ST.MARY'S UNIVERSITY

SCHOOL OF GRADUATE STUDIES

THE ROLE OF SERVICE QUALITY ON CUSTOMER SATISFACTION: A CASE STUDY ON KOLFE KERANYO SUB-CITY WOREDA 8 PRIVATE KINDERGARTEN AND PRIMARY SCHOOLS.

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A THESIS SUBMITTED TO ST.MARY'S UNIVERSITY SCHOOL OF GRADUATE STUDIES IN PARTIAL FULFILLMENT OF THE REQUIRMENTS FOR THE DEGREE OF MASTERS OF BUSINESS ADMINISTRATION

MAY, 2019

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ACKNOWLEDGEMENT

First and for most, I would like to thank our Almighty God for giving me strength and protection during the course of my study.

Second, I would like to express my sincere gratitude to my research advisor, Dr. Mesfin Tesfaye, not only for his invaluable guidance and useful suggestions throughout the study and research process, but also for his care and assistance during the whole period.

Third, my wholehearted thankfulness goes to my loving wife Elsabet Nigatu and my daughter Soliyana Temesgen for their continuous encouragement, support and care.

My special thanks go to my best friend Ato Abrham Zerihun for his unreserved advice and his technical assistance throughout my paper work.

ACRONYM

AMO-American Marketing Organization

EDA-Emmanuel Development Association

GTP-Growth and Transformation Plan

MOE- Ministry of Education

NECCEPE- National Early Child Care and Education Policy Framework.

UNESCO- United Nation Education, Science and Cultural Organization

UNICEF- United Nations International children's Emergency Fund

UNSDG-United Nation Sustainable Development Goal

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Abstract

This study is concentrated on the role of service quality on customer satisfaction in Addis Ababa Kolfe Keranyo Sub-City Woreda 8 kindergarten and primary private schools. The five service quality dimensions namely, Tangibles, Reliability, Responsiveness, Assurance and Empathy are assessed by a total of 44 items in which 22 items were used to measure the general expectation of customers concerning service and the remaining 22 items measured the perception of customers regarding the level of service actually provided by the private kindergarten and primary schools within that service category. They identify the level of customer satisfaction by measuring the gap between customers' expectation and actual performance on the quality of service delivered by private schools. The study used mainly quantitative approach. Data were collected through SERVQUAL model questionnaires and the study used both primary and secondary sources to collect the data. Three hundred thirty five (335) respondents were sampled from the total population of two thousand forty parents of five kindergarten and three primary schools by using the sample size determination table developed by Yamane Taro (1967) through stratified random sampling techniques. Out of the distributed 335 questionnaires only 292 were returned constituting 87.16% response rate. The study used both descriptive and explanatory methods of data Analysis. The findings of this study implies that parents of students in the stated schools are not satisfied in all service quality dimensions which shows expectation of parents exceeds the actual performance of schools. According to the results of the correlation analysis it was found that all service quality dimensions are strongly and positively correlated with customers' satisfaction. The result of regression analysis also indicated that all independent variables had significant impact on the dependent variable. Based on this it is recommended that private schools should give greater attention to improve its service quality and satisfy its customers by meeting or exceeding customers' expectation through assessing and improving the gaps in all service quality dimensions. In addition, different stakeholders such as Ministry of Education, General Education Quality and Relevance Regulatory officers, school owners and managers should discharge their own responsibility and ensure quality education.

CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

Service quality and customer satisfaction are very important concepts that business organizations should understand in order to be competitive and productive. In today's competitive business environment delivering high quality service is the key for a sustainable competitive advantage (Poturak, 2014). Service business organizations should assess the service quality provided to their customers in order to improve their services, to quickly identify problems and to better assess customers satisfactions (ibid). Improving service quality increases economic competitiveness. This may be achieved by understanding and improving operational process and establish service performance measures (ibid).

According to Makens(2014), every business organizations' success depends on the satisfaction of the customers. Those organizations that are succeeding to satisfy their customers fully will have high position in the market. Nowadays all service organizations are realizing the importance of delivering and managing service quality which leads to customer satisfaction (Ibid). Service quality that is delivered can meet or exceed customers' expectations are mainly influenced by customers' prior expectations (Ananth et al, 2010).

According to Albinson(2004),customer satisfaction is an overall customer attitude towards a service provider or an emotional reaction to the difference between what customers anticipate and what they receive. So, customers' expectation plays an important role to judge service quality. According to American Marketing Association [2012], service quality is a process of comparing customer expectations with the actual performance. A business with high service quality will meet customer needs and remain economically competitive (ibid).

These clearly indicate that customers' judge service quality relative to what they want by comparing their perceptions of service experiences with their expectations of what the service

Performance should be. Providing high quality service is a prerequisite for customer satisfaction. Customer satisfaction is the outcome felt by those that have experienced the organization's performance that have fulfilled their expectations (Kotler, 2014).

Service organizations like private schools should provide quality service to their customers. This is important for those organizations to survive and be profitable in the market. That is why service quality and customer satisfaction becomes the major issue for different organizations nowadays.

According to UNESCO(2011), in the past two and half decades, education systems all over the world have expanded rapidly, as reflected in large increase in enrollments and public educational expenditures. But these quantitative developments of education systems give rise to low educational quality. As a result, many countries are facing high dropout and repetition rates in education, especially at the primary level. Ethiopia as a developing country also faces the same challenges as the goals of enrollment and equity issues are fulfilled. Private Kindergarten and primary schools in Addis Ababa as parts of the Ethiopian educational system are not exceptional in quality issues.

According to the 1994 Education and Training Policy, Ethiopia has given emphasis to the expansion of education to enhance the socio-economic transformation of its population. Because of the limitation to finance the sector, the government has introduced privatization as a means to shift costs to users. Since then, private business schools have been expanded from time to time starting from kindergarten to higher education. They have played a great role in reducing illiteracy and enhance socio-economic development of the country (ibid).

There are various efforts to investigate the service quality of private educational institutions, but these efforts focused on private high schools, colleges and universities; they provide little attention for private kindergarten and primary schools, which are the foundation of the other educational levels. According to Emmanuel Development Association (2011), quality education need to begin at a very young age, and continue throughout formal schooling and beyond. Therefore this study is conducted to assess the role of service quality on customer satisfaction:

on Kolfe Keranyo Sub-City Woreda 8 private kindergarten and primary schools by using service quality dimensions.

1.2 Statement of the Problem

The increased demands by the people and the limited resources available to the government have made it difficult for the government alone to finance education provision in the country. It has therefore become increasingly necessary for the private sector to get involved in the provision of educational services in the country. Based on this, the 1994 Education and Training Policy and the subsequent Education Strategy and Sector Development plans have acknowledged and realized the need for public-private partnership and collaborative effort to enhance the delivery of quality services managed under a decentralized system of administration. As stated in the policy, the government will create the necessary conditions to encourage and give support to private investors to open schools and establish various educational and training institutions (TGE, 1994).

Following the policy several privately owned schools have begun to operate in urban centers, the biggest which is observed in Addis Ababa. As indicated in the 2001/02 Education Statistic Annual Abstract of the Ministry of Education (MOE), there were about 299 kindergartens, and 366 primary private schools functioning in Addis Ababa. Since then, private schools are expanded from time to time especially in major cities like Addis Ababa. The kindergarten enrollment rate increased from 5.3% in 2002/03 to 39% in2014/15 and primary school enrollment rate increased from 54% in 2002/03 to 94.3% in 2014/15(MoE,2016) and they have played a great role in terms of reducing illiteracy and sharing government burdens. Together with this the government has introduced school measurement standards to ensure both private and government schools provide equivalent education and to ensure educational service quality (ibid).

