship between levels of students' satisfaction and achievement of Kant Kaw Education Center, in Myanmar.

The researcher used a questionnaire to determine students' satisfaction firstly; this part of the questionnaire was adopted from “High School Satisfaction Questionnaire” of Arkansas Department of Higher Education in USA.

The investigation of students' learning satisfaction was focused on eight factors including: (1) instruction (2) Course offering (3) Grading (4) Tests (5) Guidance (6) Rule (7) Library and (8) School assistance. Then, the researcher will also examine the level of students' achievement based on the recorded GPA from Kant Kaw Education Center, in Myanmar. Lastly, the relationship between levels of students' satisfaction and achievement of Kant Kaw Education Center will be tested by Pearson Product Moment Correlation Coefficient.

Population

The study aimed to find the relationship between students' satisfaction and achievement of Kant Kaw Education Center, Yangon, in Myanmar.

The participants were all the current students from Kant Kaw Education Center. Since there are totally 65 students who are currently from Kant Kaw Education Center, Yangon, Myanmar; the researcher used all 65 students from Kant Kaw Education center, Yangon, Myanmar (in the Academic year of 2014) as the studying target for this research

Research Instrument

In this research, the researcher used a questionnaire based on literature review to identify students' satisfaction and students' achievement at Kant Kaw Education Center, Yangon, Myanmar. The questionnaire was mainly used to determine students' satisfaction, which was adopted from "High School Questionnaire" of Arkansas Department of Higher Education in USA.

The researcher adopted questionnaire from previous study, which was already used by Lankara (2014) study entitled with "A comparative study on students' satisfaction between Naung Taung monastic high school and Kyauk Ta Lone Public high school in Southern Shan State, Myanmar".

In the questionnaire, Questions 1-9 were used to measure students' satisfaction toward instruction. Questions 10-12 were use to measure students' satisfaction toward course. Questions 13-18 were use to measure students' satisfaction toward grading. Questions 19-24 were use to measure students' satisfaction toward tests. Questions 25-29 were use to measure students' satisfaction toward guidance. Questions 30-33 were use to measure students' satisfaction toward library. Questions 34-40 were use

to measure students' satisfaction toward rules, and questions 41-44 were use to measure students' satisfaction toward school assistance. Table 4 below showed the breakdown of Survey Questions for Students' Satisfaction and achievement in this study.

Table 4: Breakdown of Survey Questions

No	Statements	Survey Questions
1	Instruction	1,2,3,4,5,6,7,8, and 9
2	Course	10,11, and 12
3	Grading	13,14,15,16,17, and 18
4	Test	19,20,21,23, and 24
5	Guidance	25,26,27,28, and 29
6	Library and Facilities	30,31,32, and 33
7	Rules	34,35,36,37,38,39, and 40
8	School Assistance	41,42,43, and 44

To determine the students' satisfaction at Kant Kaw Education Center, Myanmar, the questionnaire includes questions 1-44. A score of "5" or the core mean of 4.51-5.00 meant the respondents' satisfaction was very positive, while a score of "1" or the core mean of 1.00-1.50 meant the respondents' satisfaction was very negative to the related statements on the questions. The details of Interpretation and Scale for Students' Satisfaction were shown on Table 5.

Table 5: Interpretation and Scale for Students' Satisfaction Level

	Score	Interpretation	Scale
Strongly Agree	5	Very high	4.51-5.00
Agree	4	high	3.51-4.50
Not Sure/Undecided	3	Moderate	2.51-3.50
Disagree	2	Low	1.51-2.50
Strongly disagree	1	Very low	1.00-1.50

To determine the students' achievement at Kant Kaw Education Center, Myanmar, the researcher also examined the recorded GPA from Kant Kaw Education Center to report the students' achievement level.

The students' achievement level used the following GPA and interpretations according to Kant Kaw Education Center. The percentage of more students graduated with highest distinction (GPA of 3.67 or higher) meant students' achievement was very high, the percentage of more students graduated with distinction (GPA of 2.67 to 3.67) meant students' achievement was high, the percentage of more students graduated with distinction (GPA of 1.67 to 2.67) meant students' achievement was moderate, the percentage of more students graduated with distinction (GPA of 0.67 to 1.67) meant students' achievement was low, and the percentage of more students graduated with distinction (GPA of 0.00 to 0.67) meant students' achievement was very low. The details of Interpretation and Scale for Students' achievement level based on GPA were shown on Table 6.

Table 6: Interpretation and Scale for Students’ Achievement Level Based on GPA

GPA	Interpretation
3.67 or higher	Very high
2.67 to 3.67	High
1.67 to 2.67	Moderate
0.67 to 1.67	Low
0.00 to 0.67	Very low

Validity and Reliability

Since this researcher used the questionnaire from previous study, which was already tested by Lankara (2014) for the validity on March 2014, with three experts from Assumption University, Bangkok, Thailand.

1. Dr. Me Me Khine, Lecturer, Assumption University, Bangkok, Thailand.
2. Mr. Khin Nyo Win, Lecturer, Assumption University, Bangkok, Thailand.
3. Ms. Khine Zin Aung, Lecturer, Assumption University, Bangkok, Thailand.

The validity of the questionnaire had been approved by the above experts in Lankara’s (2014) study entitled with “A comparative study on students' saitsfaction between Naung Taung monastic high school and Kyauk Ta Lone Public high school in Southern Shan State, Myanmar.”

And the reliability of the questionnaire according to his report was .739 (Cronbach's Alpha); therefore the questionnaire was regarded as reliable. This researcher used the same questionnaire for the education centers, but the reliability of the questionnaire for this study was also reported. Cronbach's alpha as computed from this study questionnaire was .923, so it was regarded as highly reliable as well.

The questionnaires' valid return rate was 98%, since 63 out of 65 students returned the valid questionnaire for this study.

Collection of Data

The study would focus on student's satisfaction and the researcher distributed the questionnaires in English to the students from Kant Kaw education center, Myanmar in the year of 2014, since the students of this center are educated by English for all the courses so the researcher believes they have enough English skills to understand the questionnaires.

To be able to implement and achieve the objectives, firstly, the researcher got the permission from Kant Kaw Education Center, Yangon, in Myanmar. Then, the researcher will directly contact the administrators in Kant Kaw Education Center, Yangon, in Myanmar after the proposal is approved.

