

A Study on Parent Satisfaction at Orchid International School


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ABSTRACT

This study examines parent satisfaction at Orchids International School, focusing on academic quality, communication, infrastructure, and overall school environment. A descriptive research design was adopted, and data was collected from 110 parents using a structured questionnaire. Statistical tools such as percentage analysis, Chi-square test, and ANOVA were used to analyse the data. The findings indicate that parents are generally satisfied with the school's services, particularly infrastructure such as laboratory and library facilities, which are highly rated. Digital communication, especially through the school app, is the most preferred method among parents, highlighting the importance of technology in communication. However, some parents expressed concerns regarding classroom environment and maintenance, indicating areas for improvement. Overall, the study concludes that while the school maintains a positive image and meets expectations in many areas, continuous improvements in facilities and communication strategies can further enhance parent satisfaction.

INTRODUCTION:

Parent satisfaction has become an essential factor in evaluating the effectiveness and success of educational institutions in today's competitive environment. Schools are no longer assessed solely based on academic results, but also on their ability to provide a holistic learning experience that includes quality teaching, effective communication, modern infrastructure, and a supportive environment. Parents, being key stakeholders in a child's education, play a crucial role in shaping the reputation and growth of a school. Their perceptions and expectations significantly influence decision-making, student enrollment, and overall institutional development.

This study focuses on analysing parent satisfaction at Orchids International School, a well-known institution committed to delivering quality education and overall student development. The school emphasizes academic excellence, extracurricular activities, and the use of modern technology to enhance the learning experience. Understanding how parents perceive these aspects is important for identifying strengths and areas that require improvement.

In recent years, there has been a growing emphasis on maintaining strong communication between schools and parents. Effective communication channels such as school applications, meetings, and digital platforms help in building trust and transparency. At the same time, factors such as classroom environment, safety measures, teacher effectiveness, and

infrastructure also play a vital role in determining satisfaction levels. Parents expect schools to provide a safe, engaging, and well-equipped environment that supports both academic and personal growth of their children.

The purpose of this study is to evaluate parents' perceptions regarding various services offered by the school, including academic quality, communication effectiveness, infrastructure, and administrative support. By collecting and analyzing feedback from parents, the study aims to provide valuable insights that can help the institution enhance its performance and meet stakeholder expectations more effectively.

Overall, this research contributes to a better understanding of the factors influencing parent satisfaction and highlights the importance of continuous improvement in educational services. It serves as a useful tool for the school to strengthen its relationship with parents and ensure a high standard of education and student development.

OBJECTIVES OF THE STUDY

PRIMARY OBJECTIVES

To assess overall parent satisfaction with the academic and non-academic services provided by Orchid International School.

SECONDARY OBJECTIVES

- To identify strengths and areas that require improvement based on parent feedback.
- To evaluate parents perception of communication effectiveness between the school and parents.
- To analyze satisfaction with infrastructure and safety measures provided by the school.
- To evaluate parent perception of school infrastructure with academic quality

REVIEW OF LITERATURE

Epstein (2021): Epstein highlights the importance of strong collaboration between schools and families in improving student outcomes. When parents are actively involved through regular communication and feedback, they develop greater trust in the institution. This partnership not only enhances academic performance but also increases parent satisfaction and engagement in school activities.

Hill & Tyson (2022): Hill and Tyson emphasize that parental involvement plays a significant role in shaping students' academic success. Their study shows that when schools maintain structured communication, such as regular progress updates and meetings, parents are better informed and more involved, leading to improved learning outcomes and satisfaction.

Hattie (2021): Hattie identifies teacher effectiveness as the most influential factor in student achievement and parental trust. Parents tend to be more satisfied when teachers demonstrate strong subject knowledge, provide timely support, and actively mentor students, thereby creating a positive learning environment.

OECD (2022): The OECD report explains that school infrastructure, safety measures, and classroom environment significantly affect parents' perception of quality. Modern facilities like smart classrooms, laboratories, and extracurricular spaces enhance both student learning experiences and overall parent satisfaction.

RESEARCH METHODOLOGY

The research methodology adopted for this study is based on a descriptive research design, which focuses on understanding and analyzing the level of parent satisfaction with various services provided by the school. This design

helps in systematically describing parents' perceptions regarding academic quality, communication effectiveness, infrastructure, and overall school environment.

The study uses a convenience sampling method, where parents who were easily accessible and willing to participate were selected. A total sample size of 110 parents was considered, ensuring sufficient data to derive meaningful insights about satisfaction levels and expectations.

Data collection was carried out through a structured questionnaire, which included Likert scale questions, multiple-choice questions, and yes/no questions. This combination helped in capturing both quantitative and qualitative aspects of parent opinions.

