

An Analytical Study of Parental Motivations for Selecting International Schools in Myanmar

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Abstract

Using the 7Ps framework of the Service Marketing Mix: Product, Price, Place, Promotion, People, Process, and Physical Evidence, this study investigates the reasons of parents in Myanmar for choosing international schools for their children. Using standardized questionnaires, 414 Yangon and Mandalay residents were part of a quantitative approach. The results show that parents give academic excellence, institutional credibility, and a globally oriented curriculum top priority. Important elements also consist in school environment, extracurricular activities, and instructor quality. Because of its supposed long-term advantages, many parents are ready to pay for international education even if financial concerns abound. With an adjusted R-squared value demonstrating how well the independent variables explain the variance in parental motivations, statistical analyses involving regression models illustrate the significance of these elements in parental decision-making. This study offers insightful information for legislators and school managers to match educational programs with parental expectations, therefore improving knowledge of dynamics of foreign education in Myanmar.

Keywords: 7Ps service marketing mix, Educational decision-making, International education, Myanmar, Parental motivations

I. INTRODUCTION

According to (Lall, 2020), School enrollment rates rose significantly in Myanmar between 2010 and 2020; the gross enrollment ratio for elementary education climbed from 88% to 96%. By 2018, cooperation with more than twenty foreign universities defined the arrival of international criteria in higher education. The literacy rates show socioeconomic changes as well; from 89% in 2014 to 92% in 2020, they highlight initiatives toward inclusive education and social fairness. Furthermore, involvement in international education projects including ASEAN University Network projects shows a direction toward more educational sector globalization.

In the context of Myanmar, an international school is usually one that provides a curriculum distinct from the national education system, usually in English, and conforms to international standards including the International Baccalaureate (IB) or the Cambridge International Examinations. These colleges serve mostly expatriate families, but more and more local students looking for a worldwide education. Yangon and Mandalay are the main sites of Myanmar's over twenty international schools (Frontier Myanmar, 2017). Driven by both the growing expatriate community and middle- and upper-class demand for quality education, the market size for international schools in Myanmar has been continuously rising. A compound annual growth rate (CAGR) of roughly 5% over the past five years (ISC Research, 2023) shows this increase.

The choice of education has become a crucial one that affects the future academic and professional paths of children as parents realize the value of providing them with a strong educational foundation. A globally recognized curriculum, different learning environments, and the prospect of improved employment and higher education possibilities are just a few of the perceived benefits that have made international schools popular

among the many other educational options (Hayden & Thompson, 2000).

Frequently linked to foreign educational systems, international schools in Myanmar have attracted a diverse student body comprising upper-middle-class families, expats, and parents seeking to give their children an education compliant with international standards. This trend is suggestive of a more general one among parents motivated by a desire for high-quality education that incorporates in addition to academic performance the development of critical thinking, creativity, and cultural knowledge (Lall, 2020). The growing presence of multinational corporations and foreign investors in Myanmar has greatly raised the demand for a trained workforce proficient in English and with worldwide viewpoints. Data from Myanmar's Ministry of Investment and International Economic Relations shows that the number of international businesses has been gradually rising; by 2023, there will be over 1,500 registered foreign businesses (Directorate of Investment and Company Administration [DICA], n.d.). This flood has shown how crucial educational changes are to generate graduates fit for international business criteria. As Marie Lall's "Myanmar's Education Reforms: A Pathway to Social Justice!" Lall (2020) emphasizes, these changes are very vital for arming the workforce with the skills and linguistic competency to participate successfully in the worldwide market.

The literature now in publication, however, does not sufficiently examine the underlying factors that influence parents' choices of foreign schools, despite the increased demand in this type of education. Parental decisions may be influenced by elements like perceived educational quality, safety, facilities, the credentials of the teaching personnel, and the social standing of foreign education. Moreover, parents' personal aspirations and cultural values significantly

affect their expectations for the future of their children as well as their opinions of the quality of education.

The 7Ps of the Service Marketing Mix—Product, Price, Place, Promotion, People, Process, and Physical Evidence—offer a whole structure for examining these choices. Previous studies have concentrated on specific elements like “Product” and “Price,” looking at how international schools provide a complete educational experience including an emphasis on 21st-century skills, English proficiency, and global citizenship (Hughes, 2020). Still, the relationships among these components and their combined influence on parental decision have not been well studied.

This study intends to close this knowledge by using the 7Ps framework to grasp how these elements affect parental choices on overseas universities in Myanmar. By doing this, it offers insightful analysis of the dynamics involved in a fast-changing educational environment, therefore guiding school managers and legislators.

II. RESEARCH OBJECTIVES

1. To evaluate the significance of the service marketing mix and the degree of parental intention in the selection of foreign schools in Myanmar.

2. To investigate the impact of the 7Ps of the service marketing mix on parental motivation in selecting foreign schools in Myanmar, while maintaining consistent terminology throughout the research.