The researcher and researcher's assistant distributed the questionnaires in July 2014, and hard copies of questionnaires were collected in August, 2014, with the great help from the director of Kant Kaw Education Center and office assistance.

Data Analysis

In this study, all the collected data were statistically calculated and analyzed. To analyze the data for each objective, the following statistical methods would be utilized.

Research Objective 1: To determine the students' satisfaction at university preparation program and professional development program in Kant Kaw Education center, Yangon, Myanmar.

Means and Standard Deviations were used to identify the students' satisfaction at Kant Kaw Education center, Yangon, Myanmar.

Research Objective 2: To determine the level of Students' achievement from Kant Kaw Education Center, Myanmar.

Means and Standard Deviations were used to identify the students' achievement at Kant Kaw Education center, Yangon, Myanmar.

Research Objective 3: To determine the relationship between students' satisfaction and students' achievement, Kant Kaw Education Center, Myanmar.

Pearson Product Moment Correlation Coefficient was used to determine the relationship between level of students' satisfaction and students' achievement at Kant Kaw Education center, Yangon, Myanmar.

Table 7: Summary of the Research Process

Research Objective	Source of Data or Sample	Data Collection Method or Research Instrument	Data Analysis
To determine the students' satisfaction at Kant Kaw Education Center, Myanmar.	Students from both programs, University Preparation Program and Professional Development Program, Kant Kaw Education Center.	Questionnaire	Means Standard deviation
To determine students' achievement of Kant Kaw Education Center, Myanmar.		Students' satisfaction and achievement on 8 parts of question; instruction <ul style="list-style-type: none"> • course offer • grading • tests • guidance • rules • library • school-assistance 	Means Standard deviation
To determine the relationship between students' satisfaction and students' achievement, Kant Kaw Education Center, Myanmar.			Pearson Product Moment Correlation Coefficient

CHAPTER IV

RESEARCH FINDINGS

This chapter reveals research findings and information obtained by 63 respondents (98% of the targeted population), among 65 students, who have completed the questionnaires. The researcher personally went to Kant Kaw Education Center, Yangon, Myanmar, to ask the students to provide their grade point average and rate to what degree their satisfaction is toward current instruction, course, grading, test, guidance, rules, library and assistance at Kant Kaw Education Center.

Data analysis and research findings were presented with the sequence of the research objectives of the study as follows:

- To determine the students' satisfaction level at Kant Kaw Education Center, Myanmar.
- To determine students' achievement level at Kant Kaw Education Center, Myanmar.
- To determine the relationship between students' satisfaction and students' achievement, Kant Kaw Education Center, Myanmar.

Research Objective One

Research objective one was to determine the students' satisfaction levels of Kant Kaw Education Center, Yangon, Myanmar.

The researcher adapted research questionnaire which had 44 items around eight areas including instruction, grading, test, guidance, rules, library and assistance, to determine the students' satisfaction levels towards current instruction, course,

grading, test, guidance, rules, library and assistance at Kant Kaw Education Center, Yangon, Myanmar.

The researcher reported the students' satisfaction towards eight areas including instruction, grading, test, guidance, rules, library, assistance, and overall satisfaction, one by one as follows:

1. Students' Satisfaction towards Instruction at Kant Kaw Education Center

Table 8 (below) showed all the nine items of the students' satisfaction towards instruction (from the highest mean to the lowest). As the total mean scores of students' satisfaction towards instruction were 3.97, in the range of 2.51-3.50, according to the interpretation criteria, it was regarded as “moderate” for students' satisfaction towards instruction in general.

Detailedly, since there were eight items were in range of 3.51-4.50, according to the interpretation criteria, which were regarded as “high” as students' perceived. These were eight items were:

1. Teachers are prepared to teach their subjects.
2. Teachers are interested in helping me learn.
3. Teachers are encourage class discussion.
4. Teachers are easy to talk to.
5. Teachers are receptive to other concepts and ideas.
6. Teachers give me timely feedback.
7. Teachers give me constructive feedback.
8. Teachers have developed my ability at making informed decision and will-considered opinions.

And there were one item which were about the challenge of classes as the students perceived were 3.49, which is also the lowest in this part, there were in the range of 3.51-4.50, according to the interpretation criteria, it was “moderate”.

The highest mean score of “teachers are prepared to teach their subjects” were 3.75. And the lowest mean score of “classes are challenging” were 3.22.

Table 8: Students' Satisfaction towards Instruction

Students' Satisfaction towards Instruction				
Questions	N	Mean	SD	Interpretation
1. My teachers are prepared to teach their subjects.	63	4.27	0.63	High
2. My teachers are interested in helping me learn.	63	4.27	0.74	High
3. My teachers are encourage class discussion.	63	4.09	0.61	High
4. My teachers are easy to talk to.	63	4.06	0.71	High
5. My teachers are receptive to other concepts and ideas.	63	3.95	0.73	High
6. My teachers give me timely feedback.	63	3.92	0.81	High
7. My teachers give me constructive feedback.	63	3.90	0.78	High
8. My teachers have developed my ability at making informed decision and will-considered opinions.	63	3.80	0.69	High
9. My classes are challenging.	63	3.49	1.07	Moderate
Instruction	63	3.97	0.53	High

2.Students' Satisfaction towards Course at Kant Kaw Education Center

Table 9 (below) showed, based on the results among 3 items, the total mean scores of students' satisfaction towards course were 3.53, according to the interpretation criteria, in the range of 3.51-4.50, it regarded as “high”.

Among three items, the mean scores of students' satisfaction towards to an adequate number of courses that school offers were 3.62 as the highest, and the mean

scores occasionally adds new courses the curriculum of the school were 3.46 the lowest.

Table 9: Students' Satisfaction towards Courses

Students' Satisfaction towards Course				
Questions	N	Mean	SD	Interpretation
1. My school offers an adequate number of courses.	63	3.62	0.87	High
2. My school regularly updates the curriculum.	63	3.52	0.84	High
3. My school occasionally adds new courses the curriculum.	63	3.46	0.86	Moderate
Course	63	3.53	0.78	High

3.Students' Satisfaction towards Grading at Kant Kaw Education Center

Table 10(below) showed, based on the results among the 6 items, the total mean scores of students' satisfaction towards grading were 3.69, in the range of 3.51-4.50, according to the interpretation criteria, it regarded as “high”.