The study is based on both primary and secondary data. Primary data was collected directly from parents through surveys, reflecting their personal experiences and views. Secondary data was gathered from school records, websites, and previous research studies to support the analysis.

For data analysis, statistical tools such as percentage analysis, Chi-square test, ANOVA, and weighted average method were used. These tools helped in identifying patterns, relationships, and differences among variables, thereby providing a comprehensive understanding of parent satisfaction.

PRIMARY DATA

Primary data for this study was collected directly from parents of students through a structured questionnaire. This method ensured that the information gathered is original, specific, and relevant to the objectives of the research. The questionnaire included Likert scale, multiple-choice, and yes/no questions, allowing respondents to express their opinions on academic quality, communication, infrastructure, and overall satisfaction. Since the data was obtained firsthand, it reflects the actual experiences, perceptions, and expectations of parents regarding the school. This enhances the reliability and accuracy of the study findings.

SECONDARY DATA:

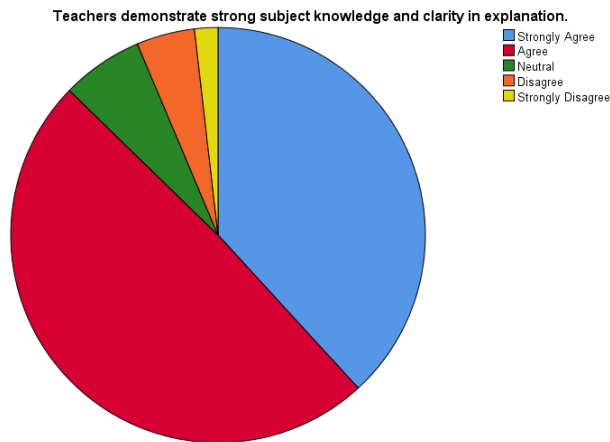
Secondary data was collected from various existing sources such as school records, official websites, research articles, and previous studies related to parent satisfaction and educational service quality. This data helped in gaining a broader understanding of the topic and supported the primary data analysis. It also provided theoretical background, industry insights, and comparisons with similar studies. By using secondary data, the research was able to strengthen its foundation and validate the findings obtained from primary data.

DATA ANALYSIS & INTERPRETATION

Percentage Analysis:

Percentage analysis is a statistical tool used in this study to present and interpret data in a simple and understandable form. It involves converting raw data into percentages, which helps in identifying patterns, trends, and comparisons among different responses. By using percentage analysis, the study clearly shows the proportion of parents who agree, disagree, or remain neutral on various aspects such as academic quality, communication, and infrastructure. This method makes it easier to analyze large amounts of data and draw meaningful conclusions about parent satisfaction levels. Overall, percentage analysis plays a crucial role in simplifying complex data and supporting effective decision-making.

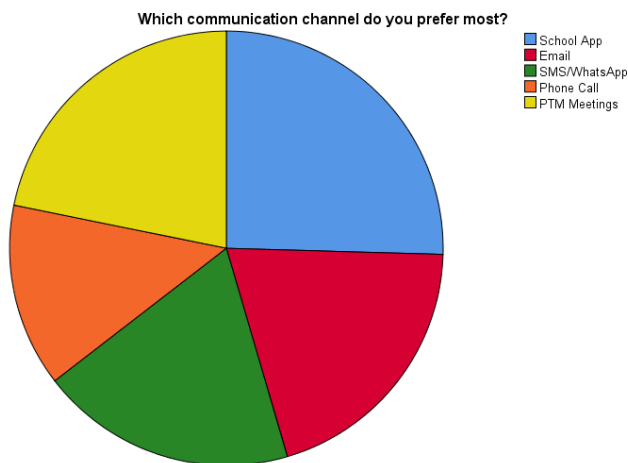
PERCENTAGE ANALYSIS OF TEACHERS DEMONSTRATE STRONG SUBJECT KNOWLEDGE AND CLARITY IN EXPLANATION



Inference

The data shows that a majority of respondents have a positive perception of teachers' subject knowledge and clarity in explanation. About 87.3% of parents either agree or strongly agree, indicating high satisfaction with teaching quality. Only a small percentage (around 6.3%) are neutral, and very few respondents (6.3% combined disagree and strongly disagree) express dissatisfaction.