III. LITERATURE REVIEWS

An international school is an educational institution that promotes international education within a global framework, either through the implementation of a curriculum such as the International Baccalaureate or by following a national curriculum that differs from that of the host country (Hayden & Thompson, 2008). These

institutions often cater to students from various national backgrounds, offering curricula that emphasize global citizenship, cultural diversity, and multilingualism. International schools aim to provide a thorough education that prepares students for a globally interconnected environment, often incorporating extracurricular activities that enhance international awareness and collaboration (Alpaydin & Demirli, 2022).

English language instruction has already taken place in Myanmar, then known as Burma, during British colonial control. Despite the negative effects of colonialism, the British left Burma with numerous English-language schools in Yangon and one of Asia’s top universities. Unfortunately, Burma’s cruel dictatorship has been purposefully destroying education for years. Between 2010 and 2020, the country appeared to turn around, but in 2021, history repeated again, shattering the hopes of young Burmese people. International schools, which offer a higher quality of education, entered the country during this brief period of reform. This is a major factor in their popularity, especially in developing nations like Myanmar where the resources, lesson plans, and teacher quality are frequently decades old (Suriya, 2019).

The 7Ps Marketing Mix comprises seven marketing factors, serving as a collection of controllable, tactical tools that assist a business in satisfying customer demands and meeting their expectations (Kotler, 2016). The seven elements of marketing mix for international schools are as follow:

The “Product” of an international school within the marketing mix refers to the educational experience offered, encompassing a globally recognized curriculum, a diverse learning environment, a focus on 21st-century skills, English language proficiency, and preparation for global citizenship. These components taken together seek to provide pupils with a thorough education that promotes success in an environment of globalization.



An international school's "Product" is its strategic focus on innovation and technological integration—qualities indispensable in modern education. By means of digital technologies and platforms, educational institutions are enhancing learning opportunities, hence raising interactivity and accessibility (Carney, 2022). By including digital resources and customized learning paths, one may meet the varying requirements and preferences of students, thereby facilitate different education and encourage autonomous learning.

In the modern globalized setting, international schools give their students' development of global citizenship first priority. Students should so be taught environmental sustainability, social responsibility, and cultural diversity. Schools that incorporate these values into their curricula prepare students to become informed global citizens and align their educational offerings with the expectations of parents who prioritize social consciousness and ethical considerations in education (Hughes, 2020). These initiatives can increase the school's attractiveness and distinguish it from its competitors. Product offering of an international school is much influenced by its brand equity and reputation. The perceived value of the educational product is significantly influenced by word-of-mouth referrals, parent and student testimonies both current and past, and school ranking in educational assessments. Higher enrollment and a dedicated parent community can follow from a strong brand image developed on trust, quality, and good experiences. Parents frequently depend on the experiences of others when determining their children's educational paths; thus, schools that adeptly manage their reputations and convey their achievements are likely to draw more families (Rameshkkumar & Alagappan, 2022).

Price, as part of the marketing mix, represents the carefully established monetary value that customers exchange for goods or services, reflecting a strategic

equilibrium among customer affordability, perceived value, competitive positioning, and the company's profit goals (Kotler & Keller, 2016). This study defines price as the tuition fee that parents are willing to pay.

International schools generally utilize diverse pricing strategies that align with their distinct positioning within the education sector. Strategies typically encompass tiered tuition rates contingent upon the educational programs provided, supplementary fees for extracurricular activities, and differentiated costs across various grade levels. The pricing structure may reflect the institution's reputation, faculty qualifications, and available facilities, all of which can significantly influence parents' perceptions of quality (Kettunen, 2003).

Additionally, numerous international schools provide scholarships, financial assistance, or sibling discounts to broaden their appeal and improve access to quality education.

The economic landscape significantly influences pricing strategies. In economically challenged regions, schools may need to adjust their pricing models to sustain enrollment and ensure operational viability (Kampanatsanyakorn, 2020). In times of economic downturn, parental price sensitivity increases, necessitating schools to enhance communication regarding the value and long-term benefits of their educational programs. Institutions must explicitly communicate how their pricing correlates with the quality of education, prospective opportunities for students, and the overall value proposition (Hussien, 2022). Additionally, schools should evaluate competitive positioning in the establishment of their tuition fees. An analysis of comparable institutions' pricing can assist schools in maintaining market competitiveness while establishing themselves as premium educational providers (Kettunen, 2003). International schools trying to draw expatriate families with specific expectations about educational quality and cost depend on this comparative analysis.

Within the 7Ps marketing mix, the “Place” component describes the ways in which educational institutions apply distribution techniques and strategies to improve accessibility and convenience for future students and their families. For foreign schools, the “Place” element consists not only on the actual sites of the establishments but also on the main policies allowing outreach to the intended audience. International schools’ geographical location is crucial since those located in metropolitan regions or with large expatriate populations usually draw a more varied student body. When deciding on a school, parents give accessibility to public transportation, neighborhood safety, and community facilities top importance. One important factor is the closeness of international schools to residential neighborhoods occupied by wealthy families or expatriates. Usually, parents choose schools where their children’s safety is improved and the travel time is shortened (Chaffey & Ellis-Chadwick, 2019).