Among them, the mean scores of students' satisfaction towards to grading is helpful in pointing out areas needing improvement were 4.90 as the highest.

There were four items as “high”, there were:

- 1. The grading policies at my school are clearly understood.
- 2. The grades I receive accurately represent my learning-level.
- 3. Grading practices are consistent in all my classes.
- 4.The grading policies at my school make sense.

And the mean scores of students' satisfaction towards grading is consistent with the difficulty of assignments were 3.34, which is the lowest.

Table 10: Students' Satisfaction towards Grading

Students' Satisfaction towards Grading				
Questions	N	Mean	SD	Interpretation
1. Grading is helpful in pointing out areas needing improvement.	63	4.90	0.69	Very high
2. The grading policies at my school are clearly understood.	63	3.68	0.79	High
3. The grades I receive accurately represent my learning-level.	63	3.87	0.71	High
4. Grading practices are consistent in all my classes.	63	3.67	0.59	High
5. The grading policies at my school make sense.	63	3.65	0.67	High
6. Grading is consistent with the difficulty of assignments.	63	3.34	0.76	Moderate
Grading	63	3.69	0.49	High

4. Students' Satisfaction towards Tests at Kant Kaw Education Center

Table 11 (below) showed, based on the result among the six items, the total mean scores of students' satisfaction towards test were 3.75, in the range of 3.51-4.50, according to the interpretation criteria, it was regarded as "high".

All six items as "high", there were:

1. Test are useful as part of the learning process.
2. Tests accurately assess my learning.
3. Questions on tests are understandable.
4. Tests are appropriate through the semester.
5. Tests are challenging.
6. Test focus on material assigned or covered.

The mean scores of students' satisfaction towards to test are useful as part of the learning process for the students were 3.97 as the highest, among six items. The mean scores of students' satisfaction towards to test focus on material assigned or covered for the students were 3.51 as the lowest.

Table 11: Students' Satisfaction towards Tests

Students' Satisfaction towards Test				
Questions	N	Mean	SD	Interpretation
1. My test are useful as part of the learning process.	63	3.97	0.67	High
2. My tests accurately assess my learning.	63	3.87	0.63	High
3. Questions on tests are understandable.	63	3.79	0.79	High
4. Tests are appropriate through the semester.	63	3.78	0.63	High
5. My tests are challenging.	63	3.59	0.98	High
6. Test focus on material assigned or covered.	63	3.51	0.62	High
Test	63	3.75	0.48	High

5. Students' Satisfaction towards Guidance at Kant Kaw Education Center

Table 12 (below) showed, based on the results among the fight items, the total mean scores of students' satisfaction towards guidance were 3.49, in the range of 2.51-3.50, according to the interpretation criteria, it regarded as “moderate”.

There were three items in the range of 3.51-4.50, according to the interpretation criteria, it regarded as “high”, there were:

1. Counselors or Masters at school are available at convenient times.
2. Counselors or Masters at my school are helpful in academic matters.
3. At appointments, the counselors at my school had my materials ready and were prepared for discussions with student.

There were two items were in the range of 2.51-3.50, according to the interpretation criteria, it regarded as “moderate”, there were:

1. Counselors or Masters at school are helpful in personal matters.
2. Counselors or Masters at school are interested in student.

The highest mean scores were 3.75, which was “counselors or masters at school are available at convenient times”. And the lowest mean scores were 3.22, which was “counselors or masters at school are interested in students”.

Table 12: Students' Satisfaction towards Guidance

Guidance				
Questions	N	Mean	SD	Interpretation
1. Counselors or Masters at school are available at convenient times.	63	3.75	0.76	High
2. Counselors or Masters at my school are helpful in academic matters.	63	3.57	0.73	High
3. At appointments, the counselors at my school had my materials ready and were prepared for discussions with me.	63	3.51	0.78	High
4. Counselors or Masters at my school are helpful in personal matters.	63	3.41	0.89	Moderate
5. Counselors or Masters at my school are interested in me.	63	3.22	0.73	Moderate
Guidance	63	3.49	0.60	Moderate

6. Students' Satisfaction towards Library at Kant Kaw Education Center

Table 13 (below) showed, based on the result among the four items, the total mean scores of students' satisfaction towards library were 3.46, in the range of 2.51-3.50, according to the interpretation criteria, it regarded as “moderate”.

There were three items were in the range of 3.51-4.50, according to the interpretation criteria, it regarded as “high”, there were:

1. The library at my school has the educational resources to meet my needs.
2. School facilities are reasonably comfortable.
3. School facilities are well maintained.

And there were one item which were about the accessible to the library at times and that are convenient for students were 3.48. There were in the range of 2.51-2.50, according to the interpretation criteria, it regarded as” moderate”.

The mean scores of “the library at school has the educational resources to meet students' needs” were 3.59 as the highest. And the mean scores of “the library is accessible at times that are convenient for students” were 3.48 as the lowest.

Table 13: Students' Satisfaction towards Library

Library				
Questions	N	Mean	SD	Interpretation
1. The library at my school has the educational resources to meet my needs.	63	3.59	0.82	High
2. My school facilities are reasonably comfortable.	63	3.81	0.72	High
3. My school facilities are well maintained.	63	3.57	0.82	High
4. The library is accessible at times that are convenient for me.	63	3.48	0.81	Moderate
Library	63	3.46	0.46	Moderate

7.Students' Satisfaction towards Rules in Kant Kaw Education Center

Table 14 (below) showed, based on the result among the seven items, the total mean scores of students' satisfaction towards rules were 3.61, in the range of 3.51-4.50, according to the interpretation criteria, it regarded as “high”. There were in range of 3.51-4.50, according to the interpretation criteria, it regarded as high.

These were three items in the range of 3.51-4.50, according to the interpretation criteria, it regarded as “high” there were:

1. The students' handbook clearly describes the rules of conduct for student.
2. The rules of conduct at school are appropriate.
3. The rules of conduct at my school are applied fairly.

Students satisfaction towards to another four items were in the range of 2.51-3.50, according to the interpretation criteria, it regarded as “moderate”, there were:

1. The rules of conduct at my school are enforced in a consistent manner.
2. Some students get away with everything.
3. Some students are targeted by teachers.
4. Some students are targeted by administrators.

