

## **A STUDY OF PARENTS' SATISFACTION TOWARDS CHINESE SUBJECTS IN NANTAWAN INTERNATIONAL SCHOOL THAILAND**

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**Abstract:** This research tried: to identify the demographics of learning Chinese subjects' students, including their nationality, Grade, parental highest education level and family income; to determine the parents' satisfaction towards current two Chinese subjects, including learning Chinese as a native language subject and learning Chinese as a second language subject in Nantawan International School; and to compare the parents' satisfaction between learning Chinese as a native language subject and learning Chinese as a second language subject in Nantawan International School. The examined population comprised of all 105 parents from Grade1-Grade 6 of Nantawan International School. The research was a quantitative research by using a designed questionnaire. The returned valid questionnaires reached 100% and were analyzed by Means, Standard Deviations, Independent samples t-test (two-tailed). The research major findings included: the parents' satisfaction towards both Chinese subjects in Nantawan International School was regarded as "satisfied"; and there were no significant differences between the parents' satisfaction of learning Chinese as a native language subject and learning Chinese as a second language subject.

**Keywords:** Parents' Satisfaction, Chinese subjects, Nantawan International School.

### **Introduction**

Many previous researchers such as Brown, Chen, Yau, & Ziegler (1992), pointed out the importance of measuring parental satisfaction for schools in order to improve the education quality and provided better services and teaching and learning for the children, and finally to help improving the schools as a whole. As Salisbury, Branson, Altreche, Funk, & Broetzmann (1997) also agreed that one is the primary job for school leaders and principals is to increase parents' satisfaction.

Concerning on parent satisfaction, Olson (1999) commented that parents' satisfaction was based on a variety of experiences that the parents have with the school; therefore, meeting the expectation of parents was thought to be of the most

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importance for improving their satisfaction. Although parents were not the sole consumers of the schools' education, satisfying parents were regarded to be the most important in promoting community support for schools as Salisbury (1997) pointed out. Dissatisfied parents might choose to move their children to other schools in many situations.

Recently, Chinese as a second language was becoming more and more popular in Thailand. There are several factors to push this situation as following: 1) historical reason, there are many Chinese immigrants migrated to Thailand since Sukhothai Dynasty. Chinese immigrants became the biggest minority group in Thailand gradually, this is a big population. Because of Chinese culture impact, Chinese people have Nostalgia, although they all had to live in Thailand, but they still want to keep their mother language and their custom festival. So they are willing to let their descendent study Chinese language as even a native language. 2) Political reason. China was became the second powerful country in the world, it is involves in many worldwide event, especial in Asia, south-east Asia. Many Thai people believed China is the bright future that they would like to study Chinese, make it easier to communicate to Chinese people. 3) Economic reason, it is the most important reason as well. With the developing of China's economic growing, China is the largest market in the world; many countries wish to share the economic benefit from China. Therefore they encourage their citizens study Chinese. 4) Chinese government popularize Chinese language and culture, they offer a big amount of money to encourage all countries' foreign study Chinese. They support the scholarship, free summer camp in China, free training for foreign Chinese teacher, sending volunteer Chinese teacher to many countries for teaching Chinese, opening Confucius Institute around the world for teaching Chinese language and culture. Within this situation, Chinese language became the hottest second foreign language in Thailand.

As one of the most popular schools in its local region, Nantawan International School has two Chinese subjects: one is learning Chinese as a native language; the other is learning Chinese as a second language. With these double Chinese subjects, Nantawan International School succeeded in teaching Chinese, Thai and international students Chinese. Recently, with the school exploring and innovating plan, the school leaders and the teachers wants to know more about the parents satisfactions towards both Chinese subjects so as to improve the Chinese departments' management and finally benefit the students and the parents. However, none has conducted such research in this area before, therefore, as the head of Chinese department and a Chinese teacher working in Nantawan International School, this researcher wants to find out the parents' satisfaction towards two Chinese subjects, namely, learning Chinese as a native language subject and learning Chinese as a second language subject in Nantawan International School.

### **Objectives**

There are three objectives:

1) To identify the demographics of learning Chinese subjects' student, including their nationality, Grade, parental highest education level and family income.

2) To determine the parents' satisfactions towards learning Chinese as a native language subject and Chinese as a second language subject in Nantawan International School

3) To compare the parents' satisfaction between learning Chinese as a native language subject and learning Chinese as a second language subject in Nantawan International School.