Apart from their physical proximity, international schools are using digital channels to increase their availability and reach. Modern technologies allow educational institutions to maintain an interactive online presence via easily available websites, social media channels, and virtual campus tours. From their homes, digital technologies let potential families find information about the programs, curriculum, and admission policies of the university (Jobber & Ellis-Chadwick, 2023). Organizations that stress their online presence can reach a larger audience and successfully convey their special value propositions to draw in future students. For overseas schools, the “Place” strategy depends on participation in recruitment activities and educational fairs. These events help schools to interact directly with potential students and their families, therefore enabling the presentation of their facilities, programs, and educational philosophy (Homburg, Klarmann, & Schmitt 2010). Direct encounters

help to greatly raise the school’s profile and reputation among the community. Working with agencies and educational consultants also improves access to foreign markets, therefore tying schools with families seeking quality education abroad. This approach helps educational institutions to solve various cultural demands and academic criteria, therefore increasing their influence (Kannan & Li, 2017). Optimizing the “Place” strategy of multinational universities depends on the increasingly important application of data analytics. By means of data on inquiries and applications, schools can pinpoint important geographic areas for recruiting and modify their marketing plans in line with this identification (Chen & Cheng, 2009). This data-driven strategy helps organizations to always improve their outreach plans, so guaranteeing their competitiveness in the worldwide educational scene.

A component of the marketing mix, promotion is all combined communication tactics a business uses to persuade the target market of the value of its goods or services, therefore impacting buying decisions. Effective marketing plans provide a consistent, coherent message fit for the target audience that meets the given marketing objectives (Armstrong, Kotler, & Opresnik 2016).

This study characterizes the “Promotion” of an international school as the various strategies employed to communicate its value proposition, encompassing advertising initiatives, engagement with prospective families at events, leveraging social media, and showcasing student success narratives to attract and enroll students.

Promotional efforts in foreign schools usually cover advertising, public relations, social media engagement, and events allowing parents and future students to personally experience the surroundings of the institution. To properly include their target audience, educational institutions use both traditional and digital marketing channels. Schools can highlight their unique value propositions—including foreign curriculum, competent



professors, and numerous extracurricular possibilities—by advertising via local newspapers, academic journals, and internet platforms (Alsaudi, 2016). For overseas schools, social media is a vital tool for marketing since it allows interaction with potential parents via LinkedIn, Facebook, and Instagram. These sites help schools to highlight forthcoming events, share success stories, and highlight of student achievements. By using aesthetically pleasing materials—such as movies and pictures of classroom activities, cultural events, and community service projects—schools may create a real story that appeals to potential families. Moreover, interactive social media campaigns can encourage community involvement by means of which present students and parents could share their favorable experiences, therefore strengthening the school’s reputation by word-of-mouth marketing. In the marketing mix, the term “People” refers to the people engaged in the manufacturing, distribution, and presentation of a company and its products: employees, management, customer service agents, and consumers all of which impact the customer experience (Dally, Sinaga, & Mohd Saudi, 2021). The “People” component of an international school’s marketing mix consists in its committed faculty and staff, which consists of highly qualified teachers essential to its educational strategy, together with involved parents, active students, and supportive alumni all of which help to create the dynamic learning environment and impact the school’s general reputation. Every educational institution’s performance depends critically on capable and motivated teachers. Parents often want assurance that their children will be taught by qualified and skilled teachers able to deliver outstanding instruction and foster a positive learning environment. Munna and Kalam’s (2021) research emphasizes the need of teacher attributes and instructional efficacy in enhancing student achievements, therefore influencing parental satisfaction and faith in the institution.

The dedication of educators to their professional growth and their capacity to engage pupils can profoundly influence the school’s reputation.

Apart from teachers, the administrative and supporting staff is crucial for the whole educational process. From the front desk staff to the admissions team, every encounter influences how the school’s brand is seen. A friendly and efficient admissions process help parents to have faith in the university. Strier and Katz (2015) underline how important staff members are in developing a friendly environment and guaranteeing good contact with parents—qualities essential for building confidence and a strong school community.

“Physical Evidence” in the marketing mix is the physical components that consumers come across when using a good or service. This covers the surroundings, packaging, and other physical representations that portray the quality and legitimacy of the offering, therefore impacting client impressions and experiences (Adeleke, 2020).

In international schools, physical evidence encompasses tangible elements such as campus facilities, classrooms, educational resources, signage, and the overall environment, including safety and security. These elements express the principles and excellence of the institution, therefore affecting parents’ and students’ impressions and choices.

First of all, the physical surroundings of an international school—especially its architecture and campus layout—have a major impact on parents’ first impressions of it. When parents witness well-designed, roomy, modern, and learning-friendly facilities, they are more likely to feel confident in the quality of the education given. Facilities with natural light, green areas, and adaptable learning settings can improve students’ educational experiences and foster wellbeing, claim Ramli and Zain (2018). In addition to drawing in parents, this focus on a loving atmosphere is consistent with contemporary

educational theories that value holistic development.