The mean scores of “the students' handbook clearly describes the rules of conduct for student” were 3.75 as the highest. And the mean scores of “some students are targeted by administrators” were 3.11 as the lowest.

Table 14: Students' satisfaction towards Rules

Rules				
Questions	N	Mean	SD	Interpretation
1. The students' handbook clearly describes the rules of conduct for student.	63	3.75	0.67	High
2. The rules of conduct at school are appropriate.	63	3.73	0.63	High
3. The rules of conduct at my school are applied fairly.	63	3.59	0.61	High
4. The rules of conduct at my school are enforced in a consistent manner.	63	3.46	0.67	Moderate
5. Some students get away with everything.	63	3.39	0.77	Moderate
6. Some students are targeted by teachers.	63	3.21	0.74	Moderate
7. Some students are targeted by administrators.	63	3.11	0.72	Moderate
Rules	63	3.61	0.60	High

8. Students' Satisfaction towards School Assistance in Kant Kaw Education Center

Table 15 (below) showed, based on the results among the four items, the total mean scores of students' satisfaction towards school assistance were 3.71, according to the interpretation criteria, in the range of 3.51-4.50, it regarded as “high”.

Students satisfaction towards to another three items were in the range of 3.51-4.50, according to the interpretation criteria, it regarded as “high”, there were:

1. My school helped me learn how to interact with others in productive ways.
2. My school exposed me to cultural and ethnic diversity.

3. My school offers many opportunities to participate in learning experiences outside of the classroom.

And there were one item which were about school provides academic assistance to students who needed were 3.38, according to the interpretation criteria, in the range of 2.51-3.50, it regarded as “moderate”.

The mean score of “the school helped students learn how to interact with others in productive ways” were 3.83 as the highest, and the mean scores of “the school provides academic assistance to those student needing” were 3.38 as the lowest.

Table 15: Students' Satisfaction towards School Assistance

School assistance				
Questions	N	Mean	SD	Interpretation
1. My school helped me learn how to interact with others in productive ways.	63	3.83	0.83	High
2. My school exposed me to cultural and ethnic diversity.	63	3.83	0.73	High
3. My school offers many opportunities to participate in learning experiences outside of the classroom.	63	3.81	0.89	High
4. My school provides academic assistance to those student needing it.	63	3.38	0.83	Moderate
School assistance	63	3.71	0.53	High

9. Overall of Students' Satisfaction of Kant Kaw Education Center

In general, as Table 16 (below) shown, the total mean scores of students satisfaction were 3.68, in the range of 3.51- 4.50, according to the interpretation criteria, it meant students' satisfaction at Kant Kaw Education Center was “high”.

The mean scores of the students' satisfaction towards on *instruction, course, grading, test, rules and assistance* were in the range of 3.51- 4.50, according to the interpretation criteria, it was regarded as “high”.

And there were one item which were about the mean scores of the students' satisfaction towards on *guidance and library* were in the range of 2.51-3.50, according to the interpretation criteria, it was regarded as “moderate”.

Among them, the mean scores towards instruction were 3.97 as the highest, which indicated that the students were most satisfied with the instruction at Kant Kaw Education Center. However, the mean scores towards school library were 3.49 as the lowest, which indicated that the students were least satisfied with the school library at Kant Kaw Education Center, Myanmar.

Table 16: Overall of Students' Satisfaction of Kant Kaw Education Center

Kant Kaw Education Center				
Students' Satisfaction	N	Mean	SD	Interpretation
1. Instruction	63	3.97	0.53	High
2. Test	63	3.75	0.47	High
3. Assistance	63	3.71	0.53	High
4. Grading	63	3.68	0.49	High
5. Course	63	3.53	0.78	High
6. Rules	63	3.61	0.60	High
7. Guidance	63	3.49	0.60	Moderate
8. Library	63	3.46	0.45	Moderate
Total	63	3.68	0.36	High

Research Objectives Two

Research objectives two is to determine the students' achievement of Kant Kaw Education Center, Yangon, Myanmar.

In order to determine the students' achievement levels towards grade point average(GPA) in Kant Kaw Education Center, Yangon, Myanmar. The researcher got grade point average (GPA) from students of Kant Kaw Education Center. The raw GPA scores from the students were in Appendix A.

According to Table 17, from 65 students, 10 students which were 15% of students from Kant Kaw Education Center got 3.67 or higher GPA and the

interpretation criteria were regarded as very high; 47 students which were 76% of students got GPA between 2.67-3.67 and the interpretation criteria were regarded as high; another 6 students which were 9% of students got GPA between 1.67 and 2.67 interpretation was regarding as moderate in Kant Kaw Education Center, Yangon, Myanmar. Therefore the majority of students' GPA belong to 2.67-3.67 as regarded as high.

Table 17: Students' Achievement

GPA	Frequency	Percentage	Interpretation
3.67 or higher	10	15	Very high
2.67 to 3.67	47	76	High
1.67 to 2.67	6	9	Moderate
0.67 to 1.67	0	0	Low
0.00 to 0.67	0	0	Very low

Table 18 also showed, the mean scores of 63 students' achievement as their GPA were counted were 3.24, in the range of 2.67 to 3.67, according to the interpretation criteria, it meant the current students' achievement at Kant Kaw Education Center were regarded as "high".

Table 18: Students' Achievement of Kant Kaw Education Center

Kant Kaw Education Center	N	Mean	SD	Interpretation
GPA	63	3.24	0.48	High

Research Objective Three

The researcher tried to find the relationship between the levels of students' satisfaction and their achievement of Kant Kaw Education Center. According to this

objective, the researcher set up a “Research Hypothesis”, which is “There is a significant relationship between the levels of students’ satisfaction and students’ achievement at Kant Kaw Education Center, Yangon, Myanmar”. In order to test the relationship between the levels of students’ satisfaction and achievement, the researcher firstly combined the mean scores of overall student’s satisfaction from 8 indicators. Then the Pearson Product Correlation Coefficient was used to test the relationship between students’ satisfaction and achievement. Table 19 (below) showed, the relationship between the levels of students’ satisfaction and achievement of Kant Kaw Education Center.

As table 19 shown Sig. was .001, which was lower than .05, therefore, “There was a positive relationship between the levels of students’ satisfaction and their achievement at Kant Kaw Education Center”. And since the value of the correlation co-efficient r was .410 which indicated that the correlation was at the level of “Moderate” according to Cohen (1988).

