

A COMPARATIVE STUDY ON STUDENTS' SATISFACTION BETWEEN NAUNG TAUNG MONASTIC HIGH SCHOOL AND KYAUK TA LONE PUBLIC HIGH SCHOOL IN SOUTHERN SHAN STATE, MYANMAR

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Abstract: The purpose of this study was to compare the students' satisfaction towards the school instruction, course, grading, test, guidance, rules, library, and assistance between Naung Taung monastic high school and Kyauk Ta Lone public high school in southern Shan state, Myanmar.

The collected data were analyzed by using the descriptive statistics including Frequency, Percentage, Standard deviation Mean; and Inferential Independent Samples t-test (Two-tailed). The study found that the students' satisfaction at both schools were high. Thus, the research also found that in general there was no significant difference of students' satisfaction between Naung Taung monastic high school and Kyauk Ta Lone public high school in southern Shan state, Myanmar. However, significant difference of students' satisfaction towards course, grading, test, rules, and assistance were also founded in two schools.

Keywords: Students' Satisfaction, Myanmar, Monastic High School

Introduction

Since the earliest days, Myanmar has highly regarded education as their property of life. Because of this opinion, Myanmar people, from the past to present, firmly hold the motto "no one can steal or take away the golden pot of wisdom from those who have educated." Traditionally, Myanmar people have strongly relied on monastic education since the time of the Myanmar kings, and they also had significantly at that time (Han Tin, 2000). However, nowadays, Myanmar education becomes more relying on the formal system at school and institutions of all levels such as primary, secondary and tertiary, because Myanmar is heading toward to a democratic modern developed nation holding under a new motto which is so called "Building a modern developed nation through Education." In this case, the Ministry of Education (MOE) not only need to provide wide-ranging and diverse courses in higher education sector, but also is responsible for all children at the basic education schools level. At the same time, the MOE has to allow and support the monastic schools throughout the country for the remote and needy children of rural areas as well, due to demands. Therefore, Monastic schools also have become a significant aspect of education for

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needy children in Myanmar. Basic education school system in Myanmar can be divided into three types: (1) government basic education school system, (2) monastic basic education school system, and (3) private basic education school system. But, among those three systems, this study will focus on only two types of government basic education school and monastic basic education school to compare their systems for the students' satisfaction (Ministry of Education, 2012).

On the other hand, the world is rapidly changing, so people who are not only in urban area but also in rural areas need certification to represent that they have acquired certain skills to get a good job for their living. In another way, they must get a higher diploma to reach their goals in life. Therefore, learning is becoming increasingly important for people in both areas. Thus, spending the first 15 years in high school is almost essential for every young person in the country. A good learning environment for high school students is very important for productive learning. Essentially, understanding the satisfaction of students in high schools can help the educational institutions such as monastic schools, government schools and private schools to improve the current learning environment. By taking an awareness of issues that may affect learning, school administrators can get a better understanding of how to structure a positive learning environment. In this way, reflective on the student's level of satisfaction will provide a basis for modifying the existing environment to indicate student's needs. According to Arkansas Department of Higher Education (2006), there are many factors called effective school indicators that relate to student satisfaction in any school learning environment. All educational administrators believe that it is highly important to classify that those factors are most indicative of a positive school climate for students' satisfaction. Whether or not a monastic school is significantly different from a government school may contribute to research on school conditions or learning environment for all students, in which include the factors of effective school indicators.

Monastic school in Myanmar is usually limited in resources compared with government school such as lack of qualified teachers, teaching and learning materials, since it is stood by the support of students, parents and communities. So it is not so much convenience but just to be a school. The researcher wondered whether or not the student from monastic education could get as the same level of satisfaction compared with the students from government school. That is why this researcher wants to conduct this research to compare the students' satisfaction from both monastic school and government school, and to some degree to provide the monastic school some clues and ideas to improve their management and students' satisfaction in the future.

Objectives

There are two objectives:

1. To determine the students' satisfaction levels of Naung Taung monastic high school and Kyauk Ta Lone public high school in southern Shan state, Myanmar.
2. To compare the students' satisfaction between Naung Taung monastic high school and Kyauk Ta Lone public high school in southern Shan state, Myanmar.