Second, a crucial component of tangible proof is the accessibility of educational materials. International schools often expect modern technology, large library collections, and specialized study areas including scientific labs and art studios. The school's commitment to provide top-notch instruction is shown by the availability of present teaching tools and supplies. According to Khatimah (2021), schools that invest in modern teaching tools and technologies are better able to meet the different learning needs of their pupils, therefore enhancing their whole educational experience. Developing a thorough and coherent customer experience and allowing consumers to go from first awareness to post-purchase contacts depend on the component of the marketing mix that is Process. This component consists of the systems, approaches, and sets of actions ensuring a constant and favorable experience.

Wirtz and Lovelock (2016) underline that the process covers students' educational path and greatly helps parents and other interested parties to be satisfied. The efficiency of these procedures greatly influences consumer impressions and brand loyalty, hence companies must always improve. A well-defined procedure is in place even before the consumer expresses interest in a good or service. In educational institutions, for instance, this could mean social media participation, instructive webinars, and outreach campaigns teaching and attracting future students and their families. By means of an outline of the customer journey, companies can identify important touchpoints where they could effectively satisfy client wants and enhance communication, thus claiming Lemon and Verhoef (2016). Knowing the several phases of the client journey—from awareness and consideration to purchase and post-buy—businesses can modify their processes to guarantee a perfect experience that either meets or beyond

expectations.

Moreover, optimization of these processes depends on the integration of technology. According to Kumar and Reinartz (2012), data analytics can help forecast client needs, customize experiences, and simplify processes. For example, automated communication systems can provide quick reminders and updates, therefore raise customer satisfaction and reduce staff workload. Apart from raising output, this technical integration enables deeper interactions, hence strengthening the link between the business and its customers.

Another necessary component in maximizing the Process is interdepartmental cooperation. Harris, Pol, and van der Veen (2021) say teams in marketing, sales, and customer service must work together to give a coherent message and experience. This cooperative synergy assures customers of consistent knowledge and support, therefore strengthening their faith in the brand.

Moreover, using feedback systems—such as customer evaluations and questionnaires—helps companies to get understanding of the effectiveness of their policies. Continuous improvement depends on this feedback loop, which helps companies to change with the times in consumer preferences and market environment. Furthermore, the need of a customer-centric approach is first priority. Companies who give client needs and expectations top priority usually have higher satisfaction rates and stronger loyalty. Emphasizing value creation at every stage of the client experience can help companies stand out in a crowded market. The ability to change procedures to meet needs is quite advantageous since consumers want unique experiences more and more.

IV. RESEARCH FRAMEWORK

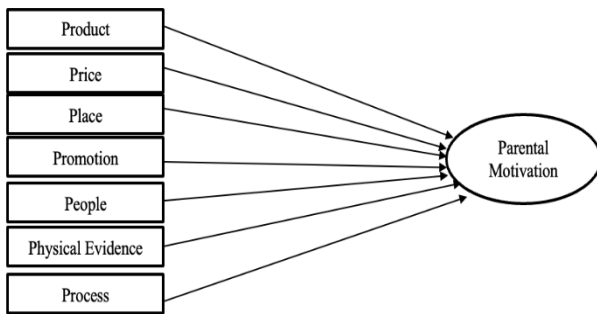


Figure 1: Research frame work

This study's conceptual framework (figure 1) investigates the reasons parents choose international schools in Myanmar, employing the 7Ps of the Service Marketing Mix—Product, Price, Place, Promotion, People, Process, and Physical Evidence—as a guiding lens. This framework examines various elements that influence decision-making processes. The focus is on the educational standards and curriculum offered by international schools. Price examines the costs associated and the willingness of parents to allocate resources towards perceived benefits. The geographical positioning and ease of access to educational institutions are crucial elements that affect convenience. The study investigates the methods utilized by educational institutions to showcase their attributes and communicate their advantages to families. Individuals emphasize the qualifications and competencies of educators and staff. The process involves the functional aspects of educational institutions that impact the learning experience. The analysis of physical evidence considers tangible elements like facilities and infrastructure. This framework enables the systematic gathering of data through structured questionnaires directed at parents in Yangon and Mandalay, aiming to uncover essential motivations and provide valuable insights for school administrators and policymakers. This approach enhances the understanding of the elements involved in selecting

international schools within the evolving educational landscape of Myanmar.

V. RESEARCH METHODOLOGY

A. Population, Sample Size, and Sampling Method

This study concentrated on parents who had chosen international educational institutions for their children living in Yangon and Mandalay, Myanmar, both urban and suburban locations. Employing a 95% confidence level and a 0.05 margin of error, Cochran's method was used to ascertain the suitable sample size. The total sample size produced by this computation was 414 people, somewhat higher than the initial estimate of 400 to guarantee stability. To enable access to individuals who actively participated in the educational decisions concerning their children, a convenience sampling method was applied. This technique guaranteed that the sample fairly reflected the target population, therefore improving the relevance and applicability of the results of the research.