There are limitations in terms of evaluating the qualities of services in private educational organizations. According to Demeke (2011) private educational organizations especially, kindergarten and primary schools have not been properly investigated in terms of their service quality and customer satisfaction and due to this they have service quality problems. Moreover,

as emphasized by Emmanuel Development Association (2011), improving the qualities of kindergarten and primary schools are very important since they are the foundation of the other educational levels.

Due to the increasing demand and importance of quality, researchers and professionals provided a definition and developed quality standards for kindergarten and primary education. However, according to Sosina (2013) the voice of parents who are key stakeholders in kindergarten and primary education were often unheard in these deliberations and processes. These raise the question on how parents perceive the quality of kindergarten and primary education and whether they are satisfied with its quality. According to Ceglowski (2004), parents, teachers, students and professionals need to work together in evaluating the quality of kindergarten and primary education. However, studies done in Ethiopia focused mainly on professionals' perspectives. Hence, little was known about parents' perspectives.

In addition, the preliminary investigation conducted by the researcher revealed that many kindergarten and primary school parents at different meetings complain that private kindergarten and primary schools did not provide quality educational services as expected.

Therefore, assessing the service qualities of private kindergarten and primary schools from parents' perspective and bridging the stated gaps needs to be important since they are the major parts of the overall educational sector. This study required to investigate the extent to which parents are satisfied with the quality of private kindergarten and primary education and establish the factors influencing their satisfaction in Kolfe Keranyo Sub-City Woreda 8.

1.3 Research Questions

- What is the role of service quality on customer satisfaction in Kolfe Keranyo Sub-City Woreda 8 private kindergarten and primary schools?
- What is the gap between customers' expectations and perceived performance of the stated schools?
- What is the relationship between service quality dimensions and the overall customer satisfaction?
- What is the impact of service quality dimensions on customer satisfaction?

- What should be done to improve customer satisfaction on those private schools?

1.4 Research Objectives

1.4.1 General Objective

The major objective of this study is to assess service quality and customer satisfaction on Kolfe Keranyo Sub-City Woreda 8 private kindergarten and primary schools.

1.4.2 Specific Objectives

This study has the following specific objectives:

➢ To assess the role of service quality on customer satisfaction Kolfe Keranyo Sub-City Woreda 8 private kindergarten and primary schools.

➢ To identify the gap between customers' expectations and perceived performance of the stated schools.

➢ To assess the relationship between service quality dimensions and the overall customer satisfaction.

➢ To analyze the impact of service quality dimensions on customer satisfaction.

➢ To indicate what should be done to improve customer satisfaction.

1.5 Definition of key Terms

Service: A service is any activity or benefit that one party can offer to another which is essentially intangible and does not result in the ownership of anything (Kotler, 2009).

Service quality: Customer's judgment of overall excellence of the service provided in relation to the quality that is expected (Sturman, 2012).

Customer Satisfaction: is a personal feeling of pleasure resulting from the evaluation of service provided by an organization to an individual in relation to expectation (Armstrong, 2012).

SERVQUAL: Is a multi-dimensional instrument (i.e. questionnaire or measurement scale) designed to measure service quality by capturing respondents' expectations and perceptions along with the five dimensions of service quality. The questionnaires consists of matched pairs of items;22 expectation items and 22 perception items, organized into five dimensions which are believed to align with the customer's mental map of service quality dimensions(Parasuraman et al 1985,1988).

Expectation: It is a belief that something will happen because it is likely to happen (Wehmeier, 2000). Expectation can be formed before or during the delivery of a service (Mudie, 2006).

Perception: It is a process by which an individual selects, organizes and interprets information inputs to create a meaningful picture of the world (George, 2004). Perceptions of a service are a complex series of judgments formed during or at the end of the experience (Buswell, 2003)

Kindergarten schools: are schools which comprises from kindergarten one to kindergarten three (age 4-6)

Primary education: Primary education lasts eight years (age group7-14) and it is divided into two cycles: basic education (grade 1-4) and general education (grade5-8) (MOE, 2004)

Physical environment: kindergarten and primary school buildings, surroundings, furniture, spaces, educational materials and equipment.

1.6 Significance of the Study

This study is significant because it adds to both theoretical and practical knowledge to the available literature on kindergarten and primary education in Ethiopia. Theoretically this study may contribute to fill the research gap in the area of quality of education. That is the findings of the study may serve as an inspiration and reference for further research in the area of kindergarten and primary education.

The study may have also practical contribution that is it may give relevant information concerning parents' satisfaction with the quality of kindergarten and primary education. The result may provide information to the Ministry of Education so that appropriate measures may be

taken to improve the education services and allocate resources to meet parents' demands. The General Education Quality and Relevance Regulatory Office may use the findings of the study to broaden their quality assurance assessment procedures in kindergarten and primary education. This office may develop a system which includes evaluation of perspectives various stakeholders like parents and this may help when giving advises to the schools.

School managers may use the findings of this study to maintain quality aspects that parents are satisfied with and improve the quality of services that parents are not satisfied with. The study findings may also inform parents on the importance of being actively involved in the kindergarten and primary school activities in order to ensure their children receive quality education. Finally, this study may inform policy makers on the views, opinions and thoughts of parents. Such information may be used as basis for future planning and policy formulation.

1.7 Limitation of the Study

The major limitation in this study was that, it was based on self-report data from the parents; it could be possible for some parents to give response that please the researcher or authority as opposed to their real perception regarding service quality and satisfaction. However, the researcher minimizes this problem by eliminating the undecided response in a likert scale.

There is a shortage of relevant literature on kindergarten and primary education in Ethiopia. Therefore, the study was limited by lack of sufficient local literature; and this forced the researcher to use literature from outside Ethiopia. Due to the difference in socio-cultural context, the interpretation drawn in this study lack sufficient local comparison on the various issues discussed.

1.8 The Scope of the Study

The study was conducted in kindergarten and primary private schools in Kolfe Keranyo Sub-City Woreda 8. The sub-city has an excessive large percentage of parents from different backgrounds. This study was also restricted to licensed kindergarten and primary private schools in the sub -city. Consequently, the findings of this study may only be generalized to kindergarten and primary private schools with similar set ups. In addition, the study was only limited on the

perspectives of parents with regard to satisfaction with the quality of kindergarten and primary education and factors influencing it.

1.9 Organization of the Paper

The study is organized into five chapters:

Chapter one Comprises the introduction which deals with background of the study, statement of the problem, objective of the study, research questions, significance of the study, scope and limitation of the study and organization of the paper. Chapter two explains the theoretical and conceptual literature review about the topic. It discusses on literature review of all variables. The chapter highlights previous researches and findings conducted by various researchers. This chapter is important to indicate that every variable is supported by previous study. Chapter three looks at the methodology which is basically the research purpose, design, data collection methods, population, sampling size, sampling techniques and data analysis. Chapter four states about summarizing, interpreting and presenting the findings. Finally, chapter five states about summary of findings, conclusions and recommendations.