Literature Review

Effective School Indicators Theory

According to Kimbrell, T.W., Bednar, L., and Matthis, E. (2006), there are at least eight factors of school effectiveness indicators including school *instruction, course, grading, tests, guidance, rules, library, and school assistance*, which are mainly related to the success of school or students' satisfaction. These eight effective school indicators are especially relevant to high school students. The school effectiveness indicators are statistics that allow for value judgments to be made about key aspects of the functioning of educational systems.

With regarding to *instruction*, that requires the school to develop and maintain effective instruction in every classroom should be addressed such as a written document articulating the school-wide model of instruction is developed with input by teachers, professional development opportunities are provided for teachers, when teachers are asked they can explain the major components of the school-wide model of instruction, and the school-wide language of instruction is used regularly in their professional learning communities. In addition, there should be evidence that effective and varied instructional strategies are used in all classrooms, and instructional strategies and learning activities are aligned with the district, school and state learning goals, and assessment expectations for student learning, strategies and activities are consistently monitored and aligned with the changing needs of a diverse student population to ensure various learning approaches and learning styles are also can be seen such as written lesson plan, student work, student questionnaires data, classroom walkthrough observations, school professional development calendar.

Then, effective schools *courses* must stand by state and district standards, with written curriculum (well-organized courses) is analyzed to ensure that it associates with state and district standards, the courses sufficiently give a lecture important 21st century skills, for instance career and university readiness skills and mathematical practice skills. Thus, the course taught in the classroom is analyzed to confirm that it relates with the written curriculum.

Meanwhile, effective schools should have good *grading system* and design good *assessments*, which can analyze to make sure what the students exactly learn from the written and taught curriculums. School teams should regularly analyze the relationship between instruction, courses and assessments, thus, when teachers are asked they are able to describe the essential content and standards for their subject area(s) and put them into grading system.

Moreover, clear and measurable goals that can provide students with good *guidance* should be established. And they should be focused on critical needs regarding improving achievement of individual students with the school. For instance, guidance should be provided for each student to help them on state assessments or common assessments, essential elements for each subject area articulated in terms of clear learning progressions or scales, guidance accompanied by proficiency scales are established for each student in terms of their knowledge gain regarding the essential elements in each subject area, when they are asked, the students are able to highlight their status on the achievement goals specific to them.

Effective schools should have clear *rules* established in the students' handbook for students. The rules of conduct at schools should let students feel appropriate, fairly, and conducted in a consistent manner.

Effective schools should have good *library* and facilities. The library is accessible at times that are convenient for the students, with adequate the educational resources to meet the teachers' and students' needs. The effective school facilities are well maintained and reasonably comfortable.

In order to help the students, let them move on the next or expected level of the course for any subject area only after they have demonstrated competence at the previous level. Effective schools should provide *school assistance*, not only the schools should ask the students to express their achievement status and growth, teacher and school leadership teams regularly analyze individual student's performance. In many situations, schools provided academic assistance to those students needing it, such as the tutoring, special class sessions. Effective schools offered many opportunities to participate in learning experiences outside of the classroom, helped students' interaction with the cultural and ethnic diversity. Thus, student grade and progress for each essential element in each subject area is continually monitored, while the students reach criterion scores for the essential elements at a particular level within a subject area, they immediately start working on the elements at the next level. On the other side, grade levels are replaced by competency levels, and multiple venues are available simultaneously for students to learn and demonstrate competency in the essential elements for each level of each subject area (Robert J. Marzano., 2012).

Background of Two Schools

Kyauk Ta Lone Public High School

In the beginning, the Kyauk Ta Lone School was formed as just a community based education center which provided almost free education to kids and youths from Kyauk Ta Lone Township and from villages around Kyauk Ta Lone Township, in order to provide them basic education (reading & writing). But then, the school begun to extend its' school level from primary school level to high school level in 1990 as a visible result of peace talk between Paoh ethnicity armed group and the Burmese military government. Therefore, the school has transformed to community based education center to public high school, and fully recognized by the government.

Though the school started running with only 10 students as a primary school at the beginning of the years, now the school has been providing education from primary level to high school level to over 600 students. The school has now 34 full staff in order to run the school very well. They are including 1 headmaster, 28 full time teachers, 1 office staff, 1 office assistant, 1 general worker, 1 expert teacher for science, and 1 assistant teacher for science (lab room), and providing education to 60 students, those who are attending high school, 231 students, those who are attending elementary school, 310 students, those who are attending at primary level, and the school offers the following subjects; Burmese, Mathematics , Geography, Science, History (World & Burmese), English, and ICT.