Table 19: The relationship between the levels of students’ satisfaction and their achievement of Kant Kaw Education Center.

		Achievement
Students' satisfaction	Pearson Correlation	.410
	Sig (2tailed)	.001*
	N	63

*Significance is at .05

CHAPTER V

CONCLUSION, DISCUSSION, AND RECOMMENDATIONS

This chapter presents a brief review of how this study was conducted, what instruments were used to collect the data, as well as the study's findings, conclusion, discussion, and its recommendations for the selected school and for further study.

Firstly, the study tried to determine the level of students' satisfaction and student achievement towards current instruction, courses, grading, test, guidance, rules, library and assistance. Finally, the study aimed to find the relationship between students' satisfaction and their achievement.

The researcher selected a sample of education center which was Kant Kaw Education Center, located in Yangon, Myanmar. A total of 65 survey questionnaires were distributed to students, and 63 respondents (98%) returned the valid surveys. There were three research objectives in this study. They were;

1. To determine the students' satisfaction level at Kant Kaw Education Center, Myanmar.
2. To determine students' achievement level of Kant Kaw Education Center, Myanmar.
3. To determine the relationship between students' satisfaction and students' achievement, Kant Kaw Education Center, Myanmar.

Findings

1. Students' Satisfaction

- 1.1 The general mean scores of students' satisfaction towards instruction were 3.97; the highest mean scores were 3.75, which was “teachers are prepared to

teach their subjects”. And the lowest mean scores were 3.22, which was “ classes are challenging”.

- 1.2 The general mean scores of students' satisfaction towards course were 3.53; the highest mean scores of “school offers an adequate number of courses” were 3.62. And the lowest mean scores of “adds new courses to the curriculum” were 3.46.
- 1.3 The general mean scores of students' satisfaction towards grading were 3.69; the highest mean scores of “ the grades that accurately represent learning-level” were 4.90. And the lowest mean scores of “ the difficulty of assignments” were 3.22.
- 1.4 The general mean scores of students' satisfaction towards test were 3.75; the highest mean scores of “ tests accurately assess learning” were 3.87. And the lowest mean scores of “ tests are challenging” were 3.59.
- 1.5 The general mean scores of students' satisfaction towards guidance were 3.49; the highest mean scores of “counselors or masters at school are available at convenient times” were 3.75. And the lowest mean scores of “ counselors or masters at school are interested in students” were 3.22.
- 1.6 The general mean scores of students' satisfaction towards library were 3.46; the highest mean scores of “school facilities are reasonably comfortable” were 3.81. And the lowest mean scores of “ the library is accessible at times” were 3.48.
- 1.7 The general mean scores of students' satisfaction towards rules were 3.61; the highest mean scores of “ students' handbook clearly describes the rules” were

3.75. And the lowest mean scores of “ some students are targeted by administrators” were 3.11.

- 1.8 The general mean scores of students' satisfaction towards school assistance were 3.71; the highest mean scores of “school offers many opportunities to participate in learning experiences outside of the classroom” were 3.81. And the lowest mean scores of “ school provides academic assistance” were 3.38.
- 1.9 The overall mean scores of students' satisfaction towards Kant Kaw Education Center were 3.68; the highest mean scores were 3.97, which was towards instruction. And followed by Test (3.75), Assistance (3.71), Grading (3.68), Course (3.53), Rules (3.61), Guidance (3.49) and the lowest mean scores were 3.46, which was towards library.

2. Student achievement

- 2.1 Student achievement of 47 students (76%) were high and in the range of 2.67 to 3.67, student achievement of 10 students (15%) were very high and in the range of 3.67 or higher, and student achievement of 6 students (9%) were moderate and in the range of 1.67 to 2.67 at Kant Kaw Education Center, Myanmar.
- 2.2 The overall mean scores of student achievement were 3.24, at Kant Kaw Education Center, Myanmar.

3. Relationship:

According to Pearson product-moment correlation coefficient analysis, the analysis indicated Sig. was .001, which was smaller than .05, and the r is .41.

Conclusion

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

1. Students' satisfaction

- 1.1 As the mean scores of students' satisfaction towards instruction were quite high at Kant Kaw Education Center, Myanmar, which implied that most students satisfied with instruction of the education center.
- 1.2 As the mean scores of students' satisfaction towards courses were quite high at Kant Kaw Education Center, Myanmar, which implied that most students satisfied with courses of the education center.
- 1.3 As the mean scores of students' satisfaction towards grade were quite high at Kant Kaw Education Center, Myanmar, which implied that most students satisfied with grade of the education center.
- 1.4 As the mean scores of students' satisfaction towards test were quite high at Kant Kaw Education Center, Myanmar, which implied that most students satisfied with test of the education center.
- 1.5 As the mean scores of students' satisfaction towards guidance were quite high at Kant Kaw Education Center, Myanmar, which implied that most students satisfied with guidance of the education center.
- 1.6 As the mean scores of students' satisfaction towards library was moderate at Kant Kaw Education Center, Myanmar, which implied that only some students satisfied with library of the education center.
- 1.7 As the mean scores of students' satisfaction towards rules were quite high at Kant Kaw Education Center, Myanmar, which implied that most students satisfied with rules of the education center.

- 1.8 As the mean scores of students' satisfaction towards assistance were quite high at Kant Kaw Education Center, Myanmar, which implied that most students satisfied with assistance of the education center..
- 1.9 In general, the students most satisfied with instruction followed by Test, Assistance, Grading, Course, Rules, Guidance and and the students least satisfied with library at Kant Kaw Education Center, Myanmar.

2. Students' Achievement

- 2.1 Some students' achievement was in the level of "very high", most students' achievement was in the level of "high", and few students' achievement was in the level of "moderate", at Kant Kaw Education Center, Myanmar.
- 2.2 In general, the students' achievement level was "high" at Kant Kaw Education Center, Myanmar.

3. Relationship

There is a positive relationship between the levels of students' satisfaction and their achievement at Kant Kaw Education Center in Myanmar and this correlation is at the level of "Moderate".

Discussion

1. What is students' satisfaction level at Kant Kaw Education Center, Myanmar?

This study found that students' satisfaction towards current instruction, courses, grades, tests, rules, and assistance were high while guidance and library were moderate at Kant Kaw Education Center.