## **Literature Review**

### *Systems Theory of Curriculum*

George (1981) developed the first systems theory of curriculum. The theory of education includes five major theories of equal importance: administrative, counseling, curriculum, instructional, and evaluation. The curriculum viewed as the major system was conducted based on some key components of each subjects' such as *set-up teaching, instruction, subsystems, supervision and evaluation* and so on; all of these components of subject help implement the curriculum through different stage. Administrators who use the systems approach should take a macro, or broad, view of curriculum and focus on curriculum, subject issues that are related to the entire school curriculum and management system, not only in terms of subjects or grades.

It was not far to leap from organizing people and policies, a managerial view, to organizing curriculum into a system. The systems aspect is likely to view various units and subunits of the organization with the regarding to the whole and organizational units, flowcharts, and structures are often considered as the curriculum plan is produced and supervised. In the systems approach to curriculum, every "element" of the whole school district or school is closely checked in terms of their interrelatedness and impact mutually.

Sometimes it is referred to as curriculum engineering, this approach includes processes necessary to plan the curriculum by engineers including superintends, directors, administrators, leaders and principals; stage including development, design, implementation, and evaluation; and structure including subjects, courses, unit plans, and lesson plans. The systems approach to curriculum was affected by systems theory, system analysis, and system engineering. The principles, developed by education experts in the 1950s and 1960s, continue to be used or focused widely by school managements as an important part of school administrative and organizational work.

In systems approach to curriculum, the "parts" of the total school district or school are closely examined in terms of their interrelatedness and influence on each other. Components like departments, personnel, equipment, and schedules are planned to create changes in people's behavior and expectation. In general, information is communicated to administrators who consider alternatives and choices.

### *Curriculum Development*

The need to develop curriculum for administrator is existing always; though, there are so many different ways to define and proceed with curriculum development.

Ideally, those believe in curriculum consider the process of planning, implementation and evaluation, as Saylor's Managerial Model (1981) also agreed.

Accordingly, the curriculum development must include the process of planning, implementation and evaluation. Instructors and supervisors involved in curriculum management should be willing to discuss these questions with their respective board members and professional staff.

There were some important questions need to be considered in the curriculum development. Administrators and supervisor involved in curriculum making should be willing to discuss these questions with their respective board members and professional staff. But like many aspects of education, there is some debate about the formula to follow in order to achieve the particular education goal.

#### *Previous Studies on Parents' Satisfaction towards School*

In case of school service and childcare, the parent is the main customer of the school service, though the children themselves are using the school service directly. The satisfaction of parents is very important, and not only for the subject matter but also for the school leadership of curriculum evaluation, even if the parents are not always regarded as the school's daily work. Hence, according to Grace & O'Cass (2003) because of the special characteristics of school and childcare services, the parents' satisfaction is critical for the school management both in the reality and for the future plan.

According to Bloemer et al. (1999), the quality of school service is often regarded as the comparison of service expectation with the real performance. However, Brady and Cronin (2001) developed some new ideas on the perceived service quality, in which different levels of comparison of the service was used as the judgment for the overall perception of service.

Many previous studies found there were significant relationship between school service quality and parents' satisfaction such as Cronin, Brady and Hult (2000), and Omar (2008). Researchers like Hennig-Thurau and Klee (1997) believed that delivery of high quality services was the most important for developing the trust and improving the satisfaction.

Satisfaction was considered as a core concept in the business field and especially in marketing literature. Satisfaction rose from meeting the needs of the customer, satisfaction will enhance the reliability of the service provider and cultivates trust, as Ganesan (1994), Tax, Brown and Chandrashekar (1998) stated. Some researcher such as Dwyer, Schurr and Oh (1987) and Geyskens, Steenkamp and Kumar (1999) believed that trust relies on the extent of consumer satisfaction. Moreover, others such as Mittal, Ross and Baldasare (1998) believed that trust moved up to the level of loyalty increases the satisfaction considerably higher level.

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 parents are the essential customers for school. If parents were dissatisfied, they would easily disseminate unfavorable appraisal of the school service. Satisfaction herein the field of education should be regarded as the parent's feeling anticipated and accumulated from their impression of school service and

achievement, which are of the most importance for schools as well.