Naung Taung Monastic High School

The school was founded by “Ashin Rajindasiri”, a Buddhist monk, in 2001 in order to provide free and basic education to poor kids, youth. Although the school begun with 50 students at the beginning, at present, Naung Taung monastic high school is providing free education to over 1159 poor kids, youths from rural community and those who are not able to afford to government school, among them, 943 students are bordering students, and they are attending grade 1 to 11. Thus, the students are learning Burmese, English, Mathematics, History, Geography, and Basic Computer Knowledge (ICT).

In addition, the school provides free accommodation to students those who come from far away or near villages. Currently, the school is running with total 92 staff, and the administrative board committee for male students is made up by 7 Senior Buddhist Monks, and administrative board committee for female students is made up by 7 female staff.

Moreover the school also organizes several activities for both teachers and students such as Teacher training, Leadership training, Environmental awareness training, Gender issue, Human Trafficking awareness training, An-ti drug training, and some other workshops and seminars which benefit to both students and teachers. Thus, the school also provides additional training to teachers with the hope that teachers will be able to apply these teaching methodologies to practice with the students.

Conceptual Framework

Based on *Effective school indicator theory*, this study mainly aimed to investigate students’ satisfaction, at Naung Taung Monastic High School and Kyauk Ta Lone Public High School in Southern Shan State, Myanmar firstly, and compared the students’ satisfaction of both schools.

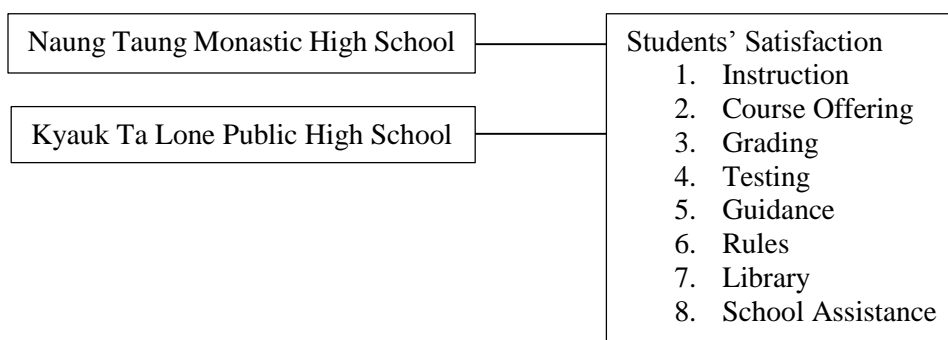


Figure 1: Conceptual Framework of the Study

Procedure

This study is a quantitative research, using questionnaire consisting of two parts, which were (1) Demographic Data including location of the school and gender, and the part two questionnaires was designed to determine students’ satisfaction level, (2) Students’ learning satisfaction– (i) Instruction (ii) Course offering, (iii) Grading, (iv)

Tests (v) Guidance, (vi) Rule, (vii) Library and Facilities, (viii) School Assistance, adopted from *High School Satisfaction Questionnaire*” of Arkansas Department of Higher Education in USA (Kimbrell, T.W., Bednar, L., and Matthis, E., 2006).

The questionnaires were distributed to 135 students from the two schools, and 135 useable questionnaires were returned, representing an overall return rate of 100%. This was done at the last week of February, 2014.

Aimed to compare students’ satisfaction of Naung Taung Monastic High School and Kyauk Talone Public High School, Southern Shan State, Myanmar. The main instrumentation was the questionnaire which consisted of two parts. The part one used to identify the Demographic of students including location, gender, and the questionnaire part two was aimed to determine the students’ satisfaction level of the two schools which consisted of questions 1 to 44.

Questions 1-9 were used to measure students’ satisfaction toward instruction. Questions 10-12 were used to measure students’ satisfaction toward course. Questions 13-18 were used to measure students’ satisfaction toward grading. Questions 19-24 were used to measure students’ satisfaction toward tests. Questions 25-29 were used to measure students’ satisfaction toward guidance. Questions 30-33 were used to measure students’ satisfaction toward library and facilities. Questions 34-40 were used to measure students’ satisfaction toward rules, and questions 41-44 were used to measure students’ satisfaction toward school assistance.

To identify the students’ satisfaction between the two schools, the part two included 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 1.