As the finding showed, the center's students mostly satisfied with the instruction because teachers gave timely feedback, constructive feedback to the students, teachers were prepared to teach their subjects, teachers were interested in helping students, teachers were easy to talk to, teachers were encourage class discussion, teachers were receptive to other concepts and ideas and teachers had developed students' ability at making informed decision and considered opinions, but the students were expected that the class was challenging in the future, as the finding indicated by this study.

As finding showed that in Kant Kaw Education Center, students were very happy to see that the courses were up to date and school occasionally adds new courses the curriculum. The grading policies at school were clearly understood, grading policies at school made sense and grading was helpful in pointing out areas needing improvement. Most students were satisfied on center's guidance because counselors were available at convenient times, and they were helpful in both personal matters and academic matters.

Rules for students were clearly describes as the findings showed as well, rules were appropriate for the students from education center. Students were also happy that school rules were applied fairly to every students. Kant Kaw Education center provides academic assistance (tutoring, special class sessions) to those students need it. Education center offered many opportunities to participate in learning experiences outside of the classroom.

However, this study finding also revealed that students were least satisfied with the school library, which was true reflection as this researcher agreed, since it was an education center, there was not enough resources in the library, and the size of the library was also quite small as the researcher observed before. As a very small

library, it is not accessible for the students sometimes, facilities from library were not well maintained as the students mentioned sometimes. Another fact was the facilities from library were not quite comfortable for the students to do some learning activities.

In fact, there were no previous studies conducted about students' satisfaction. This study indicated that the general students' were satisfied with current instruction, courses, grades, tests, guidance, rules, library and assistance in the Kant Kaw Education Center. This results of this study should be able to help the center leaders to improve the school management, curriculum innovation and school quality.

Moreover, Roopsuwan Kun, P. (2003) also did a study on students' satisfaction in Thai private vocational schools, and his findings showed that most of students were satisfied with their schools based on the finding with six factors and variables that were significant analysis of satisfaction namely, parent involvement, school, environment, academic engagement, estimate of advantage in career and working skills, use of computer technology, major, current GPA, and living environment. Thus, his study found that students were generally satisfied with their schools, which was the same finding as this study did.

Stoltenberg (2011) conducted a study on investigating the concept of students' satisfaction in Oslo. His research was based on the findings with five factors of academic advising, quality instruction, accommodation, library facilities and general climate. He found out most of the students were quite satisfied with academic advising and quality instructions according to his research. Some respondents commented that they would prefer to have interactive discussions during classes. Teachers should use modern methods of teaching. The findings of his study were to some degree similar to this study though the researches were conducted in different locations and organizations.

Petruzzellis (2006) mentioned that satisfaction is an outcome of service quality. He found out that the university should pay attention to all five dimensions (tangibility, assurance, reliability, responsiveness, empathy and student satisfaction) of service quality and they should give more focus to the role of service quality in increasing overall student satisfaction. Students' satisfaction studies for schools in Myanmar are very important. Schools should conduct more research and improve their schools as needed. The education market is becoming more competitive, and institutions are competing for the students. Students attend schools to gain knowledge, and knowledge is a key factor in the development of society.

Lankara (2014) investigated student satisfaction in two public high schools in Southern Shan State, Myanmar. The investigation focused on student satisfaction towards the courses provided from schools, instruction, the grading system, tests, rules, guidance and school assistance. The student satisfaction were generally high at both schools. Students from both schools were most satisfied with the grading system and schools test but least satisfied with the school rules and school assistance. He found that there was no significant difference of student satisfaction in selected two public high schools in Southern Shan State. However, there was a significant difference in student satisfaction towards courses, grades, tests, rules and assistance in the two selected public high schools.

2. What is students' achievement level of Kant Kaw Education Center, Myanmar?

The testing of research hypothesis results showed that the students' academic achievement, which used their GPA (Grade point average) from the KKEC. In general students' achievement were high, as the mean scores of students' GPA was 3.24 and

it was between GPA of 2.67 to 3.67, according to the interpretation criteria, it meant students' achievement at Kant Kaw Education Center were regarded as “high”.

According to this study, it found that students were got timely feedback and also got constructive feedback from their teachers. The schools had challenging classes and teachers were well prepared to teach their subjects. The schools regularly updated the curriculum and adds new courses the curriculum. The schools grading policies were clear, the grading policies were clear and grading was helpful in pointing out areas needing improvement for the students. These were good reasons to improved students' achievement.

As the students felt that the center's tests were appropriately spaced through the semester, guidance were available, helpful, and interested in students. The students felt happy to follow school rules and school provided academic assistance to those students needing it. Meanwhile, as the school offered many opportunities to participate in learning experiences outside of the classroom. These different facts as reflected from students' satisfaction were helping to improve students' achievement from Kant Kaw Education Center.

Patrick (1991, as cited in Bartosh, 2003) suggested that improving student achievement has been associated with the following factors: high educational attainment of parents, home environment where reading and discussions of ideas are valued, limited television, significant amounts of time spent on homework assignments and a stable family structure.

3. What is the relationship between students' satisfaction and students' achievement, Kant Kaw Education Center, Myanmar?

The data analysis of this study showed that there was a positive relationship between the levels of students' satisfaction and their achievement at Kant Kaw Education Center in Myanmar.

Students achievement gained because of effective instruction, from other influences on student learning both inside and outside school, and from tests that were appropriately spaced through the semester. A number of factors had been found to have strong influences on student learning gains. These factors also included the quality of curriculum materials, specialist or instructor supports, class size, and other factors that affect students' achievement.

An academic administration category includes effectiveness, efficiency of the academic administration section admission procedures, enrollment procedure, resolving examination clashes. The respondents satisfied in other factors but enrollment procedures and response to administrative problems should be improved.

Moreover, in student services and study assistance including library, counseling, academic support, study assistance to measure students' satisfaction. In general students access to services library, counseling, academic support and study assistance were unsatisfactory. In general student service category, students were asked to indicated their satisfaction with regard to access to services such as medical services, accommodation and financial aid. The result showed that students were satisfied. And also students were satisfied with student newspaper and not satisfied with student representative council, should be improved.

As the results showed, there were a relationship between the level of student satisfaction and achievement towards instruction, course, grading, test. guidance, library, rules, assistance and GPA with correlation (.001), which was smaller than .05 at Kant Kaw Education Center.

