

Analysis of Internalization Strategies for Private Schools in Mandalay

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Abstract— This research investigates analysis of internalization strategies for private schools in Mandalay, quality of private schools. In-depth interviews provide insights for future collaboration with the accredited education sector. The research aims to plan strategic plans for providing quality education for all students the present trend in educational opportunities and sustainable learning systems, the researcher set out to investigate private education achievement in the majority of private schools in the Mandalay region. Quality control in private education institutions and the various private education sectors offer better and higher-quality education, and this research study is a strong way to investigate prospective doors for students to attain that. the important findings from the respondents' responses were internalized. This research study will help plan and look into further elements of strategic plans for providing quality education for all students.

Keywords— Internalization, strategies, private schools, private education, institutions.

I. INTRODUCTION

Private institutions to deliver better educational outcomes for students who can afford to attend them. In standard economic models, innate or early-life resources are complementary to human capital in the production of life outcomes, and a larger human capital investment is optimal for better-endowed individuals. Because intellectuals are willing to spend more on private capital than the political majority would allocate to public schools (Stiglitz 1974), affordable private schools can there is a lot of coexistence with schools with less public funding. Education is crucial for personal and social development, and the recent government provides free compulsory primary school education. Students must complete 13 years of schooling before entering tertiary education. After high school, students can choose vocational, technical, or medical streams at universities. However, the quality of education is declining due to deprived teachers, low wages, and insufficient infrastructure. In 2017, the government allocated over 50 million MMK to promote education with international organizations, with some funds allocated for teacher training and development programs. Myanmar's education system is gradually changing to transform into a substantial learning process. It is believed that the Ministry of Education has been putting much effort into practicing effective learning outcomes for the state schools. However, the parents are still deciding whether to enroll their children either in the state school or private school. Thus, the numbers growing in the middle class and big community of expatriate families are creating rising demand for English-language education and technology information in Myanmar that open floors for establishing private schools all over the many cities. many years ago, along with experts in private education sectors, began the work on drafting the Private Education Registration Laws in line with government policy, and this draft is hopefully due to be completed this year. Its eventual enactment is expected to

encourage the development of more private schools, giving parents more choices and creating greater competition to attract students in providing quality education.

II. RATIONALE OF THE STUDY

Private Education Law proposes that private schools teaching a state or international curriculum will have to apply for a five-year license, which will be based on an assessment of the institution's facilities, teaching ratios, curriculum, safety and security. The National Education Sector Plan seeks to achieve major changes, including improving compulsory primary education and addressing the high dropout rate at primary level. Myanmar needs to adopt a standardized education system, following the example of developed nations, to drive long-term business growth and create skilled workers and educators. Education significantly influences history, economy, and cultures, and the success of the national economy depends on the quality of education, which supports human resources and values in society. Internalization strategic begin with creating strong and trusting relationships with the leadership of the school and its communities. Strategic plans are those that emerge from a collaborative analysis process between the organization and private schools involving multiple stakeholders. The final goal of this process is a joint strategic plan and action plan that meets the unique situational needs of the private school and stakeholders.

III. OBJECTIVES OF THE STUDY

The main objectives of the study are

1. To examine the analysis of internalization strategies for private schools in Mandalay.
2. To identify the analysis of internalization strategies for private schools in Mandalay.
3. To explore the analysis of internalization strategies for private schools in Mandalay.

IV. METHOD OF STUDY

The purpose of this study is to examine analysis of internalization strategies for private schools in Mandalay. The process of analyzing the data in a qualitative study primarily involves analyzing and synthesizing the information the researcher obtains from various interviews to be coherent with the description what the researcher discovered. Moreover, research data analysis in qualitative methods relied upon heavily on description or quoting words that tend to be used a descriptive rather than an inferential sense. As a result, the researcher collected the ongoing activities of an inner wordings and lines said by the respondents through interpretation. Data for this study will come from both primary and secondary sources. A 5-point Likert scale, with 1 denoting strongly disagree and 5 denoting strongly agree, is used to rate each item. A score of 4 is considered to be indifferent.

V. SCOPE, POPULATION AND SAMPLING

This study only of the private own schools in Mandalay, the researcher sought to conduct in depth interviews with owners or principal of the schools. Growing number of the private school in Mandalay, the researcher realized that it is best to interview the owners or principals who have more than over 5 years' experience in running the higher private educational schools in order to integrate the strategies utilized for the progress of the schools. Thus, the researcher decided to conduct in-depth interview with well-grounded personals from the various private schools. Overall, for this qualitative research, there were 27 participants who were interviewed periodically from different private education schools in Mandalay Region. Almost anything can be described by means of a survey as a unit of analysis. Although it is typically referred to people, units of analysis can be enhanced to objects, classrooms, materials, methods, and schools. This research tended to focus on the target population to make trustworthy statements about the schools, objects, and participants in the survey questionnaires.

VI. LITERATURE REVIEW

7.1 Private Higher Education

Private higher education, must increasingly deal with for-profit private higher education. In the United States, higher education is becoming more and more private, and with a significant influence, the for-profit sector has grown significantly in recent years, fueling debate about the markets and competitions across sectors. Currently, in some countries where the public has access, higher education is being added for profit—sometimes encouraged, sometimes legally or otherwise suspect—to the global expansion of private higher education. In most countries, The private nonprofit sector remains more prevalent and important than the for-profit sector, which is often ignored or discounted by the public and nonprofit private sectors.