Table 1: Interpretation and Scale for Students’ Satisfaction

	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 analyze the data for each objective, the following statistical methods were utilized 1). Means & Standard Deviation was used to identify the students’ satisfaction level of Naung Taung monastic high school and Kyauk Ta Lone public high school, 2). Independent Samples t-test (Two-tailed) was used to compare the student’s satisfaction between Naung Taung monastic high school and Kyauk Ta Lone public high school in Southern Shan State, Myanmar.

Findings

1. Among 135 respondents, 80 (59.3%) were from Naung Taung monastic high school, and 55 (40.7%) were from Kyauk Ta Lone public high school; 68 were (50.4%) male and 67 (49.6%) female.

2.1 The total mean scores for students' satisfaction of Naung Taung monastic high school and Kyauk Ta Lone public high school, were 3.8751 and 3.8289, both were in the range of 3.51 – 4.50. This implied that the students' satisfaction at both schools were high.

2.2 At Naung Taung monastic high school, the highest mean scores of students' satisfaction were 4.0646 which were towards school grading; and the lowest mean scores were 3.4089, which was towards school rules.

2.3 At Kyauk Ta Lone public high school, the highest mean scores of students' satisfaction were 4.0333 which were towards school test; and the lowest mean scores were 3.2409, which was regarded as "moderate satisfaction" and towards school assistance.

3.1 About the comparison of two schools' satisfaction, since the probability significance was .395, which was bigger than .05, the research hypothesis was rejected and thus meant "There is no significant difference of students' satisfaction between Naung Taung monastic high school and Kyauk Ta Lone public high school in southern Shan state, Myanmar."

3.2 Meanwhile, the probability significance of students' satisfaction toward course (.019), grading (.039), test (.001), rules (.001), and assistance (.000), were all smaller than .05, thus significant difference of students' satisfaction towards course, grading, test, rules, and assistance were founded in two schools.

3.3 As for the students' satisfaction towards course, grading, test, rules, and assistance in two school, students in Naung Taung monastic high school have a bit higher satisfaction towards the school's course, grading, test and assistance, but relatively lower satisfaction towards the school rules compared with Kyauk Ta Lone public high school.

Results

1. Students' Satisfaction of Naung Taung Monastic High School

In general, as Table 2 shown, the total mean scores of students' satisfaction were 3.8751, in the range of 3.51-4.50, according to the interpretation criteria, it meant students' satisfaction at Naung Taung Monastic High School were regarded as "high".

Meanwhile, Table 2 also showed, in details, the mean scores of students' satisfaction towards instruction were 4.0014; the mean scores of students' satisfaction towards course was 4.0211; the mean scores of students' satisfaction towards grading were 4.0646; the mean scores of students' satisfaction towards test were 3.7896; the mean of students' satisfaction towards guidance were 3.9700; the mean scores of students' satisfaction towards rules were 3.4089; the mean of students' satisfaction towards library were 3.9656; the mean scores of students' satisfaction towards assistance were 3.9438. All those mean scores were in the range of 3.51-4.50, according to the interpretation criteria, it meant students' satisfaction towards all eight

areas including instruction, course, grading, test, guidance, rules, library, and assistance at Naung Taung Monastic High School were “high”.

Among 8 means, the mean scores towards school grading were 4.0646 as the highest, which indicated that the students most satisfied with the grading system at Naung Taung Monastic High School. However, the mean scores towards school rules were 3.4089 as the lowest, which indicated that the students least satisfied with the school rules at Naung Taung Monastic High School.

Table 2: Students’ Satisfaction of Naung Taung Monistic High School

Naung Taung Monastic High School				
Students’ Satisfaction	N	Mean	STD	Interpretation
Instruction	80	4.0014	.45194	High
Course	79	4.0211	.52932	High
Grading	80	4.0646	.41803	High
Test	80	3.7896	.37385	High
Guidance	80	3.9700	.45127	High
Rules	80	3.4089	.38557	High
Library	80	3.9656	.59765	High
Assistance	80	3.9438	.60454	High
<i>Total</i>	<i>80</i>	<i>3.8751</i>	<i>.29619</i>	<i>High</i>

2. Students’ Satisfaction of Kyauk Ta Lone Public High School

The total mean scores of students’ satisfaction were 3.8289, in the range of 3.51-4.50, according to the interpretation criteria, it meant students’ satisfaction at Kyauk Ta Lone Public High School were regarded as “high”.