B. Measurement and Result of Validity and Reliability

The questionnaire was carefully developed depending on criteria derived from the literature concerning the 7Ps of the service marketing mix and customer intention. Reviewed by a team of professionals focused in educational research and marketing, the questionnaire was guaranteed to be valid and reliable. These professionals regularly measured the factors of interest and evaluated the content of the questionnaire to guarantee it fairly reflected the intended constructions. Their comments were very helpful in improving the questionnaire and raising its dependability in producing accurate results.

C. Data Collection

Data collecting was place utilizing a Google Forms online survey. Participants answered the survey using a

direct URL the researcher supplied. Two sections made up the questionnaire: the first gathered demographic and biographical data including specifics on the children's educational background. With responses scored on a five-point Likert scale ranging from 1 (strongly disagree) to 5 (strongly agree), the second segment investigated parental motives using terms connected with the seven Ps of the service marketing mix. Included among the screening questions were ones to verify that every participant was in fact a parent of a child enrolled in international schools.

D. Statistics, Fit Index Criteria, and Reference

Emphasizing frequency distributions, means, and standard deviations to identify trends and problems within the dataset, descriptive statistics, fit index criteria, and reference helped one to review the acquired data. Although not intended for hypothesis testing, this method produced interesting new perspectives on the motives and preferences of the participants. Confirmatory factor analysis was carried out using SPSS tools, therefore verifying the variables found in the literature review. This study verified the veracity of the information and

the conceptual framework's appropriateness. The results of the survey will be shown in a comprehensive table stressing the main elements influencing parents' decisions on foreign schools in Yangon and Mandalay, therefore providing a clear and orderly synopsis of the main conclusions of the study.

The internal consistency of the multiple-item components of the questionnaire was assessed using Cronbach's alpha, therefore gauging the overall total sum of all possible split-half correlations on a scale. The computation produced a coefficient between 0 and 1, 1 denoting total duplication among items and 0 denoting total irrelevance. Many writers set a minimum α value of 0.7 for dependability testing (Bell, Bryman, & Harley 2019). Comprising the seven elements of the service marketing mix—comprising Product, Price, Place, Promotion, Physical Evidence, People, and Process—table 1 illustrates the Cronbach's alpha test results for one dependent variable, customer intention. Every element met the minimum requirement; the lowest was physical evidence ($\alpha = 0.772$). Every component was approved unaltered.

Table 1: Cronbach's alpha scores

Variable	Question Items	Cronbach's Alpha scores
Product	I choose this school because of the quality of education provided. I select this school due to its curriculum. (e.g., IB, Cambridge) I believe that the extracurricular activities offered by the school are important for my child's development.	0.856
Price	The tuition fees of the international school are reasonable for the quality of education provided. I consider the overall value for money when selecting an international school. The tuition fees of the international school are reasonable for the quality of education provided. I consider the overall value for money when selecting an international school.	0.843
Place	The location of the school is convenient for our family. The accessibility of the school influences my decision to enroll my child. The neighborhood safety around the school is a concern for me. The school's proximity to my workplace or home is important in my decision-making.	0.832

Table 1: Cronbach's alpha scores (cont.)

Variable	Question Items	Cronbach's Alpha scores
Promotion	I was influenced by the school's marketing and promotional materials (e.g., brochures, website). I find the school's social media presence informative and engaging. Word-of-mouth recommendations from other parents play a significant role in my decisions. The school's reputation in the community affects my choice.	0.810
People	The qualifications and experience of the teaching staff are important in my decision-making. I value the interaction and communication with school administration during the enrollment process. The school's support staff (e.g., counselors, administrative personnel) contribute to my decision. I appreciate opportunities to meet with teachers and staff before enrolling my child.	0.829
Physical Evidence	The physical environment of the school influences my choice. I find the school's branding (logo, signage) appealing and professional. The presence of safety features (e.g., security personnel, surveillance) impacts my decision. The cleanliness and maintenance of the school facilities are important factors for me.	0.845
Process	The enrollment process is straightforward and easy to navigate. I appreciate the school's orientation programs for new students and parents.	0.837
Parental Motivation	I intend to enroll my child in this international school for the coming academic year. I would recommend this school to other parents seeking education for their children. I am willing to pay additional fees for superior educational services offered by this school. I plan to stay engaged with the school community.	0.852

VI. RESULTS

Table 2: Statistics of demographic data

Gender	Frequency	Percentage (%)
Female	272	65.70
Male	142	34.30
Age	Frequency	Percentage
Under 30	50	12.08
30-40	112	27.05
41-50	136	32.85
Above 50	116	28.02
Educational Background	Frequency	Percentage
High School	44	10.63
Bachelor's Degree	206	49.76
Master's Degree	140	33.82
Doctorate	24	5.80
Income Level (Monthly)	Frequency	Percentage
Below 500,000 MMK	50	12.08
500,000 - 1,000,000 MMK	136	32.85

Table 2: Statistics of demographic data (cont.)