Previous researcher like Salisbury (1997) had found also that parents' satisfaction was from their satisfaction with every aspect of their child's learning life schools, which included their feelings towards school's teachers, curriculum, learning achievements, transportation services, food and safety and so on. Satisfaction was correlated with how parents feel informed about their children's school experiences, according to Salisbury (1997).

The parents' satisfaction studies had conducted in the United States by many researchers such as Friedman(2007), Bauch and Goa(2000) File(1992), Poterfield (2003), Taylor and Baker(1994) and by the US Department of Education in 2002, studies aimed to empower and help parents to choose their children's schools to some degree.

Studies of Friedman (2007), Hausman and Goldring (2000), found there were significant relationship between parent satisfaction with their children's school and school choice, these studies also explored what makes parents satisfied, and what are the characteristics of the school with high parental satisfactions as well.

Researchers including Bond and King (2003), DeVoe (2004); Erickson(1996), Goldring and Shapira (1993), Griffith (1997), Ham(2003), Maddaus (1990), McGrew and Gilman(1991), and Tuck(1995), had shown that school communication, parent involvement, students' learning achievement, curriculum development, school climate, safety, staff quality, transportations are all importance factors for the overall parent satisfaction.

As for the student's grade level, the study of Stevenson & Stigler (1992) concerning on parent involvement indicated that parents are more active in elementary school, in other words, parents' satisfaction of elementary school students usually showed greater satisfaction compared with other schools.

Griffith (2000) also studies the relationship between the consensus of parents and the students in terms of the learning climate, structural and student population characteristics of the school. Specifically, the factors that Griffith studied included: student to teacher ratio, class size, percentages of school utilization, student enrollment, students' meals, and native speaker teachers for languages programs. Finally as a result, Griffith found that those mentioned variables were related to the consensus between parents and their children.

Nowadays, many schools had attempted to measure parental satisfaction in order to measure the quality of school education for the children and to discover ways of improving the schools from various ways.

Improving parents' satisfaction was regarded as one of the best ways of enhancing the quality of the schools as believed by Salisbury, Branson, Altreche, Funk, & Broetzmann (1997). This was consistent and supported by the Quality Movement, which was a systemic approach identified by American Association of School Administrators in the year of 1992 aimed to improving goods and services based on satisfying the consumers.

The studies of parent satisfaction believed that parents' satisfaction was based on various experiences that the parents have with the school. Meeting the needs and expectations of parents was essential for creating satisfaction as Olson (1999) commented. In this regard, the background of the parents, including their family

background was also correlated to their satisfaction as Carnevale & Desrochers (1999) pointed out. Furthermore as Himmelstein, Graham, & Weiner (1991) proved that parents who participate in more school activities were likely to get more satisfaction, and parents of successful students to be more satisfied than parents of less successful students.

Schools should take some actions to make parents feel that the school cares about them, just as the company does to make their customers feel the same. In the field of education, parent satisfaction study should be conducted and related to parents believing that school personnel truly care about their children.

#### *Historic Background of NIS*

Nantawan International School, in 4/5 Moo 5 Soi Watnamdaeng Srinakarin Rd. Bangkaew, Bangplee Samutprakarn, Thailand. NIS was created in 1998, the founders was Mrs. Ching-fen Tseng. Nantawan International School's Philosophy is "Good mind and body for intelligence and creativity", focus on students' mental health and well behavior, lead to creative intelligence.

NIS was famous for its strong Chinese subjects in Bangplee area, Samutprakarn province, there are two Chinese subjects in Nantawan International School, one was learning Chinese as a native language subject and the other is learning Chinese as a second language subject in Nantawan International School.

#### *Introduction of Two Chinese Subjects in NIS*

There are two Chinese subjects in Nantawan International School; one is learning Chinese as a native language subject and the other is learning Chinese as a second language subject in Nantawan International School.

Learning Chinese as a Native Language Subject referred to the school designed curriculum, in which the Chinese native teacher taught Chinese as a native language and treat the students as the native Chinese students in the classroom. This subject used the textbook named "Chinese Language for Primary Schools( students from Grade1 to 6)", published by People's Education Press, China & EPB Plan Pacific, Singapore, it was a harder textbook (usually used for native Chinese students), compared with the textbook for Chinese as a Second Language Subject. The students in this curriculum were mainly, Chinese nationality students or students who have a Chinese family background and want to learn Chinese as a native language or mother tongue in NIS.