CHAPTER TWO

LITERATURE REVIEW

2.1 Theoretical Review

This study is about assessing service quality and customer satisfaction on Kolfe-Keranyo Sub-City Woreda 8 private kindergarten and primary schools. This chapter aims to provide an overview of the literature in this area. Firstly, the concepts of service, characteristics of services, quality, service quality, educational service quality, instruments measuring service quality and dimensions of service quality have been discussed. Next, the concept of customer satisfaction, customer perceived service quality and customer expectations reviewed. The relationship between service quality and customer satisfaction are also discussed. And finally, the literature also looks at conceptual frameworks of the study.

2.1.1 Concepts of Service Quality

2.1.1.1 Service

Service is an activity that is intangible (as opposed to physical products) and cannot be stored. It is an action or performed task that takes place by direct contact between the customer and representatives of the service providing organization which can be provided by a person or technology (Sturman, 2012). According to Palmer (1994), a service is any particular that does not necessarily produce a physical product which is non-good part of a transaction between the customer and the service provider. Services are actually typical performances or acts. Goods are directly consumed, while services are experiences through senses.

A contemporary definition is provided by Kotler and Armstrong (1996), a "service is an activity or benefit that one party can offer to another that is essentially tangible and does not in result in the ownership of anything. Its production may or may not be tied to a physical producer"(ibid).

2.1.1.2 Characteristics of Services

According to Wilson (2008), services have four distinctive characteristics. These four unique characteristics are the following.

> ➢ **Intangibility**: Services that cannot be seen, touched, smelled or tasted.
> ➢ **Inseparability**: Services are generally produced and consumed simultaneously. The service providers and customers are present when there is being provided, so both are part of the service process. They cannot be separated from the service.
> ➢ **Heterogeneity**: The quality of services cannot be consistent as they are performed by different employees and at varying time intervals. It is difficult to reproduce service of the same standards, as can be done with products, because they are produced by people.
> ➢ **Perish ability**: Service cannot be stored like products, at the same time; service cannot be returned or resold.

In addition, Teboul(1991), argues that, service cannot be stored(no inventory of services can be accumulated) and it has to be consumed immediately. A customer is present at the service production site as well as can participate in service delivery (ibid). This clearly depicts that the production and consumption of service takes place simultaneously.

2.1.1.3 Quality

According to Edvardsson(1992), quality is a driving force for improved competitiveness, customer satisfaction and profitability. Berry (1985), also defined quality as a comparison between customers' expectations and service performance. Quality is further explained as "the totality of features and characteristics of a product or service which has ability to satisfy the customers' needs"(Kotler, 1998). The quality is related to the value of goods or services, which could result in satisfaction or dissatisfaction on the part of the customer (Ibid).

2.1.1.4 Service Quality

Qualified service is a service that economically profitable and it will create satisfaction. Satisfaction means a content feeling that arise after comparing the perceptions of results or

performance of services to the expectation (Kotler, 2014). According to Chen (2009), the total satisfaction concept is a comprehensive evaluation of customers after they receive service or experience. The quality contains matters that determine whether or not the service felt by customers conforms to their expectation (Galia, 2009).

American Marketing Organization (2012), defines service quality in two ways: first it is an area of study that defines and describes how services are delivered so that the service recipient is satisfied; second high quality service is a delivery of services that meets and exceeds the expectations of the customers. Parasuraman et al (1985), also stated that service quality is defined by the customer evaluation of service outcome and service process as well as a comparison of customer expectations with service performance.

Customer judges the quality of service based on their perceptions of outcomes. According to Holdford (2001), service quality is defined as a post consumption assessment of services by the consumers or customers. It refers to the difference between service expectation and service perception of customers. Sturman(2o12), also defined service quality is the differences between the service the customer expects and the service the customer actually gets. Service quality can be also defined as the difference between customer expectation for service performance prior to the service encounter and their perception of the service received (Asubonteng, 1996).

2.1.1.5 Educational Service Quality

According to Rahaman (2011), quality is a catch word for all service providing organizations nowadays, as it decides competitiveness during the age of globalization. Service quality has been labeled as an important differentiator and the most powerful competitive weapon that service organizations wish to process (Reddy, 2016). The current tendency among service providers is to discover their customers' needs and desires, in order to adapt and respond timely to their expectations, as well as to construct and maintain a relationship with their customers, offering added value under the shape of commodity, amusement, promptitude, comfort, health etc.(Quinn, 1987).

Service quality is the result of the subtraction between the customers' expectations and their perceptions. If expectations are met, service quality is perceived as being satisfactory; on the

contrary, if the expectations are not fulfilled, the consumer will be disappointed; if the expectations are exceeded, the consumer will be delighted (Parasuraman,et al, 1985).

According to Christian Gronroos(1984) stated that service quality has two dimensions which are perceived and evaluated by the customers: technical quality of the service refers to what is offered by the organization as a technical result of their performance. In the context of educational services, this represents the technical and material resources of the education unit, the aesthetics of the environment, physical facilities, capacity, personnel numbers, utilized materials, etc. Functional quality resides in the way the service is performed. In the case of an education providing institution, this refers to accessibility, staff courtesy, comfort, competence, professionalism, credibility, staff availability, precision, efficient communication, hygiene, security, reliability and safety.

There is a strong link between the two dimensions of quality, which demonstrates the institutions concern with being as well equipped as possible, with hiring and keeping efficient teachers, with offering appropriate resources and assistance, and with creating opportunities for teachers to improve their teaching practices(Horng, 2010).

2.1.1.6 SERVQUAL Model

It is a multi-dimensional instrument (i.e. questionnaire or measurement scale) designed to measure service quality by capturing respondents' expectations and perceptions along with the five dimensions of service quality. The questionnaire consists of matched pairs of items; 22 expectation items and 22 perception items, organized in to five dimensions which are believed to align with the customers' mental map of service quality dimensions (Parasuraman et al, 1985, 1988). The instrument is administered twice in different forms, first to measure expectations and second to measure perceptions.

According to Ladhari (2009), the five service quality dimensions namely, **Tangible**, **Reliability**, **Responsiveness, Assurance** and **Empathy** are assessed by a total of 44 items in which 22 items to measure the general expectations of customers concerning a service; and the remaining 22 items to measure the perceptions of customers regarding the levels of service actually provided by the company within in that service category.

The customer satisfaction is measured via perceived service quality. The perceived service quality is measured by collecting the average gap score of the SERVQUAL dimensions (tangibles, reliability, responsiveness, assurance and empathy) between customers' expectation and perceived service. The respondents were asked to give the score on their previous expectation and their current perception about the services provided by schools based on likert scale.

The difference between expected variables and perceived variables will be calculated as follows:

- Service quality (Gap Score) =perceived service (p)-Expectation (E)

The average gap score of each dimension will be calculated by:

- Average gap score of each dimension=total score of each dimension/number of each dimensions items.

Then, the overall score of service quality will be calculated by:

- Overall service quality score=total average gap score of all dimensions/5 dimensions.

The results of computation were as follows:

- ➢ A positive gap score implied that expectations have been meet or exceed, service quality is perceived to be satisfied.
- ➢ A negative gap score implied that expectations have not being met, service quality is perceived to be unsatisfactory.

Parasuraman et al (1985), identifies five gaps:

Gap 1: Consumer expectation-management perception gap

Service firms may not always understand what features a service must have in order to meet consumer needs and what levels of performance on those features are needed to bring deliver high quality service. This result affecting the way consumers evaluate service quality.

Gap 2: Management perception-service quality specification gap

This gap arises when the company identifies what the consumers want but the means to deliver to expectation does not exist. Some factors that affect this gap could be resource constraints, market conditions and management indifferences. This could affect service quality perception of the consumer.