Income Level (Monthly)	Frequency	Percentage
1,000,000 - 1,500,000 MMK	136	32.85
Above 1,500,000 MMK	92	22.22
Number of Children	Frequency	Percentage
One	186	44.93
Two	112	27.05
Three	72	17.39
More than three	44	10.63

Table 2 presents the demographic characteristics of the respondents, including gender, age, educational background, income level, and number of children. Comprising the seven factors Product, Price, Place, Promotion, People, Physical Evidence, and Process, the last part of the questionnaire investigated the service marketing mix. We computed the mean and standard deviations for these variables. Moreover, an interpretative

approach was used, putting every variable on the first interpretation scale. Each interpretation used a width of 0.8 (range divided by the number of interpretations). These were the interpretations:

The interpretations were as follows:

1 to 1.79 – Strongly disagree

1.80 to 2.59 – Disagree

2.60 to 3.39 – Neutral

3.40 to 4.19 – Agree

4.20 to 5.00 – Strongly agree

The presentation of the Service Marketing Mix's research demonstrates significant elements influencing parental motives for choosing international universities in Myanmar. Using the defined interpretation scale, mean scores show the degree of parental opinion or perceived value of every component. Parental decision-making is much influenced by promotional materials like pamphlets and the school's website presence, with a mean score of 4.12 (SD = 0.987). Emphasizing the need of school location, the "Place" component closely follows with a mean score of 4.08 (SD = 1.222). With a mean score of 4.03 (SD = 1.025), the "Price" component indicates parents respect balance between academic excellence and cost-effectiveness. With an SD = 1.041, "Physical Evidence" likewise scored 4.03, underscoring the need of school design and safety elements. With a 4.00 (SD = 1.229), the "People" component highlights the need of staff contact. With an SD = 1.211, the "Product" component scored 3.96, therefore highlighting the part educational quality plays. With a mean of 3.99 (SD = 1.201), the "Process" component underlines the importance of a flawless enrollment experience. Parents' decisions on overseas education are significantly influenced by school features and marketing strategies overall. The school's close proximity to one's house or place of employment is noteworthy and ranks higher

than "agree." Since they help families to avoid daily stress and logistical difficulties, convenience and accessibility are absolutely vital. The competitive advantage of conveniently placed educational institutions emphasizes the need of location in parent selections. Marketing campaigns including websites and booklets are absolutely vital and usually receive great marks. Well-made advertising tools influence impressions and pique curiosity, therefore stressing the need of strategic marketing in enhancing the image and reputation of a school. Effective communication of values and strengths by institutions increases their likelihood of influencing parental choices. People significantly value chances to interact with teachers and staff before enrollment, with a grade well above "agree." Building confidence and giving parents comfort calls for close relationships and proactive involvement with teachers. These kinds of conversations help parents to grasp the culture of the institution and assess the staff's professionalism, therefore affecting their choice of action.

Physical Evidence: Safety features, such as surveillance and security personnel, are rated higher than "agree." Parents need a safe and secure environment, so strict safety regulations are a crucial factor to take into account when making decisions. Families find educational institutions with strong safety measures more appealing.

People should be able to register quickly and with a score above "agree." Generally speaking, parents find administrative procedures swift and straightforward to be more pleasant. Effective enrollment systems reduce obstacles to involvement and create a positive impression, therefore facilitating the change for new families. Customer Intention: With a high mean score, this variable indicates a great readiness to pay extra for better educational offerings.

Table 3: Hypothesis testing

Hypothesis and paths in the Model		Standardized regression weights	t-statistic	P-value	VIF (Variance Inflation Factor)
H1	Product → Purchase Intention	0.42	2.96	0.003	1.2
H2	Price → Purchase Intention	0.35	2.15	0.032	1.5
H3	Place → Purchase Intention	0.29	1.98	0.048	1.3
H4	Promotion → Purchase Intention	0.51	3.50	0.001	1.4
H5	People → Purchase Intention	0.38	2.60	0.009	1.6
H6	Physical Evidence → Purchase Intention	0.47	3.20	0.002	1.3
H7	Process → Purchase Intention	0.33	2.05	0.041	1.5

Note: With an R-square value of 0.65 the predictors explain 65% of the variance in Purchase Intention. All paths are significant at the $p < 0.05$ level.

The results of the hypothesis testing using multiple regression analysis are summarized in Table 3. Parents are ready to spend more money for better options since quality education is absolutely necessary. Meeting and surpassing parental expectations depend on keeping high standards of education.

Examining each hypothesis more closely, the given data allows us to separate the particular influence of every component of the service marketing mix on parental purchase intentions for overseas universities in Myanmar.