In the early days of independence, private and state education was accepted both in the basic and higher education sectors. However, during the socialist era, private education institutions were eliminated. In recent times, private higher education is a rapidly growing urban trend, which caters largely

to the middle and upper classes of Myanmar society. Skidmore & Wilson (2008). The surge of the private and international market started in the mid-1990s and is buoyed by middle-class parents wanting to provide their children with greater mobility and a better future.

The government initially did not recognize private education institutions in Myanmar, but they are now registered as businesses offering homegrown diplomas and collaborative degrees. Private schools, colleges and universities that have grown since the 1990s from pre-school to post-secondary have become businesses and are not controlled by the Ministry of Education. There carter to popular market demand, particularly in English language training, marketing and business-related training, and IT courses. Some of these centers operate as tuition providers to prepare students for international examinations, but data on the number of private higher education schools and programs offered by these organizations.

7.2 Teacher Training

Education's providers hold ideal those teaching methodologies that are intended to guide or encourage or facilitate "educational growth" in ways that are sensitive to student differences. They denigrate and oppose the use of those methods that prescribe, expect, or require unaccustomed levels of student effort and accomplishment. The researcher learned that in 1998, the central government planned to teacher training colleges and 14 teacher training schools that were upgraded to the level of education colleges, offering in-service training courses for primary and lower-secondary level teachers and pre-service training mainly in the form of a two-year Diploma in Teacher Education program.

7.3 Internationalization

The internationalization is an important phenomenon in IB. Companies that operate outside of their local markets do better business. More recent studies on internationalization occurred in the 1960s and 1970s.10 IB literature has identified several theoretical approaches to understand why companies allocate resources to operate outside of them

countries of origin. Myanmar is re-engaging with the international community to strengthen private school education, particularly in the Mandalay region. The country is becoming more internationalized, cross-cultural, and cross-border, with job markets and economic growth becoming more important. However, managing this upsurge of interest and support is challenging due to limited local capacity, enhancing system coordination, eliminating wasteful duplication, and developing a coherent framework. ASEAN's moves to support Myanmar are crucial, as they aim to move towards ASEAN standards in its education system. Japan is supporting child-centered pedagogy and is implementing the Human Resource Development Scholarship. Australia has increased scholarships to students from Myanmar, providing textbooks and meals for 1.1 million children. The Open Society Foundations is investing in Myanmar higher education reform, working closely with the Myanmar Academy of Arts and Sciences and supporting short-term Visiting Scholar appointments. A three-day program aimed at boosting understanding and applicability of social research methods was held in November.

7.4 Research on Education Sectors

Should be capacity-building support provided for the development of a national policy on research and innovation, giving particular attention to the role and importance of research conducted by private school members, its funding, and the need for funded research to demonstrate benefits for the people of Myanmar. It is also recommended that a 'two birds, one stone' approach to rebuilding a research culture might be trailed in the form of a pilot scheme in some of the stronger private schools, whereby academic staff are rewarded financially for publications. The scheme should be linked to the provision of training in research methods and perhaps some mentoring in writing for publication, and would also need to be monitored for transparency. In the interests of equity and the full development of human resources, particular attention should also be paid to the needs of private schools in rural and minority locations in any wider rollout of the scheme. There are currently no incentives for instructors to do research, and institutions' obligations to do so are not well defined. Although there are growing centers of research excellence, their funding arrangements are opaque and their benchmarking against international norms is still lacking. The value to the community is not taken into consideration while monitoring research. Research receives little funding and isn't taken into account when evaluating and promoting academic staff members. A research culture is virtually nonexistent in the higher education system.

VII. CONCLUSIONS

This research study shows that analysis of internalization strategies for private schools in Mandalay, private education schools and the higher education system are integrated in most private schools in Mandalay, as modern parents are somewhat interested in giving their children the essential education and learning approaches that are competitively designed in many private schools. Thus, international education providers and foreign colleges or universities are flocking to Myanmar to invest in the education sector as the market for private schools and the private education sector starts to take off through various forms of marketing and social media advertisement. There is a huge market in Myanmar, as Myanmar parents are eager to invest in their children's education to get quality education while staying in their home country. But it could be a more lucrative education business among the leading private institutions. For instance, this trend for craving good education at private institutions technically aims for the upper middle and elite families only, but not for ordinary-income families or students. As a result, the government has changed its educational policies to promote the education sector both in basic and higher education. Private schools are now allowed to operate with limited supervision from the government or follow the government's course syllabus designs. Now in Myanmar, there are an increasing number of international schools, educational agencies, and institutions that collaborate with foreign universities to issue various diplomas, certifications, and degrees for local students.

VIII. RECOMMENDATIONS

The researcher discovered that analysis of internalization strategies for private schools in Mandalay. The world rapidly develops, especially in the late 20th and early 21st centuries, with science and technology becoming essential components for politics, economy, and various sectors. Information technology impacts inter-country relations, creating a global village. Students must learn science and technology to support regional development and create an e-learning society, encouraging ICT usage in daily work. Standardized books were not available at schools or libraries, making literature reviews difficult. Despite these limitations, the researcher was satisfied with the objectives and the results, aiming to create a unique education system in private schools. The researcher believes that the central government and private education sectors need to work together to upgrade the current education system.

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