Gap 3: Service quality specifications-service delivery gap

Companies could have guidelines for performing service well and treating consumers correctly but these do not mean high service quality performance is assured. Employees play an important role in assuring good service quality perceptions and their performance cannot be standardized. This affects the delivery of service which has an impact on the way consumers perceive service quality.

Gap 4: Service delivery-external communication gap

External communication can affect not only consumers' expectation services but also consumer perceptions of the delivered service. Companies can neglect to inform consumers of special efforts to assure quality that are not visible to them and this could influence service quality perceptions by consumers.

Gap 5: Expected service-perceived service gap

From their study, it should that the key to ensuring good service quality is meeting or exceeding what consumers expect from the service and that judgment of high and low service quality depend on how consumers perceive the actual performance in the context of what they expected.

Service quality, according to this model, depends on the size of Gap5 (expected service-perceived service gap), which in turn depends on the previous four gaps.

According to this model, the five service quality dimensions and the 22 items are explained in the following way:

Table1: Elements of service quality dimensions

Tangibles	1. Modern equipment. 2. Visually appealing facilities. 3. Employees who have a neat, professional appearance 4. Visually appealing materials associated wilt the service
Reliability	5. Providing services as promised 6. Dependability on handling customers' service problems. 7. Performing services correctly the first time. 8. Providing services at the promised time. 9. Maintaining error-free records
Responsiveness	10. Keeping customers informed about when services will Be performed. 11. Prompt service to customers. 12. Willingness to help customers. 13. Readiness to respond to customers' requests.
Assurance	14. Employees who instill confidence in customers. 15. Making customers feel safe in their transactions. 16. Employees who are consistently courteous 17. Employees who have the knowledge to answer Customers' questions.
Empathy	18. Giving customers individual attention. 19. Employees who deal with customers in caring fashion. 20. Having the customers' best interest at heart. 21. Employees who understand the needs of their Customers. 22. Convenient business hours.

Source Parasuraman et al (1985)

2.1.1.7 Service Quality Dimensions

According to Parasuraman[1990], there are five dimensions of service quality. These are empathy, reliability, responsiveness, assurance and tangibles which connect particular service character with the hopes of customers.

- **Tangibles**: The equipment, physical facilities and appearance of personnel.
- **Empathy**: The provision of caring and individualized attention to customers.
- **Reliability:** The ability to perform the desired service dependably, accurately and consistently.
- **Responsiveness**: The willingness to provide prompt service and help customers.
- **Assurance:** Employees courtesy, knowledge and ability to convey trust and confidence.

2.1.2   Concepts of Customer Satisfaction

2.1.2.1 Customer

Customers can be defined as the users or consumers of products or services. They may be internal to the organization such as employees and directors or external to the organization like parents and experts (Dei-Tumi, 2005).

2.1.2.2 Customers Expectation and Perception

Expectations are forecasts about what is going to happen or the likelihood that something is going to happen and how it might happen. Looking at expectation from the business perspective and most especially customers' perspective, expectations could have a different way of looking at it. Looking at expectation from the service quality literature varies from the customers' satisfaction literature (Parasuraman, Zeithaml, Berry, and 1988).

Expectations act as a base for assessment, customers' expectations enable judgment on the level of satisfaction when these expectations are compared with customers perceptions. What a customer expects to have or consumed can only be rated if it actually meets desires when it is compared with what the customer actually perceived (Forsythe, 2012).

Customers perception of the service acquired plays a significant role in the level of satisfaction as well as the employees in charge of service delivery also have an important role to play in the process of delivering service quality and customer satisfaction(Swar,2012). Customers' perception of service quality is based on the assessment of their expectations that is, what customers think service providers should deliver considering their perceptions of the performance of the service provider (Parasuraman et al., 1985). According to Tam (2005), it is important for firms to have an influencing power in order to attain customers' satisfaction and also understands how customer expectations changes in order to make constant update even in a situation where expectation is unclear and hard to understand.

Understanding the expectations of customers could be referred to as getting a true inside of how customers assess expected service and what actually is delivered. In cases where customers receive services that did not meet their expectations they will term the quality of that service as poor and where service providers render services beyond customers' expectations they will term the quality of service as good and satisfactory.

Customer perceived service quality is the customers own perception of service based on different factors contributing to the service from the process to the final outcome. According to Gronroos (2001),"quality is what customers perceive". Customers who get service consider everything that contributes to the process and the final outcome in making their assessment of the service. However, the subjective assessment of the actual service experiences is the customer perceived quality as stated by (Zeithaml, 2006). According to George (2004), perception is "the process, by which an individual selects, organizes and interprets information inputs to create a meaningful picture of the world". Perceptions of a service are a complex series of judgments forming during or at the end of the experience (Buswell, 2004).

The key aspects of customer satisfaction are to know customer expectations. According to Parasuraman et al (1991), Customer satisfaction reflects the expectations and experiences that the customer has with a product or service. Understanding customer expectations is a prerequisite for delivering superior service; customers compare perceptions with expectations when judging an organization's service (Chang, 2002).

2.1.2.3 Customer Satisfaction

Customer satisfaction may be defined as the customer's fulfillment response to a consumption experience. According to Buttle (2004), customer satisfaction is a pleasurable fulfillment response while dissatisfaction is not pleasurable one. Customers would be satisfied if the outcome of the service meets their expectations. When the service quality exceeds the expectations, the service provider has won a delighted customer. Dissatisfaction will occur when the perceived overall service quality does not meet expectations (Gemmel, 2003). According to Minazzi (2008), customer satisfaction is the result of comparison between customer's expectation and customer perceptions. In other words, customer satisfaction is seen as the difference between expected quality of service and customer's perceptions after receiving the service.

Customer satisfaction information helps organizations to evaluate their ability in meeting customer's needs and expectations effectively (Zeithmal, 2009). It also helps organizations to analyze the performance of an offering to customers in order to identify areas for improvements as well as what areas customers consider to be very important (Ibid).

2.1.2.4 Parents' Satisfaction with the Quality of Education

The satisfaction of parents as consumers of kindergarten and primary education is the most efficient and least expensive source of market communication because consumers who are satisfied with the product or service are likely to disseminate positive experiences to others while dissatisfied will spread negative information about the product or service Dubroski(2009). According to Ojo(2010), dissatisfied customer may tell seven to 20 people about their negative experience, while satisfied customer may only tell three to five people about their positive experience. Parents' satisfactions levels depend on different experiences about schools. According to Friedman (2007), parents evaluate their children's school on a number of variables including teachers, administrators, curriculum, technology, facilities, involvement, transportation, and budget. These variables may influence the parents' satisfaction with their children's schools.

2.1.3 The Relationship between Service Quality and Satisfaction

According to Sureshchandar (2006), customer satisfaction should be seen as a multi-dimensional construct just as service quality meaning it can occur at multi levels in an organization and that it should be operational zed along the same factors on which service quality is operationalized. When perceived service quality is high, then it will lead to increase in customer satisfaction (Rao, 2007). He supports the fact that service quality leads to customer satisfaction. Lee (2000), also acknowledges that customer satisfaction is based upon the level of service quality provided by the service provider.

2.2 Conceptual Framework

The conceptual framework of this study was based on the concept of quality in kindergarten and primary education. The relationship between parents satisfaction with the service quality dimensions are illustrated in Figure 1.