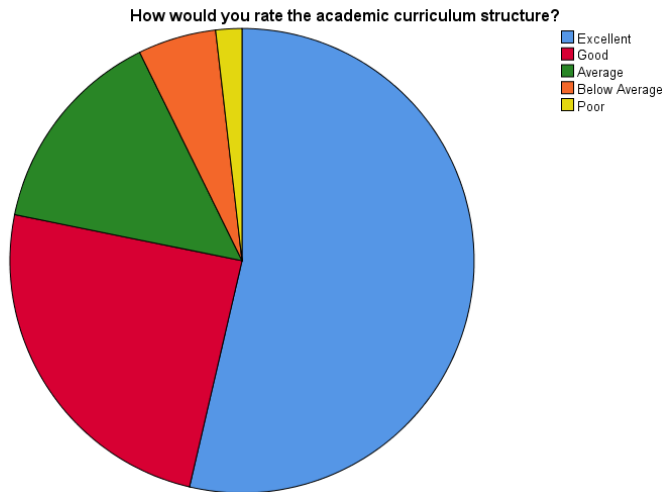
PERCENTAGE ANALYSIS OF WHICH COMMUNICATION CHANNEL DO YOU PREFER MOST?



Inference

The table shows that the School App (25.5%) is the most preferred communication channel among parents, indicating a strong preference for digital platforms to receive school updates. This is followed by PTM meetings (21.8%), showing that many parents still value direct interaction with teachers. Email (20.0%) and SMS/WhatsApp (19.1%) are also commonly preferred methods, while phone calls (13.6%) are the least preferred. Overall, the results indicate that parents favor digital communication supported by occasional face-to-face interaction for effective communication with the school.

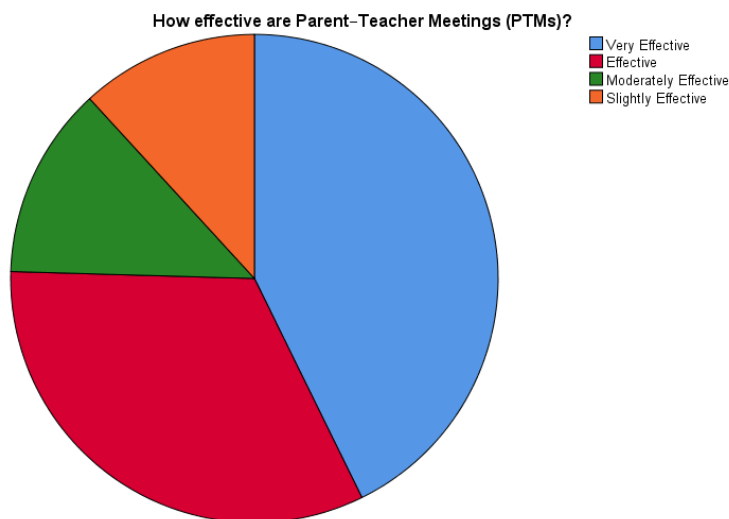
PERCENTAGE ANALYSIS OF HOW WOULD YOU RATE THE ACADEMIC CURRICULUM STRUCTURE?



Inference:

The results indicate that parents have a highly positive perception of the academic curriculum structure. A majority of respondents, 78.2%, rated it as either excellent or good, with 53.6% specifically rating it as excellent. A smaller portion (14.5%) considers it average, while only a very minimal percentage (7.3%) rated it below average or poor.

PERCENTAGE ANALYSIS OF HOW EFFECTIVE ARE PARENT TEACHER MEETINGS PTMs?



Inference

Parent-Teacher Meetings (PTMs) are perceived very positively, with 75.4% of respondents rating them as “Very Effective” or “Effective.” Notably, “Very Effective” (42.7%) is the most frequent response, indicating high satisfaction. Only a small proportion (11.8%) rated them as slightly effective, and none found them ineffective. This suggests that PTMs serve as a highly effective communication tool, with minimal missing data (0.9%) supporting the reliability of the findings.

ONE WAY ANOVA TEST

ANOVA (Analysis of Variance) is a statistical technique used to compare the means of three or more groups to determine whether there is a significant difference among them. It works by analysing the variation within each group and the variation between different groups, and then calculating an F-ratio to assess this difference. The null hypothesis assumes that all group means are equal, while the alternative hypothesis states that at least one mean are different. If the calculated p-value is less than the chosen significance level (usually 0.05), the null hypothesis is rejected, indicating that not all group means are the same. ANOVA is commonly used instead of multiple t-tests to reduce the chances of error when comparing several groups.

Null Hypothesis (H_0):

There is no significant difference in parent perceptions regarding the school's responsiveness when concerns or queries are raised across different groups.

Alternative Hypothesis (H_1):

There is a significant difference in parent perceptions regarding the school's responsiveness when concerns or queries are raised across different groups.

ANOVA

The school is responsive when parents raise concerns or queries.

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	8.245	3	2.748	3.592	.016
Within Groups	81.109	106	.765		
Total	89.355	109			

Inference

The ANOVA result shows that there is a statistically significant difference in parents' opinions regarding the school's responsiveness to their concerns ($p = 0.016 < 0.05$). This indicates that parent perceptions are not uniform across all groups. Some groups of parents feel the school is more responsive, while others perceive it less positively, suggesting a need for the school to improve consistency in communication and responsiveness.