H1: Product → Purchase intention

With a standardized regression weight of 0.42 for Product, parental purchase intention is clearly somewhat positively influenced. This relationship is statistically significant according to the t-statistic of 2.96 and matching p-value of 0.003, much below the 0.05 level. This implies that parents give the apparent quality and features of the foreign universities offered educational programs great relevance. Factors covered by “Product” could be the curriculum, the availability of specialized programs, the university’s reputation, the quality of the teaching materials, and the general educational process. The positive coefficient indicates that the likelihood of parents planning to send their children to the university directly rises from a more positive view of its offerings

H2: Price → Purchase intention

Price also shows a noteworthy positive impact on parental purchase intention (t-statistic = 2.15, p-value = 0.032), with a standardized regression weight of 0.35. Although the influence is less than that of Product, it still emphasizes how important parental decision-making depends on the cost of education. At first view, the positive coefficient would seem contradictory since one would expect more prices to discourage purchase intention. In the context of overseas education, on the other hand, a more price could be connected with better facilities, more quality, or more reputation, so indicating value to parents. Parents should be ready to make more investments if they believe better returns in terms of educational quality and future prospects for their children.

H3: Place → Purchase intention

Purchase intention is statistically significantly positively correlated with the “Place” element, which covers the accessibility and convenience of the university (which could include geographical location, ease of application processes, and availability of information channels). Standardized regression weight = 0.29, t-statistic = 1.98, p-value = 0.048. This implies that parents’ intention to choose that university is favorably influenced by the simplicity with which they can access information about

the university, negotiate the application process, or even the supposed convenience of the university's location. Though the influence is the lowest among the seven Ps, it still emphasizes the need of a seamless and easily available experience for future parents.

H4: Promotion → Purchase intention

With a standardized regression weight of 0.51, "Promotion" shows the strongest positive impact on parental purchase intention, as already underlined. The extremely important t-statistic of 3.50 and the p-value of 0.001 highlight the need of marketing and communication techniques. This result strongly suggests that successful marketing campaigns, which clearly state the value proposition and special advantages of the overseas university, greatly raise parental interest and intention to enroll their children. This could call for focused advertising, educational seminars, university-generated good word-of-mouth, and a strong web presence.

H5: People → Purchase intention

Parent purchase intention (standardized regression weight = 0.38, t-statistic = 2.60, p-value = 0.009) shows a significant positive impact from the "People" element, which stands for the quality and competency of the university staff including faculty and administrative personnel. This shows that parents value the knowledge, credentials, and supposed care of the people who will be involved in their children's education very highly. Good impressions of the university's personnel build confidence and trust, so raising the possibility of parental intention to select that university.

H6: Physical Evidence → Purchase intention

With a standardized regression weight of 0.47, "Physical Evidence," which describes the observable features of the university environment including campus facilities, infrastructure, learning resources, and general

aesthetic appeal, shows a strong favorable influence on parental purchase intention. With a p-value of 0.002 and a significant t-statistic of 3.20, these obvious signals clearly help to shape parental impressions and decisions. Good maintenance of facilities and a suitable learning environment can indicate quality and dedication, so affecting parents' intentions.

H7: Process → Purchase intention

Parental purchase intention (standardized regression weight = 0.33, t-statistic = 2.05, p-value = 0.041) shows a statistically significant positive correlation with the "Process" element, which comprises of the efficiency and smoothness of the university's operations including application, admission, registration, and communication procedures. This implies that a simplified and good experience during these contacts improves parental confidence and intention to enroll their children. On the other hand, slow or difficult procedures might lead to bad impressions and discourage possible candidates.

All seven elements of the service marketing mix, taken together, confirm that parental purchase intentions for overseas universities in Myanmar are significantly shaped by their detailed analysis. The power of influence ranges; Promotion and Physical Evidence show the most significant positive effects; Product and People follow in order. Although Price, Place, and Process also play major roles, their impact seems to be rather less clear. These revelations offer a complete awareness of the main elements that overseas colleges should deliberately target in order to draw in and guarantee qualified parents from Myanmar.

Successful schools in these spheres will be able to draw and retain more students, therefore guaranteeing long-term viability and strengthening their standing.

Table 4: Descriptive statistics of service marketing mix

Service Marketing Mix (7Ps) Variable	Question Items	Mean	Standard Deviation	Mean Interpretation
Product	I choose this school because of the quality of education provided.	3.96	1.211	Agree
	I select this school due to its curriculum. (e.g., IB, Cambridge).	3.95	1.125	Agree
	I believe that the extracurricular activities offered by the school are important for my child's development.	3.74	1.188	Agree
Price	The tuition fees of the international school are reasonable for the quality of education provided.	3.86	1.101	Agree
	I consider the overall value for money when selecting an international school.	4.03	1.025	Agree
Place	The location of the school is convenient for our family.	3.88	1.201	Agree
	The accessibility of the school influences my decision to enroll my child.	4.07	1.016	Agree
	The neighborhood safety around the school is a concern for me.	3.78	1.216	Agree
	The school's proximity to my workplace or home is important in my decision-making	4.08	1.022	Agree
Promotion	I was influenced by the school's marketing and promotional materials (e.g., brochures, website).	4.12	0.987	Agree
	I find the school's social media presence informative and engaging.	4.03	1.048	Agree
	Word-of-mouth recommendations from other parents play a significant role in my decisions.	4.00	1.096	Agree
	The school's reputation in the community affects my choice.	3.46	1.380	Disagree
People	The qualifications and experience of the teaching staff are important in my decision-making.	3.89	1.121	Agree
	I value the interaction, communication with school administration during the enrollment process.	3.88	1.100	Agree
	The school's support staff (e.g., counselors, administrative personnel) contribute to my decision.	3.74	1.229	Agree
	I appreciate opportunities to meet with teachers and staff before enrolling my child.	4.00	1.229	Agree
Physical Evidence	The physical environment of the school influences my choice.	4.01	1.154	Agree
	I find the school's branding (logo, signage) appealing and professional.	3.84	1.013	Agree
	The presence of safety features (e.g., security personnel, surveillance) impacts my decision.	4.03	1.041	Agree
	The cleanliness and maintenance of the school facilities are important factors for me.	3.85	1.203	Agree