Learning Chinese as a Second Language Subject referred to the school designed subject, in which the Chinese native teacher taught Chinese as a second language and treat the students as non-native Chinese students in the classroom. This subject used the textbook named "Learning Chinese with Fun (also for students from Grade 1 to 6)", published by Nanmee books Company, Thailand, it's an easy textbook (usually used for Non-Chinese students), compared with the textbook for Chinese as a Native Language Subject. The students in this subject were mainly, Thai students, Non-Chinese students or students who had no Chinese family background and want to learn Chinese as a second language or the third language in NIS.

There were totally 105 students studied in Primary school of Nantawan International School. Within 105 students there were 36 students studying in learning Chinese as native language subject, there were 69 students were studying in learning Chinese as second language subject.

There were four teachers teaching at primary school (G1-G6). Two were teaching learning Chinese as native language subject, the other two were teaching learning Chinese as second language subject. Three Chinese teachers graduated from Normal University from China. One graduated from Tianjin Normal University, the other two graduated from Guangxi Normal University, and the last one graduated from Chinese literature department, Xiangtan, University.

They usually used traditional teaching techniques to teach Chinese new words, used the multiple media technique to teach communication skills. Both two subjects' teaching technique is using students-centered model.

There were various activities arranged by Chinese teachers out of Chinese classroom, such as Chinese new year activity, Chinese Speech, Chinese YCT (Youth Chinese Test, was organized by Hanban, China Government). Chinese HSK test, (was organized by Hanban, China Government) and so on.

About Chinese homework, some homework was required to complete during class period, some homework had to complete at home. Typically, Chinese homework including copy the new characters, sentences, and counting strokes, making new phrases (Character combinations), making simple sentences, filling-in-the-blank, writing short paragraphs, reading and comprehension and so on.

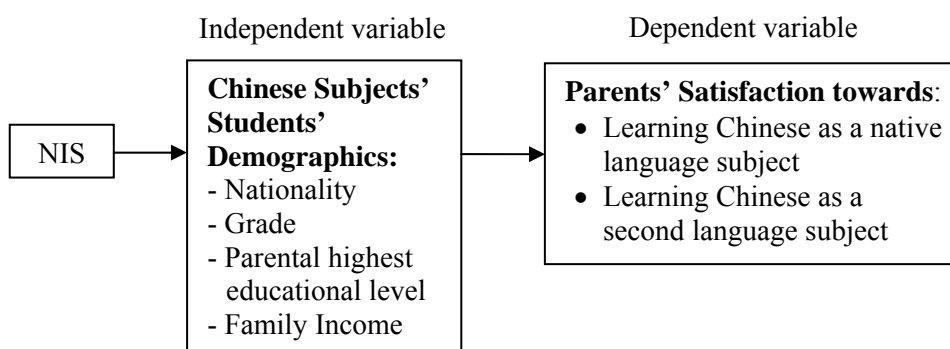
There were some problems of teaching Chinese for two subjects as observed by this researcher in the working process. Those problems included the different family background of the students, diversity of students learning levels, different parents' expectations and limited parental involvement for Chinese subjects and so on. Due to these problems, the real parents' satisfaction towards the Chinese two subjects became very important and critical for Chinese teachers and school administrators to study, analyze and improve for the future.

### Conceptual Framework

This researcher tried to identify the Chinese subject students' demographics, to determine the satisfaction of parents' towards Chinese subjects in Nantawan International School, and to compare parents' satisfaction between learning Chinese as a native language subject and learning Chinese as a second language subject.

According to the above purposes, this study's independent variables included the demographics of Chinese subjects' students, while the dependent variables were the parents' satisfaction towards current two Chinese subjects.

Figure 1 below was the conceptual framework of this study, which illustrated the variables and the purpose of the study.



**Figure1: Conceptual Framework of The Study**

## Method

This study was conducted in Nantawan International School at primary school level during the school academic year 2012-2013. The entire population of parents from primary school was composed of 105 students from Grade 1-6, and the researcher used all 105 students' parents for this study. The researcher distributed the questionnaire to all 105 students' families. Each family, either father or mother, was requested to fill in one questionnaire and returned it to the researcher for the study. If one family had more than one child studying in NIS, the number of questionnaires they received was the same as the number of children studying in NIS.