Independent variables   Dependent variable

| Service quality:

Tangibles
Reliability
Responsiveness
Assurance
Empathy | → | Parents

Satisfaction |
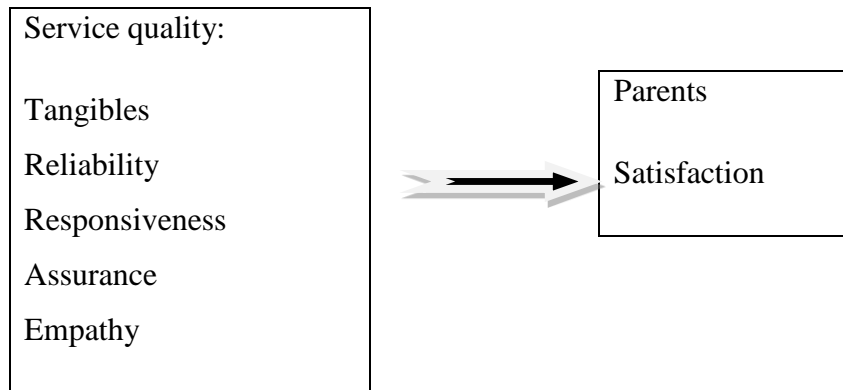
Figure1: Conceptual Framework of the Independent and the dependent variables

Source Parasuraman et al (1985, 1988)

Figure1 illustrates the relationship between independent and dependent variables of the study. Parents' perception of quality of kindergarten and primary education was expected to have an influence on their level of satisfaction with the quality of education. It was expected that parents as consumers evaluate kindergarten and primary education (be satisfied or dissatisfied) only after they perceive it. The quality of kindergarten and primary education was measured by service

quality dimensions. Each service quality dimensions consists of different elements which reflect the physical environments, classroom characteristics, teacher qualifications, parents' involvement etc.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

This chapter outlines the methodology which is used as follows: The research design is mentioned followed by sample and sampling techniques. Source of data and procedure of data collection are also explained. In addition, method of data analysis is clearly explained at the end of this chapter.

3.1 Research Design

According to Cooper, Schindler & Sharma (2012) research design is the plan and structure of investigation so conceived as to obtain answers to research questions (p.159). "A research design is the arrangement of conditions for collection and analysis of data in a manner that aims to combine relevance to the research purpose with economy in procedure."(Khotari, 2004:31). He also groups research designs in to the following categories: (1) research design in case of exploratory research studies (2) research design in case of descriptive(concerned with describing the characteristics of a particular individual and diagnostic research studies, and (3) research design in case of hypothesis-testing research studies(p.35-37).

Thus this study has used both descriptive and explanatory research design to analyze the level of service quality and customer satisfaction in the private kindergarten and primary schools. Descriptive research design involves measuring of variables through collection of data from a population which is often the unit of analysis in order to generate tabulation of percentage, mean and frequencies which indicate how much, what and when(Shuttleworth,2006). Thus it helped in describing the determinant factors of parent satisfaction. The study also employed explanatory in that the relationships between variables are correlated with an aim of estimating the integrated influence of independent variables on the dependent variable.

3.2 Sample size and sampling techniques

A sample design is a definite plan for obtaining a sample from a given population. It refers to the technique or the procedure the researcher would adopt in selecting items for the sample (Kothari, 2004:55). There are two types of sampling. Probability and nonprobability sampling (Yalew, 2011, p.120, Kothari, 2004, p.58). Because of in ability to provide equal chances for the target population non probability sampling is not used in this research. Instead, in probability the target population has equal chance to be included in the sample. Therefore, the researcher used stratified random sampling techniques.

The target populations of this study were 2040 parents of Kolfe Keranyo Sub-City Woreda 8 private kindergarten and primary schools and the researcher got this number from school directors. There are eight private schools in this Woreda. Among these, five of them are kindergarten schools and the remaining three schools are primary schools. The sample size of the study is determined using a sample size formula developed by Yamane Taro (1967). This formula is used to calculate the sample size taking to account 95% confidence level, 5% sampling error and total population size. Therefore, the sample size was computed using the formula:

$$n = N/1+Ne^2$$

Where,   n= estimated sample size

        N= total number of population

        e= sampling error

Based on this we can calculate the sample size as follows:

Total number of population (N) =2040

Sampling error (e) =5%

   Hence,   n= 2040

            $1+2040(0.05)^2$

22

Thus, n= **335**

This means 335 customers were used as a sample from the total population of 2040 respective numbers of customers which are found from five kindergarten and three primary schools located in Kolfe Keranyo Sub-City Woreda 8 private schools.

The sample size is already determined which is 335. The sample is probability sampling. The target population consists of parents of private kindergarten and primary schools. Thus using strata is important. The stratification was based private kindergarten and primary schools. Under stratified sampling the population is divided into several sub-populations that are individually more homogeneous than the total population (the different sub-populations are called 'strata') and then we select items from each stratum to constitute a sample (Kothari, 2004, p.62). Thus it is better to make appropriate allocation for each private kindergarten and primary schools by identifying common factors. According to Yalew(2011, p.127) common factor can be computed through the following formula; n=t/T, where n=common factor, t=sample size and T=stands for total population .Thus n=335/2040. The common factor is =0.16 then by using this number the researcher can find the sample size of each stratum. See the following table.

Table2: Kolfe Keranyo Sub-City parents of private kindergarten and primary schools

Type	Number	Total sample size(t)	Common factors=t/T	Total sample size
Kindergarten	**1275**	**204**	**0.16**	**204**
Primary	**765**	**131**	**0.16**	**131**
Total	**2040**	**335**		**335**

Source, field survey

Therefore, as table 2 shows 204 kindergarten and 131 primary schools parents were taken as a sample.

3.3 Source of Data and Procedure of Data Collection

3.3.1 Sources of Data

According to Kothari (2004, p.95) there are two types of data viz., primary and secondary. The *primary data* are those which are collected afresh and for the first time, and thus happen to be original in character. The *secondary data,* on the other hand, are those which have already been collected by someone else and which have already been passed through the statistical process. Therefore in this research both primary and secondary types of data were used

Primary Data Sources: To obtain primary data the researcher mainly used kindergarten and primary school parents. The decision to use those persons as a source of data is based on the expectation and perception that they have a better exposure and information about the stated issues.

The primary data were collected through questionnaires. The content of the questionnaire was divided in to different parts. The first part contained questions related to some demographic aspects of the respondents, such as gender, age and educational level. These enable the researcher to get a better understanding of the type of respondents and relate it to how they expect and perceive service quality in private kindergarten and primary schools. The second part was designed to measure participants' expectations of the service quality. The third part was designed to measure participants' perception of the service quality and the fourth part was designed to measure the overall parents' satisfaction. The questionnaire was contained different attributes which reflect the dimensions of school services. The five point Likert Scale range from1 (strongly disagree) to 5(strongly agree) was selected to interpret participants' response. A self- administered questionnaires survey was used for this purpose.

Secondary data Source: The secondary source of data were collected from review of journals, articles, earlier research works, record reviews, and organization reports. The data obtained from these sources believed to strengthen the data obtained through questionnaires.

3.3.2 Procedure of Data Collection

The collections of data were started from a simple observation on those selected private kindergarten and primary schools. The researcher was created awareness about the overall purpose of the study to the respondents in order to avoid misunderstanding and confusion. Then, Questionnaires were distributed to the target population. The researcher also tried to explain the content of the questionnaire for those respondents who had limitations in understanding the language. These questionnaires were answered by the external customers. In this case, the external customers are parents of students.