Previous researcher Blanchard A. Gayle (2012) did a study on communication satisfaction, organization citizenship behavior and the relationship between student achievement in high schools. Gurlen, Turan and Senemoglu (2013) also found in their research paper based on gender, major, learning approach adopted and the quality of the learning outcome. The teachers' perception of achievement were correlated with satisfaction and achievement.

This study's findings also confirmed the students' satisfaction survey conducted by another researcher, Shago (2005). He found that there were so many indicators that students rated as important and were satisfied through the students' satisfaction survey. These included: learning outcomes, academic administration, student services and study assistance, general student service, student representative and student newspaper. To measure the level of student satisfaction by rating the following items: ability to think critically, capacity for creativity and innovation, up-to-date knowledge and skills, and skills for self directed learning. All these findings also implied that there were some relationship between the students' satisfaction and their achievement in school for sure, which acknowledged this study's finding about the positive relationship between the students' satisfaction and their achievement in Kant Kaw Education Center, Myanmar.

Recommendation

Recommendations for Kant Kaw Education Center

Administrators and Leaders at Kant Kaw Education Center are recommended to develop and innovate in order to create a better administrative system and management system. According to the research findings, the researcher would like to recommend to the administrators and leaders should make sure that they applied the

rules fairly to everyone regardless of any personal emotion attached. They also should make sure that the rules are to let student have self discipline, to reduce problems among students while they are learning and teach them how to respect each other. The researcher also would like to recommend learning about how to develop a better library regarding students' satisfaction toward library and facilities. Thus, they are recommended to evaluate and re-consider how to guide students, and to provide some training or workshop in order to upgrade and develop guidance's skills in the way they guide students to find the best way to guide students under any condition or any possible ways that students would be needed their best guidance.

Recommendation for Administrators, Leaders and Teachers

Administrators and Leaders at Kant Kaw Education Center are recommended to develop a better education center and try to improve center for the students to get certificate that government approved and other universities from Myanmar and ASEAN countries to accept the certificate of the students from Kant Kaw Education Center.

Also recommended, is the need to improve the library of the center, such as size of the library, environment, books and facilities at the library. The students who gain satisfaction regarding their instruction, course, grading, tests, guidance, rules, library and assistance, might increase their achievement on education therefore, the school leaders, teachers and administrators are highly recommended to manage well which are mainly concerned with eight effective school indicators and other academic activities for the students satisfaction and achievement.

According to the research finding, satisfaction on guidance were moderate, which caught the researcher's attention and would like to recommend to the guides in

the school to take more time to talk with students, motivating the students learning and arranging more opportunities for students to speak out.

Recommendation for Students

The researcher recommended to the students from Kant Kaw Education Center, to put in greater effort, thereby increasing the likelihood of greater achievement and satisfaction.

Recommendation for Further Researcher

This study on the level of students' satisfaction of the current instruction, courses, grading, tests, guidance, rules, library and assistance should not be conducted only at Kant Kaw Educational Center. Therefore, for further research in Myanmar, this study could be replicated at other educational centers with a larger sample size, also at public schools and other international schools in Myanmar, in order to find out more precise information for future research. It will be interesting to find a relationship according to students' satisfaction and their achievement at international schools and public schools and across the whole of Myanmar and find out what the result would look like. Students satisfaction and achievement play a vital role in the success of public schools, educational centers, international schools.

In conclusion, the researcher recommended that future investigations on the topic of research and recommended to choose the suitable questionnaires for each research in the future. Since there were limited research conducted in the area of Education Center, so more future research should be encouraged to focus the student education from centers, in Myanmar, as there were so many education centers established and offered education for the students in Myanmar.

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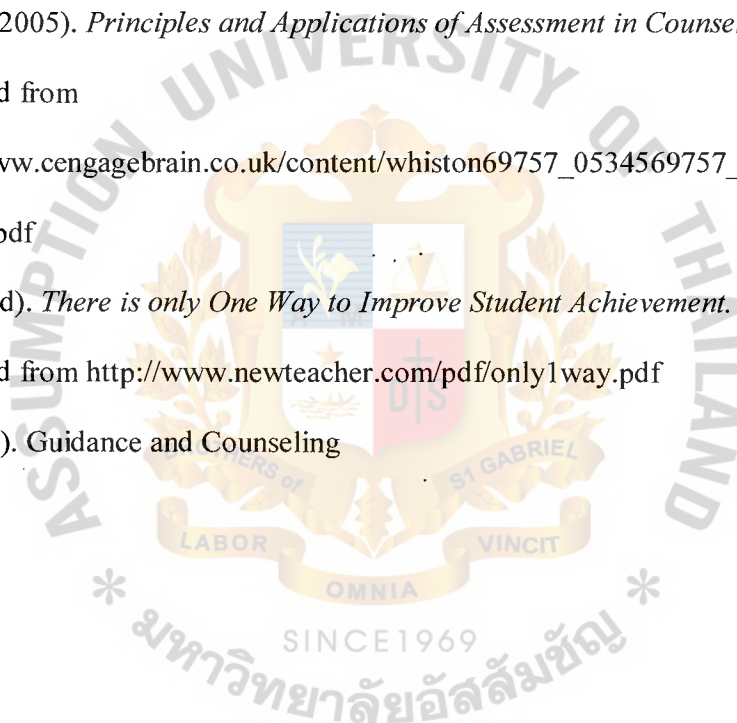
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4th July, 2014

To: Ja Sawn Aung
Student ID: 5519516
Education in Administration (Master Program)
Assumption University, Bangkok

Subject: Letter of Approval to Conduct Research at Kant Kaw School

Dear Ja Sawn Aung,

This is to inform you that Thabyay Education Foundation has approved your request to conduct a research for your thesis at our program called Kant Kaw Education Center. We are happy to assist you with your questionnaire survey. We wish you all the best in your research.