Meanwhile, Table 3 also showed, in details, the mean scores of students’ satisfaction towards **instruction** was 3.9919; the mean scores of students’ satisfaction towards **course** were 3.7818; the mean scores of students’ satisfaction towards **grading** were 3.9000; the mean scores of students’ satisfaction towards **test** were 4.0333; the mean of students’ satisfaction towards **guidance** were 3.9164; the mean scores of students’ satisfaction towards **rules** were 3.6805; the mean of students’ satisfaction towards **library** were 3.8227. All those 7 mean scores were in the range of 3.51-4.50, according to the interpretation criteria, it meant students’ satisfaction towards all eight areas including **instruction, course, grading, test, guidance, rules, and library** at Kyauk Ta Lone Public High School were “high”. While, the mean scores of students’ satisfaction towards **assistance** were 3.2409, which were in the range of 2.51-3.50, according to the interpretation criteria, it meant students’ satisfaction towards assistance was “moderate”.

Among 8 means, the mean scores towards test were 4.0333 as the highest, which indicated that the students most satisfied with the test at Kyauk Ta Lone Public High School. However, the mean scores towards assistance were 3.2409 as the lowest, which indicated that the students least satisfied with the provided assistance from at Kyauk Ta Lone Public High School.

Table 3: Students' Satisfaction in Kyauk Ta Lone Public High School

Kyauk Ta Lone Public High School				
Students' Satisfaction	N	Mean	STD	Interpretation
Instruction	55	3.9919	.38659	High
Course	55	3.7818	.63251	High
Grading	55	3.9000	.49649	High
Test	55	4.0333	.48155	High
Guidance	55	3.9164	.41756	High
Rules	55	3.6805	.52809	High
Library	55	3.8227	.61364	High
Assistance	55	3.2409	.76067	Moderate
<i>Total</i>	55	3.8289	.32592	<i>High</i>

According to research objective two, the researcher set up a "Research Hypothesis", which is "There is a significant difference of students' satisfaction between Naung Taung monastic high school and Kyauk Ta Lone public high school in southern shan state, Myanmar."

In order to test the research hypothesis, students' satisfaction of two schools based on the sum scores of eight areas were calculated and compared by the independent samples t-test. As Table 4 shown, since the probability significance was .395, which was bigger than .05, the research hypothesis was rejected and thus meant "There is no significant difference of students' satisfaction between Naung Taung monastic high school and Kyauk Ta Lone public high school in southern shan state, Myanmar."

Table 4: Student's Satisfaction Comparison between Two Schools

Naung Taung monastic high school & Kyauk Ta Lone public high school		t-test for Equality of Means				
		t	df	Sig (2 -tailed)	Mean Difference	Std. Error Difference
Total	Equal variances assumed	.853	132	.395	.04622	.05421

However, as the researcher noticed that among 8 areas of students' satisfaction, some of mean the scores are quite different. In order to test whether or not there were significant difference of students' satisfaction of 8 areas between Naung Taung monastic high school and Kyauk Ta Lone public high school in southern shan state, Myanmar.

Table 5 below showed that independent samples t-test comparison of students' satisfaction towards eight elements. As the result shown, on one hand, the significance probability of the difference of the students' satisfaction toward instruction (.899), guidance (.486), library (.179) were bigger than .05, which meant "there were no significant difference of students' satisfaction toward instruction,

guidance, library between Naung Taung monastic high school and Kyauk Ta Lone public high school in southern shan state, Myanmar”.

On the other hand, as Table 5 shown, the significance probability of the difference of the students’ satisfaction toward course (.019), grading (.039), test (.001), rules (.001), and assistance (.000), were all smaller than .05, therefore, “there were significant differences of the students’ satisfaction towards course, grading, test, rules, and assistance between Naung Taung monastic high school and Kyauk Ta Lone public high school”. Meanwhile, from the mean difference comparison of Table 5, as for the students’ satisfaction towards course, grading, test, rules, and assistance in two school, students in Naung Taung monastic high school have a bit higher satisfaction than Kyauk Ta Lone public high school towards the school’s course, grading, test, and assistance, while Kyauk Ta Lone public high school students have a relatively higher satisfaction towards the school rules compared with Naung Taung monastic high school students.