3.4 Method of Data Analysis

The data was analyzed and interpreted mainly by using quantitative approach. The quantitative approach emphasis on measuring on attributes of items. The collected data were analyzed through SPSS package. These methods include first, the descriptive statistics which involves in collecting, summarizing and interpreting data through frequency distribution, mean and percentage. Second, multiple regression analysis was used to find out the significant impact of service quality dimensions-Tangibles, Reliability, Responsiveness, Assurance and Empathy-as the independent variables and parent satisfaction as the dependent variable. Prior to regression analysis, correlation analysis was conducted to recognize the significant correlation between the parent satisfaction and all of service quality dimensions.

3.5 Instrument Development

The instruments were developed based on the objectives of the study and research questions. The principles of questionnaires such as, use simple and clear languages, statements should not be too long and use of appropriate punctuations is also considered when developing the instrument. Even the researcher approaches the questionnaire with positive wording.

3.5.1 Validity

According to Yalew (2004, p.224) Validity can be defined as the accuracy and meaningfulness of the inferences which are based on the data results. He adds that the validity depends on the

quality of the measurements. Questionnaires was tested on 335 potential respondents to make the data collecting instruments objective, relevant, suitable to the problem and reliable as recommended by the advisor. Issues raised by respondents were corrected and questionnaires were refined in the pilot test. Besides, proper detection by an advisor was also taken to ensure validity of the instruments. Finally, the improved version of the questionnaires were printed, duplicated and dispatched.

3.5.2 Reliability

The reliability of instruments measures the consistency of instruments (Yallew, 2004, p.196). The reliability of a scale indicates how free it is from random error (Pallant, 2010, p.7). The most commonly used statistic for internal consistency is Cronbach's coefficient alpha. This statistic provides an indication of the average correlation among all of the items that make up the scale. The independent variables Value ranges from 0 to 1 with higher values indicating greater reliability (Pallant, 2010, p.7), (Yalew, 2004, p.214). While different levels of reliability are required, depending on the nature and purpose of the scale, by citing Nunnally (1978) Pallant (2010, p.7) recommends a minimum level of 0.7. Also Yalew (2004, p.221) adds that it is good Cronbach Alpha not to be below 0.65. Therefore, all the independent variables or factors undergone in this paper are tested by using Cronbach's alpha. The result was calculated by using SPSS version 20.

Table 3: Cronbach's alpha value of all independent variables

Variables	No. of Items	Cronbach Alpha
Empathy	5	0.981
Tangibles	4	0.949
Reliability	5	0.745
Responsiveness	4	0.965
Assurance	4	0.972

Source: Field survey, 2019

As table 3 shows all independent variables Cronbach's alpha results were displayed. It is above 0.7. Empathy and assurance variables had 0.981 and 0.972 Crornbach's alpha results respectively, which is very excellent, whereas responsiveness, tangibles and reliability variables had 0.965, tangibles, 0.949 and reliability 0.745 respectively which is also good. Therefore the collected data was reliable and ready for further analysis.

3.6 Ethical Considerations

The study used the information collected from both primary and secondary sources as it is collected. It also cited different literatures as originally cited by the authors as put for justifying and supporting the finding of this research. All the information was treated and kept secretly with high confidentiality without disclosure of the respondents' identity.

CHAPTER FOUR

4. Results and Discussions

This chapter consists of the presentation, analysis and interpretation of data gathered through self-administered questionnaire distributed to parents of the students and reviewing written documents. Under this chapter general and demographic information, the frequency and mean score of customers' expectations and perceived performance of the schools, gap score of customers' response, the overall customer satisfaction, as well as the correlation and regression analysis were presented and analyzed.

4.1 General and Demographic Information

This section presents the general information and demographic characteristics of respondents

4.1.1 General Information

In this study 335 questionnaires were distributed to the respondents/parents and only 292 questionnaires were returned. That means the response rate was 87.16%. The remaining 12.84% of the respondents failed to return the questionnaires.

4.1.2 Demographic Information of the Parents

The demographic information of respondents includes age, gender and educational level. These are presented in the following sub-sections.

4.1.2.1 Age of Parents

Table4: Number of parents by Age

Age Groups	Frequency	Percentage
18-30	73	25
31-45	152	52
46-60	60	21
>60	7	2
Total	292	100

Source field survey, 2019

As indicated in table4, the largest sample of parents 152(52%) was in the age group of 31-45 years, followed by parents with the age group of 18-30 years 73 (25%) and 46-60 years 60(21%). The number of parents who were above60 was the lowest 7(2%).

4.1.2.2 Gender of Parents

Table5: Number of parents by Gender

Variables	Frequency	Percentage
Male	139	48
Female	153	52
Total	292	100%

Source field survey, 2019

Out of 292 respondents involved in the study, 139(48%) were males and 153(52%) were females. The low number of male parents is an indication that females were more involved in their children's education.

4.1.2.3 Education Level of Parents

Table6: Education Level of Parents

Education Level	Frequency	Percentage
10 or 12 completed	76	26
Certificate	109	37
Diploma	87	30
First Degree	16	6
Second degree	4	1
Total	292	100%

Source field survey, 2019

As shown in table6, most 109(37%) parents had certificate, followed by diploma 87 (30%) and 10 or 12 completed 76 (26%). The findings shown that 16(6%) had first degree and 4(1%) had second degree. This gives an indication that parents of different levels of education have children in kindergarten and primary schools.

4.3. Descriptive data analysis

Respondents were asked different questions regarding the expectation and perception of service quality in Addis Ababa Kolfe Keranyo sub city Woreda 8 private kindergarten and primary schools. Their responses were organized in the following manner. While making interpretation of the results of mean and frequency the Scales were reassigned as follows to make the interpretation easy and clear (Al-Sayaad, Rabea, & Samrah, 2006); cited by (Bassam, 2013).

Table7: Five Scale Likert Criterion

No.	Mean range	Response option
1	1 to 1.80	Strongly disagree
2	1.8 to 2.6	Disagree
3	2.6 to 3.4	Neutral
4	3.4 to 4.20	Agree
5	4.2 to 5.00	Strongly Agree

Source: Al-Sayaad et al. (2006, as cited by Bassam, 2013).

4.2.1 Frequency, Mean and Mean difference of Respondents' Response

4.2.1.1 Frequency and Mean score of respondents' response on their expectation about the schools' services.

Table8: Frequency and Mean scores of customers' expectation on service Tangibles.

Tangibles	1	2	3	4	5	Total	Mean
Exp Tangibles1	0	0	28	120	144	292	**4.4o**
Exp Tangibles2	0	14	26	127	125	292	**4.24**
Exp Tangibles3	0	0	11	82	199	292	**4.64**
Exp Tangibles4	0	2	19	115	156	292	**4.46**

Source own survey, 2019

As indicated in table8, for the question Expectation Tangibles1, out of the total 292 respondents 144 of them responds strongly agree, 120 of them agree, 28 were neutral and none of them responds disagree and strongly disagree. The mean score is 4.40 which show customers expect that private schools need to have a convenient location, pleasant and modern equipment.

As showed in the above table8, for the question expectation Tangibles2, out of the total 292 respondents 125 of them responds strongly agree, 127 of them agree, 26 were neutral, 14 disagree and none of them responds strongly disagree about their expectation that the physical facilities at kindergarten and primary private schools will be visually appealing and also the mean score (4.24) shows customers of private schools demands a more visually attractive facilities from schools.