For conducting this study, the researcher made a questionnaire based on the literature review and George's (1981) systems theory of curriculum, Saylor's Managerial Model (1981). The designed questions were also referred partially from Harold Rugg et. al. (1930) "List of Fundamental Questions of Curriculum Making".

Part I of the questionnaire aimed to survey the students' demographics, by asking the parents to reflect the students' demographics: their nationality, Grade, parental highest education level, family income etc.

Part II of the questionnaire was to determine the parents' satisfaction towards current Chinese subjects including learning Chinese as a native language subject and learning Chinese as second language subject in Nantawan International School. In this part, there were 20 questions for investigating parents' satisfaction towards two Chinese subjects in NIS, concerning with 6 important areas, including set-up teaching, qualification of Chinese teachers, extra Chinese learning activities, Chinese class instruction, evaluation, supervision.

The researcher sought the help of three experts from Graduate School of Education, Assumption University, to review the questionnaire's content validity. The reliability of questionnaire was calculated by Cronbach's Alpha Coefficient, which was .81 and regarded as reliable.

## Findings

### *For Research Objective One*

Research objective one was to identify the demographics of learning Chinese subjects' students, including their nationality, Grade, parental highest education level and family income.

Detailed findings about Chinese subjects' students' nationality, Grade, parental highest education level and family income were shown from Table 5 to Table 9.

Table 1 below presented nationalities of the students. All the respondents (100%) indicated their children's nationalities. The results showed that among 105



students, 60 of them (57.1%) were Thai nationality; 25 of them (23.8%) were Chinese nationality, and the rest 20 of them (19.1%) were other nationalities, such as Korean, American, British, Japanese, Singaporean, Malaysian, Pilipino and so on.

(See Table 1 on the next page)

**Table 1: Nationalities of the Students**

| Nationality | Number | Percentage |
|-------------|--------|------------|
| Thai        | 60     | 57.1       |
| Chinese     | 25     | 23.8       |
| Others      | 20     | 19.1       |
| Total       | 105    | 100.0      |

Table 2 below described the distribution of the students' Grades in Nantawan International School. There were six grades' students in both Chinese subjects including Grade 1, Grade 2, Grade 3, Grade4, Grade5 and Grade 6. Among all the Students, 21 students (20.1%) were Grade 3, 20 students (19.1%) were Grade 2, 19 students (18.1%) were Grade 1, 19 students (18.1%) were Grade 5, 13 students (12.3%) were Grade 4, and 13 students (12.3%) were Grade 6.

**Table 2: Grades of the Students**

| Grade   | Number | Percentage |
|---------|--------|------------|
| Grade 1 | 19     | 18.1       |
| Grade 2 | 20     | 19.1       |
| Grade 3 | 21     | 20.1       |
| Grade 4 | 13     | 12.3       |
| Grade 5 | 19     | 18.1       |
| Grade 6 | 13     | 12.3       |
| Total   | 105    | 100.0      |

Table 3 below described the distribution of the parents in terms of highest educational level. The highest educational levels were categorized into four levels in particular: high school diploma, technical/vocational college, bachelor degree, master degree and higher. The parents were required to indicate their highest educational level by choosing from the 4 levels given. As a result, among the parents, 48 of them (45.8%) were bachelor degree holders, which were the biggest group; 34 of them (32.4%) were holding master degree; 14 of them (13.3%) were holding technical/vocational college certification; 9 of them (8.5%) were holding high school diploma, which is the smallest group of the parents.

**Table 3: Parental Highest Educational Background**

| Educational Background | Number | Percentage |
|------------------------|--------|------------|
| High school diploma    | 9      | 8.5        |

|                              |     |       |
|------------------------------|-----|-------|
| Technical/Vocational College | 14  | 13.3  |
| Bachelor Degree              | 48  | 45.8  |
| Master Degree and higher     | 34  | 32.4  |
| Total                        | 105 | 100.0 |

Table 4 below demonstrated that family income (monthly) of parents in Nantawan International School. The findings showed 50 (47.8%) of parents' total family income (monthly) were more than 100,000THB, which is the biggest group. 24 (22.8%) of parents' total family income (monthly) were 70,001-100,000THB. 20 (19.0%) of parents' total family income (monthly) were 50,001-70,000THB. The rest 11 (10.4%) of parents' total family income (monthly) were less than 50,000 THB, which is the smallest group.