Table 5: Student’s Satisfaction of Eight Areas Comparison between Two Schools

Naung Taung monastic high school & Kyauk Ta Lone public high school		t-test for Equality of Means				
		t	df	Sig (2 -tailed)	Mean Difference	Std. Error Difference
1.Instruction	Equal variances assumed	.127	133	.899	.00947	.07473
2.Course	Equal variances assumed	2.375	132	.019*	.23928	.10076
3.Grading	Equal variances assumed	2.081	133	.039*	.16458	.07909
4.Test	Equal variances assumed	-3.306	133	.001*	-.24375	.07373
5.Guidance	Equal variances assumed	.699	133	.486	.05364	.07670
6.Rules	Equal variances assumed	-3.454	133	.001*	-.27159	.07864
7. Library	Equal variances assumed	1.150	133	.179	.14290	.10583
8.Assistance	Equal variances assumed	5.968	133	.000*	.70284	.11776

Discussion

1). What are the students’ satisfaction levels of Naung Taung monastic high school and Kyauk Ta Lone public high school in southern Shan state, Myanmar?

As this study found, students’ satisfactions (total) toward current instruction, course, grading, test, rules, library, and assistance at both schools were high.

But then, at Naung Taung Monastic High School, the students most satisfied with the grading system, the students least satisfied with the school rules, while Kyauk Ta Lone public high school, the students most satisfied with the school tests, the students least satisfied with the school's assistance. In fact at the two schools, there were no previous studies conducted about the students' satisfaction, while this study indicated that the general students' satisfaction towards current instruction, course, grading, test, guidance, rules, library, and assistance are "satisfied", this result should be able to help the school leaders to improve the school management, curriculum innovation and school quality.

Previous researcher like Roopsuwan Kun, P. (2003) also did a study on students' satisfaction in Thai private vocational schools, and his findings were the majority of participants were mostly satisfied with their schools based on the finding revealed six factors and variables that were significant analysts of satisfaction namely, school, environment, estimate of advantage in career and work skills, use of computer technology, major, current GPA, and living on campus or in an apartment. Thus, his study also confirmed that involvement had both direct and indirect effects on satisfaction.

Moreover, Kagira, E.K., Kendi, L., and Kimani, S.W. (1998) also did a comparative study of students' satisfaction. The finding showed nearly all university students were positive about the excellence of facility they have experienced in their own university with in general mean total above average.

A number of theories have been recommended in an endeavor to enhance understanding the psychological dynamics of students' satisfactions. According to Cotton, S.J., Dollard, M.F., and De Jonge, J., (2002) the "happy-productive" theory is facilitated by psychosocial features surviving, stress and well-being. In contrast, the "happy-productive" theory also provided confirmation that being lower satisfaction at university is related to the high levels of psychological distress.

It was widely agreed that consumer satisfaction is the most efficient but least expensive source for improving services, since most satisfied consumers will share their favorable experience with others. This is the same for the schools as well, since the students are the essential customers for school. If students were dissatisfied, they would easily disseminate unfavorable appraisal of the school service. Satisfaction herein the field of education should be regarded as the students' feeling anticipated and accumulated from their impression of school service and achievement, which are of the most importance for schools as well.

According to Churchill & Suprenant (1982), satisfaction can be reflected as a purpose of the magnitude to which students' anticipations regarding school are met with positive confirmations of expectations, and it can be led to higher ranks of satisfaction.

Oliver (1997) also mentioned that satisfaction is the customer's fulfillment respond by judging a product or service feature, or the product of service itself, provided a satisfaction level of consumption-related fulfillment, including the levels of under or over fulfillment, and according to his commented that upholding and enlightening students' satisfaction has been reflected an important aim of education and schools, with the statement that students satisfaction is symptomatic of institutional effective.

The students' satisfaction is a frequently shifting concept in the higher education environment due to reiterated connections. Stoltenberg, G. (2011) suggested in order to improve students' satisfaction the best way is that needs both strong and effective action as an outcome of an institution listening to its students.

All in all, nowadays, many schools had attempted to measure students' satisfaction in order to measure the quality of school education for the children and to discover ways of improving the schools from various ways. Students' satisfaction studies for monastic high school and public high school in Myanmar are also very important; since there are so many different monastic and public school in Myanmar. Public schools should conduct more of this kind of studies to make students feel that the school cares about them, just like the company does to make their customers feel the same.

2). Is there any difference of the students' satisfaction between Naung Taung monastic high school and Kyauk Ta Lone public high school in southern Shan state, Myanmar?