As shown in table8, out of 292 respondents 199 of them responds strongly disagree, 82 of them agree, 11 respondents were neutral, and none of them responds disagree and strongly disagree about their expectation that employees at private schools will be neat in their appearance. According to the above table8, for the question expectation Tangibles4, out of 292 respondents 156 of them responds strongly agree, 115 of them agree, 19 were neutral, 2 of them responds disagree, and none of them responds strongly disagree. The mean score of the respondents' response is 4.46.

The mean ranges of all responses were between 4.24 and 4.64 which means most respondents respond strongly agree. The results show that customers expect more attractive and eye-catching

materials associated with the service (indoor and outdoor play grounds, bathrooms, pedagogical materials etc.) from schools.

Table9: Frequency and Mean score of customers' expectation on service Reliability.

Reliability	1	2	3	4	5	Total	Mean
Exp Reliability 5	6	18	24	64	180	292	**4.35**
Exp Reliability 6	0	10	23	84	175	292	**4.45**
Exp Reliability 7	0	17	33	129	113	292	**4.16**
Exp Reliability 8	2	11	23	136	120	292	**4.24**
Exp Reliability 9	0	26	40	114	112	292	**4.07**

Source own survey, 2019

According to table9, for the question Expectation Reliability5, out of 292 respondents 180 of the respondents respond strongly agree, 66 of them responds agree, 24 were neutral, 18 of them disagree and 6 respondents respond strongly disagree and the mean score is 4.35 regarding their expectation on the variable when schools promise to do something by a certain time, they should do. The result shows that large numbers of respondents demand schools to keep their promise.

As stated by table9, for the question Expectation Reliability6, out of the total 292 respondents 175 of them responds strongly agree, 84 of them responds agree, 23 were neutral, 10 of them disagree and none of them responds strongly disagree and the mean score is 4.45. The above analysis implies that customers' expectation is higher regarding the attention given by schools when they face problems.

According to table9, for the question Expectation Reliability7, out of the total 292 respondents 113 of them responds strongly agree, 129 of them agree, 33 were neutral, 17 of them disagree and none of them responds strongly disagree. The mean score is 4.16 about their expectation that schools will perform the service right the first time which implies customers believe that schools have to provide services properly right the first time.

As indicated in table9, for the question Expectation Reliability8, out of the total 292 respondents 120 of them responds strongly agree, 136 of them responds agree, 23 were neutral, 11 of them disagree, and 2 of them strongly disagree. The mean score is 4.24 regarding their expectation that private schools will provide the services at the time they promise to do so. It implies that private schools are expected by customers to provide their services on the time their promised.

According to table9, for the question Expectation Reliability9, out of the total 292 respondents 113 of them are strongly agree, 114 of them are agree, 40 were neutral, 26 of them disagree and none of them responds strongly disagree. The mean score is 4.07. It implies that customers need private schools to maintain their records free from errors.

Table10: Frequency and Mean score of customers' expectation on service Responsiveness.

Responsiveness	1	2	3	4	5	Total	Mean
Exp Responsiveness 10	0	13	27	127	125	292	**4.25**
Exp Responsiveness 11	2	6	12	107	165	292	**4.46**
Exp Responsiveness 12	2	14	34	72	170	292	**4.35**
Exp Responsiveness 13	6	20	30	125	111	292	**4.08**

Source own survey, 2019

According to table10, for the question Expectation Responsiveness10, out of the total 292 respondents 125 of them responds strongly agree, 127 of them responds agree, 27 were neutral, 13 of them responds disagree and none of them responds strongly disagree. The mean score is 4.25 which indicate those customers' demands employees of private schools to let them know accurately the time on which the service will be provided.

As indicated on table10, for the question Expectation Responsiveness11, out of the total 292 respondents 265 of them responds strongly agree, 107 of them responds agree, 12 were neutral, 6 of them responds disagree and 2 of them responds strongly disagree and the mean value is 4.46 which implies that private schools are highly expected by customers to provide their service without delay.

According to table10, for the question Expectation Responsiveness12, out of the total 292 respondents 170 of them responds strongly agree, 72 of them responds agree, 34 of them were neutral, 14 of them responds disagree and 2 of them responds strongly disagree with the mean score of 4.35 about their expectation on employees of private schools will always be willing to help customers.

As illustrated on table10, for the question Expectation Responsiveness13, out of the total 292 respondents 111 of them responds strongly agree, 125 of them responds agree, 30 were neutral, 20 of them responds agree and 6 of them responds strongly disagree. The mean score is 4.08 about their expectation concerning employees of private schools will never be too busy to respond to customers' requests.

Table11: Frequency and Mean score of customers' expectation on service Assurance.

Assurance	1	2	3	4	5	Total	Mean
Exp Assurance 14	3	23	28	117	121	292	**4.21**
Exp Assurance 15	0	14	16	122	140	292	**4.33**
Exp Assurance 16	0	4	22	111	155	292	**4.43**
Exp Assurance 17	0	2	30	110	150	292	**4.39**

Source own survey, 2019

According to table11, for the question Expectation Assurance14, out of the total 292 respondents 121 of them responds strongly agree, 117 of them responds agree, 28 were neutral, 23 of them responds disagree and 3 of them responds strongly disagree with the mean score is 4.21 which indicates that customers expect the behavior of employees in privates schools should have to instill confidence on customers.

As illustrated on table11, for the question Expectation Assurance15, out of the total 292 respondents 140 of them responds strongly disagree, 122 of them responds disagree, 16 were neutral, 14 of them responds agree, and none of them responds strongly disagree. The mean score is 4.33 which imply that customers' expectation regarding safety of transaction is higher.

As indicated on table11, for the question Expectation Assurance16, out of the total 292 respondents 155 of them responds strongly agree, 111 of them responds agree, 22 were neutral, 4 of them responds disagree and none of them responds strongly disagree about their expectation that employees of private schools will be consistently courteous to customers with the mean score of 4.43. The result indicates customers require employees of private schools to be polite to them at all times.

According to table11, for the question Expectation Assurance17, out of the total 292 respondents 150 of them responds strongly agree, 110 of them responds agree, 30 were neutral, 2 of them responds disagree and none of them responds strongly disagree with the mean score is 4.39 which implies that customers require private schools to have employees who have the knowledge to answer customers question about the service they provide.

Table12: Frequency and Mean score of customers' expectation on service Empathy.

Empathy	1	2	3	4	5	Total	Mean
Exp Empathy 18	8	18	26	105	135	292	**4.17**
Exp Empathy 19	6	12	14	93	167	292	**4.38**
Exp Empathy 20	6	16	20	93	157	292	**4.30**
Exp Empathy 21	0	10	28	115	139	292	**4.31**
Exp Empathy 22	0	10	20	132	130	292	**4.31**

Source own Survey, 2019

According to table12, for the question Expectation Empathy18, out of the total 292 respondents 135 of them responds strongly agree, 105 of them responds agree, 26 were neutral, 18 of them responds disagree and 8 of them responds strongly disagree with the mean score of 4.17 which implies that customers expect private schools to give them individual attention.

As indicated on the above table12, for the question Expectation Empathy19, out of the total 292 respondents 167 of them responds strongly agree, 93 of them responds agree, 14 were neutral,12 of them responds disagree and 6 of them responds strongly disagree. The mean score is 4.38

which indicate that customers' demands private schools to make their operating hours suitable to all customers.

As shown in the above table12, for the question Expectation Empathy20, out of the total 292 respondents, 157 of them responds strongly agree, 93 of them responds agree, 20 were neutral, 16 of them responds disagree and 6 of them responds strongly disagree. The mean score is 4.30 which indicate that customers' expectation is higher concerning private schools to have employees who give employees personal service.