Sincerely yours,



Zin Mar Oo

Programs Director

(Kant Kaw Education Center and Scholarships and Student Support Service)

Thabyay Education Foundation

Appendix A: Students' GPA from Kant Kaw Education Center

Kant Kaw Education Center	GPA	Kant Kaw Education Center	GPA	Kant Kaw Education Center	GPA
Student 1	3.51	Student 22	3.77	Student 43	3.29
Student 2	2.88	Student 23	3.56	Student 44	3.52
Student 3	3.24	Student 24	3.21	Student 45	3.00
Student 4	3.03	Student 25	3.90	Student 46	2.90
Student 5	2.99	Student 26	3.36	Student 47	3.40
Student 6	3.24	Student 27	1.98	Student 48	2.68
Student 7	2.95	Student 28	2.50	Student 49	3.33
Student 8	2.78	Student 29	3.40	Student 50	3.07
Student 9	3.50	Student 30	3.77	Student 51	2.89
Student 10	3.67	Student 31	3.20	Student 52	3.54
Student 11	3.24	Student 32	3.53	Student 53	3.26
Student 12	2.98	Student 33	3.84	Student 54	3.03
Student 13	3.76	Student 34	3.00	Student 55	1.96
Student 14	3.62	Student 35	2.78	Student 56	3.23
Student 15	2.80	Student 36	3.90	Student 57	4.00
Student 16	3.78	Student 37	3.11	Student 58	2.32
Student 17	3.98	Student 38	4.00	Student 59	3.43
Student 18	3.12	Student 39	3.33	Student 60	3.00
Student 19	3.46	Student 40	2.85	Student 61	2.89
Student 20	3.62	Student 41	3.67	Student 62	2.66
Student 21	3.05	Student 42	3.67	Student 63	2.20

Students' Satisfaction Questionnaire

Direction: Please read each item carefully, and circle the number that most closely fits your opinion. Be sure to answer every question, and when you are done, please review your survey to ensure that it is fully completed.

I greatly appreciate you taking the time to do the survey.

1= Strongly Disagree

2= Disagree

3= Not Sure/ Undecided

4= Agree

5= Strongly Agree



Heading		Statement	Strongly Disagree	Disagree	Not Sure Undecided	Agree	Strongly Agree
Instruction	1	My teachers give me timely feedback.	1	2	3	4	5
	2	My teachers give me constructive feedback.	1	2	3	4	5
	3	My classes are challenging.	1	2	3	4	5
	4	My teachers are prepared to teach their subjects.	1	2	3	4	5
	5	My teachers are interested in helping me learn.	1	2	3	4	5
	6	My teachers are easy to talk to.	1	2	3	4	5
	7	My teachers encourage class discussion.	1	2	3	4	5
	8	My teachers are receptive to other concepts and ideas.	1	2	3	4	5
	9	My teachers have developed my ability at making informed decision and will-considered opinions.	1	2	3	4	5
Course	10	My school offers an adequate number of courses.	1	2	3	4	5
	11	My school regularly updates the curriculum.	1	2	3	4	5
	12	My school occasionally adds new courses the curriculum.	1	2	3	4	5
Grading	13	The grading policies at my school are clearly understood.	1	2	3	4	5
	14	The grading policies at my school make sense.	1	2	3	4	5
	15	Grading is consistent with the difficulty of assignments.	1	2	3	4	5
	16	Grading practices are consistent in all my classes.	1	2	3	4	5
	17	The grades I receive accurately represent my learning-level.	1	2	3	4	5
	18	Grading is helpful in pointing out areas needing improvement.	1	2	3	4	5
Test	19	Tests are appropriately spaced through the semester.	1	2	3	4	5
	20	Questions on tests are understandable.	1	2	3	4	5
	21	Test focus on material assigned or covered.	1	2	3	4	5
	22	My test are useful as part of the learning process.	1	2	3	4	5
	23	My tests are challenging.	1	2	3	4	5
	24	My tests accurately assess my learning.	1	2	3	4	5

Heading		Statement	Strongly Disagree	Disagree	Not Sure Undecided	Agree	Strongly Agree
Guidance	25	Counselors or Masters at my school are available at convenient times.	1	2	3	4	5
	26	Counselors or Masters at my school are helpful in personal matters.	1	2	3	4	5
	27	Counselors or Masters at my school are helpful in academic matters.	1	2	3	4	5
	28	Counselors or Masters at my school are interested in me.	1	2	3	4	5
	29	At appointments, the counselors at my school had my materials ready and were prepared for discussions with me.	1	2	3	4	5
Library and Facilities	30	The library is accessible at times that are convenient for me.	1	2	3	4	5
	31	The library at my school has the educational resources to meet my needs.	1	2	3	4	5
	32	My school facilities are well maintained.	1	2	3	4	5
	33	My school facilities are reasonably comfortable.	1	2	3	4	5
Rule	34	The students' handbook clearly describes the rules of conduct for students.	1	2	3	4	5
	35	The rules of conduct at my school are appropriate.	1	2	3	4	5
	36	The rules of conduct at my school are applied fairly.	1	2	3	4	5
	37	The rules of conduct at my school are enforced in a consistent manner.	1	2	3	4	5
	38	Some students get away with everything.	1	2	3	4	5
	39	Some students are targeted by teachers	1	2	3	4	5
	40	Some students are targeted by administrators.	1	2	3	4	5
School Assistance	41	My school provides academic assistance to those students needing it. (Tutoring, special class sessions.)	1	2	3	4	5
	42	My school offers many opportunities to participate in learning experiences outside of the classroom.	1	2	3	4	5
	43	My school helped me learn how to interact with others in productive ways.	1	2	3	4	5
	44	My school exposed me to cultural and ethnic diversity.	1	2	3	4	5

Ja Sawm Aung

Education

M.Ed (EA). Graduate from Assumption University, Bangkok, Thailand	2012-2014
B.A. Graduate from Yadanabon Universtiy, Mandalay	2000-2003

Work Experience

Project Coordinator, We women foundation (Chiangmai, Thailand)	2012
Managing Director, Thai Freedom House (Chiangmai, Thailand)	2010 – 2011
Project Secretary, Images Asia (Chiangmai, Thailand)	2007 - 2010
Founder, English School (Shàn State, Myanmar)	2003 – 2005
High School Teacher, Kodong High School (Shan State, Myanmar)	1998 - 2003

Volunteer/Community Service

Volunteer Teacher, Thai Freedom House (Chiangmai, Thailand)	2010-2011
Volunteer Teacher, Wat Suan Dok (Chiangmai, Thailand)	2010-2011
Volunteer, Labourer's Department (Chiangmai, Thailand)	2009 - 2010