The testing of research hypothesis results showed that the probability significance was .395, which was bigger than .05, thus the research hypothesis was rejected and thus meant there were no significant differences between Naung Taung monastic high school and Kyauk Ta Lone high school regarding the students' satisfaction. However, significant difference of students' satisfaction towards course, grading, test, rules, and assistance were also founded in two schools, since the probability significance of students' satisfaction toward course (.019), grading (.039), test (.001), rules (.001), and assistance (.000), were all smaller than .05.

According to Arkansas Department of Higher Education (2006), there are many factors called effective school indicators that relate to student satisfaction in any school learning environment. All educational administrators believe that it is highly important to classify that those factors are most indicative of a positive school climate for students' satisfaction. Whether or not a monastic school is significantly different from a government school may contribute to research on school conditions or learning environment for all students, in which include the factors of effective school indicators.

When comparing the students' satisfaction of monastic school with that of government public school, the researcher found that in general there were no significant differences between Naung Taung monastic high school and Kyauk Ta Lone high school regarding the students' satisfaction, which is also very surprising and interesting. Since in Myanmar, Monastic schools are usually limited in resources compared with government school such as lack of qualified teachers, teaching and learning materials. Monastic schools in Myanmar stood by the support of students, parents and communities, so it is not so much convenience but just to be a school. In monastic schools, the teachers' salary is usually less compared with government school teachers' salary.

Before this research, the researcher wondered whether or not the student from monastic education could get as the same level satisfaction as the students from government school, as most people doubted. But the conclusion of this study proved that there were no significant differences between Naung Taung monastic high school

and Kyauk Ta Lone high school regarding the students' satisfaction, which will be a greater supporting point for Myanmar's Monastic schools' course and future.

Meanwhile, to conduct this research, this researcher also want to examine and compare the students' satisfaction from both monastic school and government school among those eight elements, including students' satisfaction of including instruction, course, grading, test, guidance, rules, library, and assistance.. Then the significant difference of students' satisfaction were also founded in two schools towards course, grading, test, rules, and assistance, which also to some degree to provide both the monastic school and the public school some clues and ideas to improve their management and students' satisfaction in the future.

As the results shown, students in Naung Taung monastic high school have a bit higher satisfaction towards the school's course, grading and assistance, which meant monastic school's course, grading and assistance have their own advantages and welcomed by the students. But from the results, students in Naung Taung monastic high school have relatively lower satisfaction towards the school rules compared with Kyauk Ta Lone public high school, which is understandable that students in monastic school were restricted by more rules due to the different set-up nature of the school and type. But as one of the monastic schools worker, the research also believed there must have some way to improve the students' satisfaction towards school rules, which at least should get the school leaders' attention.

Recommendation

Recommendation for Two Schools

For Naung Taung Monastic High School

1). Administrators and Leaders at Naung Taung monastic high school are recommended to develop, innovation, and to create a better administrative system and school management system. According to the research finding, the researcher also would like to recommend learning about more how to evaluate the current condition regarding students' satisfaction toward classroom and school's rule. Thus, they are recommended to upgrade and apply new rules which are fair for everyone, appropriate with any religious, race, family background, convenience to follow, clear to understand. They also should make sure that the rules are not set at intentionally in order to discriminate some students (especially, those who are not under the favor of teachers or administrators). They also should make sure that the teachers and administrators are applied the rules fairly to everyone regardless of any personal emotion are attached. They also should make sure that the rules are only set up 1). To increase good manner of the students, and reduce bad manner, 2). To protect from any other unnecessary problem among students while they are learning 3). To let them have self-discipline in order to grow and to mature their moral and spiritual 4). To let them learn how to interact with others, how to show respect to one another, how to grow in orderly.

They should educate teachers and school staff in order to let them realize and understand that how applying the rules fairly to everyone is important for the school and its students, and the students' satisfaction level toward school's rules also a vital

key to become a successful school as a whole. Thus, the better rules they set up and apply, the higher students' satisfaction will turn out, and once the students are happy with their rules and the satisfaction level toward their rules is increased, learning and teaching process and the outcome of academic and school's success will be reached to the higher level. All in all, they should realize that fair and transparency rules will be able make the students feel secure.