**Table 4: Family Income (Monthly) of Parents**

| Family Income      | Number | Percentage |
|--------------------|--------|------------|
| < 50,000 THB       | 11     | 10.4       |
| 50,001~70,000 THB  | 20     | 19.0       |
| 70,001~100,000 THB | 24     | 22.8       |
| > 100,000 THB      | 50     | 47.8       |
| Total              | 105    | 100.0      |

In Table 5, 69 students (65.8%) was learning Chinese subject as second language; 36 students (34.2%) was learning Chinese subject as native language.

**Table 5: Students in Learning Different Chinese Subjects**

| Students in two Chinese subjects    | Number | Percentage |
|-------------------------------------|--------|------------|
| Learning Chinese as native language | 36     | 34.2       |
| Learning Chinese as second language | 69     | 65.8       |
| Total                               | 105    | 100.0      |

*For Research Objective Two*

The research objective two was to determine the parents' satisfaction towards current two Chinese subjects, including learning Chinese as a native language and learning Chinese as a second language in Nantawan International School, the researcher developed research questionnaire part II which had 20 items around 6 areas of parents' satisfaction towards current two Chinese subjects. Those six areas were set-up teaching, Chinese teachers' background, subsystem (extra Chinese learning activities), Chinese class instruction, evaluation and supervision.

In general, the total mean scores showed that parents' satisfaction towards Chinese as a native language subject and Chinese as a second language subject were both regarded as "Satisfied". Among six components, the highest parents' satisfaction toward learning Chinese as a native language is about the *Chinese Teachers' Background* (3.9028), the lowest parents' satisfaction toward learning Chinese as a native language is about *Chinese Class instruction* (3.5437).

Meanwhile, the highest parents' satisfaction toward learning Chinese as a second language is about the *Chinese Teachers' Background* (3.9819), the lowest parents' satisfaction toward learning Chinese as a second language is about the *Chinese Class Instruction* (3.6791) as well. As the result, the parents' satisfaction towards both Chinese subjects' Evaluation and Supervision were relatively quite low.

The detailed findings were shown in Table 10 below, followed by the explanations of (1)-(6) behind the Table 6.

**Table 6: Parents' Satisfaction toward Learning Chinese as A Native Language Subject and Learning Chinese as A Second Language Subject**

| Parents' satisfaction towards Chinese subjects | <i>Learning Chinese as Native Language Subject</i> |        |                | <i>Language Chinese as Second language Subject</i> |        |                |
|--|--|--------|----------------|--|--------|----------------|
|  | Mean   | S.D.   | Interpretation | Mean   | S.D.   | Interpretation |
| 1. Set-up Teaching                             | 3.6852   | .9593  | Satisfied      | 3.7681   | .9571  | Satisfied      |
| 2. Chinese Teachers' Background                | 3.9028   | .9806  | Satisfied      | 3.9819   | .9239  | Satisfied      |
| 3. Subsystem                                   | 3.7037   | .9686  | Satisfied      | 3.8599   | .8992  | Satisfied      |
| 4. Chinese Class Instruction                   | 3.5437   | .9363  | Satisfied      | 3.6791   | .8636  | Satisfied      |
| 5. Evaluation                                  | 3.6389   | .9305  | Satisfied      | 3.7392   | 1.0204 | Satisfied      |
| 6. Supervision                                 | 3.6111   | 1.1283 | Satisfied      | 3.8696   | 1.0278 | Satisfied      |
| Total  | 3.6809   | .9839  | Satisfied      | 3.8163   | .9486  | Satisfied      |

#### *For Research Objective Three*

The researcher tried to compare the parents' satisfaction towards Chinese as a native language curriculum and Chinese as a second language curriculum in Nantawan International School.

Table 7 showed that independent samples t-test comparison of parents' satisfaction towards two Chinese subjects. As the result shown, the probability significance was .493, which was bigger than .05, so the research hypothesis "There is a significance difference of parents' satisfaction between Chinese as a native language subject and Chinese as a second language subject" was rejected. In conclusion, "there were no significant differences of the parents' satisfaction towards learning Chinese as a native language subject and learning Chinese as a second language subject".