CHI-SQUARE TEST

The Chi-square test is a statistical method used to examine whether there is a significant association between categorical variables or whether observed data fits an expected distribution. It compares the observed frequencies in each category with the expected frequencies that would occur if there were no relationship between the variables. The null hypothesis assumes that there is no association or difference, while the alternative hypothesis suggests that a relationship exists. A Chi-square statistic is calculated, and if the resulting p-value is less than the chosen significance level (commonly 0.05), the null hypothesis is rejected. This test is widely used in areas such as surveys, research studies, and quality control to analyse categorical data.

Null Hypothesis (H₀):

There is no significant association between variables related to the school providing adequate safety and security measures.

Alternative Hypothesis (H₁):

There is a significant association between variables related to the school providing adequate safety and security measures.

Test Statistics

	The school provides adequate safety and security measures for students.	How satisfied are you with the fee structure in relation to services provided?
Chi-Square	98.818 ^a	74.727 ^a
df	4	4
Asymp. Sig.	.000	.000

a. 0 cells (.0%) have expected frequencies less than 5. The minimum expected cell frequency is 22.0.

Inference

The Chi-square results indicate that there is a statistically significant association for both safety & security measures and fee structure satisfaction ($p = 0.000 < 0.05$). This means that parents' opinions are not independent and vary significantly across categories. Hence, perceptions about safety and satisfaction with the fee structure are strongly influenced by the factors considered, showing meaningful differences among respondents.

REGRESSION

Regression is a statistical method used to examine the relationship between a dependent variable and one or more independent variables, and to predict the value of the dependent variable based on this relationship. It helps in understanding how changes in the independent variables affect the outcome. The most common type, linear regression, fits a straight line to the data by minimizing the difference between observed and predicted values. The model produces an equation that can be used for prediction and analysis. Regression is widely used in fields like economics, business, and science for forecasting, trend analysis, and decision-making.

Null Hypothesis (H₀):

There is no significant relationship between the independent variables (laboratory & library facilities, classroom environment) and the dependent variable (quality of teaching meeting expectations).

Alternative Hypothesis (H₁):

There is a significant relationship between the independent variables (laboratory & library facilities, classroom environment) and the dependent variable (quality of teaching meeting expectations).

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	23.712	2	11.856	14.094	.000 ^b
	Residual	90.006	107	.841		
	Total	113.718	109			

- a. Dependent Variable: The quality of teaching provided by the school meets my expectations.
- b. Predictors: (Constant), How would you rate the school's laboratory and library facilities?, The classroom environment is comfortable and well-maintained.

Inference

From the table, the Regression Sum of Squares (23.712) represents the variation in teaching quality explained by the predictors, while the Residual Sum of Squares (90.006) indicates the unexplained variation. The F-value (14.094) measures how well the model fits the data compared to a model with no predictors. The significance value ($p = 0.000$) confirms that the model is statistically significant.

FINDINGS

High Satisfaction with Teaching Quality

Around 87.3% of parents are satisfied with teachers' subject knowledge and clarity.

Strong Preference for Digital Communication

School App (25.5%) is the most preferred communication channel. Followed by PTMs, Email, and WhatsApp.

Positive Perception of Curriculum

78.2% of parents rated the curriculum as good or excellent.

Safety & Fee Satisfaction are Significant Factors

Chi-square test shows strong association between:

- Safety measures
- Fee satisfaction
- Parents' opinions vary significantly across groups.

Infrastructure Influences Teaching Quality

Regression analysis shows:

- Labs, library, and classroom environment significantly impact perceived teaching quality.

SUGGESTIONS

Improve responsiveness consistency – Since ANOVA shows variation, standardize communication across all parent groups.

Enhance digital communication – Focus on improving the school app, as 25.5% prefer it most.

Maintain strong teaching quality – Continue teacher training to sustain the 87.3% satisfaction level.

Upgrade infrastructure – Regression results show facilities directly impact teaching perception.

Address safety & fee concerns – Chi-square indicates these factors strongly affect parent satisfaction.

Promote PTMs further – With 75.4% effectiveness, they should be continued and enhanced.

CONCLUSION

The study concludes that overall parent satisfaction at Orchids International School is high, particularly in areas such as teaching quality, curriculum structure, and the effectiveness of PTMs. Parents show a strong preference for digital communication, especially the school app, indicating the importance of technology in engagement. Additionally, regression results confirm that infrastructure plays a key role in influencing teaching quality. Therefore, while the school demonstrates strong performance in academics and communication, improving consistency in responsiveness, enhancing infrastructure, and ensuring transparency will further strengthen parent satisfaction and overall institutional effectiveness.

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