2). Teachers at Naung Taung monastic high school are recommended to evaluate the students' satisfaction toward their rules in the classroom and school, to understand the students' perception and how they feel about it. Significantly, the teachers are recommended to evaluate how they are considering students, especially regarding their rules toward students, and to extend and develop their rules toward students not only academic area (tutoring, special class session, so on.), but also the teacher should create more opportunities and give more hands to the students and let them learn how to interact with others in productive way (inside and outside the class or school), to let them exposed cultural and ethnic diversity (inside and outside the class or school), create more opportunities in order to make them participate in academic activities. All in all, the teachers should listen more to the students in order to understand and realize what students are needed and wanted from them the most.

For Kuak Ta Lone Public High School

1). Administrators and Leaders at Kyauk Ta Lone public high school are recommended to develop, innovation, and to create a better administrative system and school management system. Especially, based on the research finding, the researcher would like to recommend them to evaluate and re-consider how they are and teachers are assisting students, and to provide some training or workshop in order to educate and develop teachers and staff's skills in the way they assist students not only within classroom level, but also try to find the best way to assist students under any condition or any possible ways that students would be needed their best assistance. They should educate teachers and school staff in order to let them realize and understand that somehow students are their customers and their satisfaction level toward school's assistance also plays a major role in order to become a successful school as a whole. Thus, the better assistance they provide, the higher students' satisfaction will turn out, and once the students are happy with their assistance and the satisfaction level toward their assistance is increased, learning and teaching process and the outcome of academic and school's success will be reached to the higher level where the school has been never reached yet.

2). Teachers at Kyauk Ta Lone public high school are recommended to evaluate the students' satisfaction in the classroom and to understand the students' perception on what they really needed in learning and teaching process, and in order to develop a better teaching strategy for the students' satisfaction. More importantly, the teachers are recommended to evaluate how they are treating students, especially regarding their assistance toward students, and to extend and develop their assistance toward students not only academic area (tutoring, special class session, so on.), but also the teacher should create more opportunities and give more hands to the students and let them learn how to interact with others in productive way (inside and outside the class or school), to let them exposed cultural and ethnic diversity (inside and outside the

class or school), create more opportunities in order to make them participate in academic activities. All in all, the teachers should listen more to the students in order to understand and realize what students are needed and wanted from them the most.

Recommendation for Schools in Myanmar

Since the students' satisfaction plays an important role to persuade the teaching and learning process to achieve the academic goals, all stakeholders carefully take the satisfaction of students on academic indicators into account, which is also important for both monastic high schools and public high schools in different states in Myanmar.

As known, the students who gain satisfaction regarding their course, grading system, tasting, library and school assistance, might increase their self-efficacy on their education input such as- hard working, following rules and active learning and participating in class room activity. Therefore, the school leaders, teachers and administrators are highly recommended to well manage the academic area – school campus, school climate which are mainly concerned with eight effective school indicators and other academic activities so that the student are highly satisfied with them. This should be of primary concerns for the school leaders regardless of types of schools.

Especially, administrators and leaders of either school or other similar schools need to develop, innovation, and to create a better administrative system and school management system. Thus, the researcher also would like to recommend learning about more how to evaluate the current condition regarding students' satisfaction in the classroom and in other learning environment, in order to develop a better school management strategy to meet the students' need. Then, in order to develop teaching and learning at the school, teachers' training, education seminar, workshop such as critical thinking, child centered approve and some other teaching methodologies should provide to teachers and other staff so that the teachers will be able to draw students' attention in teaching and learning process, and they will receive more participation from the students, and through participation from the students, teaching and learning will be more smoother and success than ever. The outcome will be surely increase students' satisfaction.

Moreover, schools of the similar situations are also recommended to provide professional service and development activities to students in order to make the schools success and to meet students' satisfaction. And teachers of those schools are recommended to evaluate the students' satisfaction in the classroom and to understand the students' perception on what they really needed in learning and teaching process, and in order to develop a better teaching strategy for the students' satisfaction.

Recommendation for Future Researchers

This kind of study on students' satisfaction levels of the current instruction, course, grading, test, guidance, rules, library, and assistance should be also conducted not only in other international schools in Myanmar, but also in other public schools as well as monastic schools in Myanmar. Because conducting this kind of study, it would help the school's innovation for both curriculum and management area. Future researchers are also recommended to conduct the research in public schools, monastic

schools, private schools or other educational organizations in Myanmar as well. In conclude, it would be much better if the future researchers could conduct the research a bit longer for instance a month, and at more schools in Myanmar, since students' satisfaction plays a major rule schools' achievement and its' sustainable. Thus, there are limited researchers about students' satisfaction done in not only the whole country of Myanmar, but also the two schools itself.

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