**Table 7: Comparison of Parents' Satisfaction towards Two Chinese Subjects**

| Parents' Satisfaction towards Two Chinese Subjects (total) | Independent Samples Test     |                 |                 |
|--|------------------------------|-----------------|-----------------|
|  | t-test for Equality of Means |                 |                 |
| Equal variances assumed                                    | t                            | Sig. (2-tailed) | Mean Difference |
|  | .689                         | .493            | 2.5628          |

## **Discussion**

As this study found, parents' satisfaction towards learning Chinese as a native language subject and learning Chinese as a second language subject were both regarded as "Satisfied". Among six components, the highest parents' satisfaction of two Chinese subjects were both about *Chinese Teachers' Background*, and the lowest parents' satisfaction of two Chinese subjects were both about *Chinese Class instruction* as well. However, the parents' satisfaction of two Chinese subjects' Evaluation and Supervision were relatively quite low.

In fact in NIS, there were no previous studies conducted about the parents' satisfaction, while this study indicated that the general parents' satisfaction towards Chinese subjects are "satisfied", this result should be able to help the school leaders to improve the Chinese subjects management, curriculum innovation and school quality.

As we all know, in case of school service and childcare, the parent is the main customer of the school service, though the children themselves are using the school service directly. The satisfaction of parents is very important, and not only for the subject matter but also for the school leadership of curriculum evaluation, even if the parents are not always regarded as the school's daily work. Hence, according to Grace and O'Cass (2003) because of the special characteristics of school and childcare services, the parents' satisfaction is critical for the school management both in the reality and for the future plan.

According to Bloemer et al. (1999), the quality of school service is often regarded as the comparison of service expectation with the real performance. However, Brady and Cronin (2001) developed some new ideas on the perceived service quality, in which different levels of comparison of the service was used as the judgment for the overall perception of service.

Many previous studies found there were significant relationship between school service quality and parents' satisfaction such as Cronin, Brady and Hult (2000), and Omar (2008). Researchers like Hennig-Thurau and Klee (1997) believed that delivery of high quality services was the most important for developing the trust and improving the satisfaction.

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 parents are the essential customers for school. If parents were dissatisfied, they would easily disseminate unfavorable appraisal of the school service. Satisfaction herein the field of education should be regarded as the parent's feeling anticipated and accumulated from their impression of school service and achievement, which are of the most importance for schools as well.

Previous researcher like Salisbury (1997) had found also that parents' satisfaction was from their satisfaction with every aspect of their child's learning life schools, which included their feelings towards school's teachers, curriculum, learning achievements, transportation services, food and safety and so on. Satisfaction was correlated with how parents feel informed about their children's school experiences, according to Salisbury (1997).

The parents' satisfaction studies had conducted in the United States by many researchers such as Friedman(2007), Bauch and Goa(2000) File(1992), Poterfield

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Griffith (2000) also studied the relationship between the consensus of parents and the students in terms of the learning climate, structural and student population characteristics of the school. Specifically, the factors that Griffith studied included: student to teacher ratio, class size, percentages of school utilization, student enrollment, students' meals, and native speaker teachers for languages programs. Finally as a result, Griffith found that those mentioned variables were related to the consensus between parents and their children.

Improving parents' satisfaction was regarded as one of the best ways of enhancing the quality of the schools as believed by Salisbury, Branson, Altreche, Funk, & Broetzmann (1997). This was consistent and supported by the Quality Movement, which was a systemic approach identified by American Association of School Administrators in the year of 1992 aimed to improving goods and services based on satisfying the consumers.

The studies of parent satisfaction believed that parents' satisfaction was based on various experiences that the parents have with the school. Meeting the needs and expectations of parents was essential for creating satisfaction as Olson (1999) commented. In this regard, the background of the parents, including their family background was also correlated to their satisfaction as Carnevale & Desrochers (1999) pointed out. Furthermore as Himmelstein, Graham, & Weiner (1991) proved that parents who participate in more school activities were likely to get more satisfaction, and parents of successful students to be more satisfied than parents of less successful students.

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

Meanwhile, according to the research finding, there were no significant differences between the parents' satisfaction of learning Chinese as a native language subject and learning Chinese as a second language subject.

In Thailand, there are so many international schools. Established in 1994, the international Schools Association of Thailand (ISAT) has 87 member schools located in the kingdom. Every international school here in Thailand has offered Chinese subject for their customers and students to choose, but not all of them offer Chinese subjects like learning Chinese as a native language and learning Chinese as

a second language. But since the international school is in Thailand, there were more Thai parents but also had parents of other nationalities, therefore the school strategies of focusing on both Chinese subjects equally should be kept on.

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