Table 4: Descriptive statistics of service marketing mix (cont.)

Service Marketing Mix (7Ps) Variable	Question Items	Mean	Standard Deviation	Mean Interpretation
Process	The enrollment process is straightforward and easy to navigate.	3.99	1.201	Agree
	I appreciate the school's orientation programs for new students and parents.	3.57	1.227	Neutral
Parental Motivation	I intend to enroll my child in this international school for the coming academic year.	3.65	1.319	Neutral
	I would recommend this school to other parents seeking education for their children.	3.61	0.997	Neutral
	I am willing to pay additional fees for superior educational services offered by this school.	4.20	9.862	Strongly agree
	I plan to stay engaged with the school community.	3.70	1.172	Neutral

Descriptive statistics for the service marketing variables and parental motivation are reported in Table 4. With a mean score of 4.03 (SD = 1.025) the “Price” variable shows relevance. This implies that while selecting an overseas school, parents should consider the overall cost-effectiveness, therefore stressing a notable balance between educational quality and price. With a similar high score of 4.03 (SD = 1.041), “Physical Evidence” shows that parents’ opinions of quality and security are much influenced by the general physical surroundings of the school and the availability of safety measures.

With a mean score of 4.00 (SD = 1.229), the “People” component—indicative of the value of interactions with teachers and staff—achieves This emphasizes the value parents attach to building relationships with school personnel, therefore strengthening their confidence in the institution. Although parents stress educational quality, the “Product” variable, which indicates the degree of deliverability of the quality of education, has a mean score of 3.96 (SD = 1.211), implying that the physical features of the school environment and promotional activities may be rather less influential than they should be.

At last, the “Process” variable—which shows the simplicity of the enrolment process—attaches a mean score of 3.99 (SD = 1. 201), so suggesting that parents value a flawless and user-friendly enrolment experience. The study shows that although all elements of the service marketing mix support parental motivations, promotional strategies and physical features of schools are particularly important in influencing their decisions to enroll their children in foreign educational institutions.

VII. DISCUSSION

Using the 7Ps of the Service Marketing Mix paradigm, the study offers a thorough investigation of the factors influencing parental choice of foreign schools in Myanmar. Parents give educational excellence, institutional reputé, and a globally minded curriculum great weight, according to this study. These themes complement current research emphasizing the need of quality education and global citizenship in equipping students for a competitive, linked world (Hayden & Thompson, 2008)

The results emphasize the important part the “Product” component of the marketing mix—which covers not only the curriculum but also the learning

environment and stress on 21st-century skills—plays in terms of Particularly notable is the strategic emphasis on innovation and technological integration, which reflects growing desire for innovative educational experiences improving interaction and accessibility (Carney, 2022). This is consistent with worldwide trends whereby tailored learning routes and digital resources are taking front stage in satisfying various student demands and advancing independent learning.

The study also underlines the need of institutional reputation and brand equity, which are greatly shaped by the experiences of present and past students as well as word-of-mouth recommendations. As parents generally rely on the experiences of others when making educational selections for their children, a strong brand image developed on trust and quality can lead to higher enrollment and a committed parent community (Rameshkkumar & Alagappan, 2022).

From a pricing standpoint, the study emphasizes the intricate tactics international universities use to strike a mix between cost and perceived value. These policies expand access to high-quality education by means of tie-red tuition rates, additional fees, and financial aid choices like scholarships and sibling discounts. With schools having to change their price policies to maintain enrollment during economic downturns, the economic environment is rather important in determining these methods (Kampanatsanyakorn, 2020).

In the framework of service marketing, this study theoretically helps to clarify parental motives by providing insights on how educational institutions could customize their products to fit family expectations. Practically, these results are priceless for school administrators and legislators hoping to improve the quality of instruction, create encouraging learning environments, and properly convey the long-term advantages of international education. Notwithstanding financial worries, parents' eagerness to make investments

in high-quality education shows a larger dedication to provide better futures for their children, so stressing the important part international schools play in producing a globally competent workforce among changes in society.

This study enhances the conversation on international education in developing nations by offering a strong foundation for next studies to investigate the dynamic relationships among educational quality, parental expectations, and market strategies in like environments.

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