According to table12, for the question Expectation Empathy21, out of the total respondents 139 of them responds strongly agree, 115 of them responds agree, 28 were neutral, 10 of them disagree and none of them strongly disagree. The mean score is 4.31 about their expectation that private schools will have their customer best interest at heart.

As illustrated on table12, for the question Expectation Empathy22, out of the total 292 respondents 130 of them responds strongly agree, 132 of them responds agree, 20 were neutral , 10 of them responds disagree and none of them responds strongly disagree. The mean score is 4.31 which imply that customers expect private schools to have employees that understand their specific needs.

4.2.1.2 Frequency and Mean score of respondents' response on perceived service performance of the selected private schools.

Table13: Frequency and Mean score of customers' response on perceived performance of Tangibles.

Tangibles	1	2	3	4	5	Total	Mean
Per Tangibles 1	51	90	50	61	40	292	**2.83**
Per Tangibles 2	44	89	48	71	40	292	**2.91**
Per Tangibles 3	6	10	56	130	90	292	**3.99**
Per Tangibles 4	36	101	40	65	50	292	**2.97**

Source own survey, 2019

As indicated in table13, for the question Perception Tangibles1, out of the total 292 respondents 40 of them responds strongly agree, 61 of them responds agree, 50 were neutral, 90 0f them responds disagree and 51 of them responds strongly disagree and the mean score is 2.83.

For table13, for the question Perception Tangibles2, out of the total 292 respondents 40 of them responds strongly agree, 71 of them agree, 48 of them were neutral, 89 of them disagree and 44 of them responds strongly agree with the mean score of 2.91

For table13, for the question Perception Tangibles3, out of the total 292 respondents 90 of them responds strongly agree, 130 of them agree, 54 of them were neutral, 10 of them disagree and 6 of them responds strongly disagree with the mean score of 3.99.

For the question Perception Tangibles4, out of the total 292 respondents 50 of them responds strongly agree, 65 of them agree, 40 of them were neutral, 101 of them disagree and 36 of them strongly agree with the mean score of 2.99

These all results indicate that the actual perceived performance of private schools were poor as seen by customers regarding the modernity of its equipment, attractiveness of the schools physical features and materials in the schools as their mean score indicates except in relation to personality and neat appearance of the staffs, all the other respondents' response ranges between 2.83 and 2.97 which is neutral about the schools performance of the aforementioned issues. These imply that private schools need to work more in these regard.

Table14: Frequency and Mean score of customers' response on perceived performance of Reliability.

Reliability	1	2	3	4	5	Total	Mean
Per Reliability 5	30	40	65	119	38	292	**3.33**
Per Reliability 6	24	40	44	137	47	292	**3.49**
Per Reliability 7	20	30	54	129	59	292	**3.61**
Per Reliability 8	6	42	75	111	58	292	**3.59**
Per Reliability 9	8	46	52	119	67	292	**3.65**

Source own survey, 2019

As mentioned in table14, for the question Perception Reliability5, out of the total 292 respondents 38 of them responds strongly agree, 119 of them agree, 65 of them were neutral, 40 of them disagree and 30 of them responds strongly disagree with the mean score of 3.33

For the question Perception Reliability6, out of the total 292 respondents 47 of them responds strongly agree, 137 of them agree, 44 of them were neutral, 40 of them disagree and 20 of them responds strongly disagree with the mean score of 3.49.

For the question Perception Reliability7, out of the total 292 respondents 59 of them responds strongly agree, 129 of them agree, 54 of them were neutral, 30 of them disagree and 20 of them responds strongly disagree with the mean score of 3.61

For the question Perception Reliability8, out of the total respondents 58 of the responds strongly agree, 111 of them agree, 75 of them were neutral, 42 of them disagree and 6 of them responds strongly disagree with the mean score of 3.59

For the question Perception Reliability9, out of the total 292 respondents 67 of them responds strongly agree, 119 of them agree, 52 of them were neutral, 46 of them disagree and 8 of them strongly disagree with them mean score of 3.65.

The above analysis on customers' response implies that the private schools were performing better relating to its ability to perform the promised service dependably and accurately because all the mean scores of reliability elements are 3.33 and 3.65 but still there is a room to the schools to improve its performance and provide reliable service to customers. Therefore, private schools are expected to work more in these regard.

Table15: Frequency and Mean score of customers' response on perceived performance of Responsiveness.

Responsiveness	1	2	3	4	5	Total	Mean
Per Responsiveness 10	24	75	66	81	46	292	**3.17**
Per Responsiveness 11	16	58	42	99	77	292	**3.56**
Per Responsiveness 12	4	18	56	141	73	292	**3.89**
Per Responsiveness 13	10	24	65	161	32	292	**3.62**

Source own survey, 2019

As indicated in table15, for the question Perception Reliabilty10, out of the total 292 respondents 46 of them responds strongly agree, 81 of them agree, 66 of them were neutral, 75 of them disagree and 24 of them responds strongly disagree with the mean score of 3.17.

For the question Perception Responsiveness11, out of the total 292 respondents 77 of them responds strongly agree, 99 of them agree, 42 of them were neutral, 58 of them disagree and 16 of them strongly disagree with the mean score of 3.56.

For the question Perception Responsiveness12, out of the total 292 respondents 73 of them responds strongly agree, 141 of them agree, 56 were neutral, 18 of them disagree and 4 of them responds strongly disagree with the mean score of 3.89.

For the question Perception Responsiveness13, out of the total 292 respondents 32 of them responds strongly agree, 161 of them agree, 65 were neutral, 24 of them disagree and 10 of them strongly disagree with the mean score of 3.62.

The results of customers response indicates that the mean values of employees' willingness to help customers, their ability of providing on time service and the remaining responsiveness elements are all indicate the private schools were performing good regarding responsiveness elements.

Table16: Frequency and Mean score of customers' response on perceived performance of Assurance.

Assurance	1	2	3	4	5	**Total**	**Mean**
Per Assurance 14	6	16	79	145	46	292	**3.72**
Per Assurance 15	4	10	40	161	77	292	**4.02**
Per Assurance 16	2	24	48	103	115	292	**4.04**
Per Assurance 17	8	26	34	101	123	292	**4.04**

Source own survey, 2019

As indicated in table16, for the question Perception Assurance14, out of 292 respondents 46 of them responds strongly agree, 145 of them agree, 79 of them were neutral, 16 of them disagree and 6 of them responds strongly disagree with the mean score of 3.72.

For the question Perception Assurance 15, out of the total 292 respondents 77 of them responds strongly agree, 161 of them agree, 40 of them were neutral , 10 of them disagree and 4 of them responds strongly disagree with the mean score 4.02.

For the question Perception Assurance16, out of the total 292 respondents 115 of them responds strongly agree, 103 of them agree, 48 of them were neutral, 24 of them disagree and 2 of them responds strongly disagree with the mean score of 4.04

For the question Perception Assurance17, out of the total 292 respondents 123 of them responds strongly agree, 101 of them agree, 34 were neutral, 26 of them disagree and 8 of them strongly disagree with the mean score of 4.04.

The above results implies that the current performance of private kindergarten and primary schools in relation to employees knowledge and courtesy and their ability to convey trust and confidence on customers are all good regarding assurance elements.

Table17: Frequency and Mean score of customers' response on perceived performance of Empathy.

Empathy	1	2	3	4	5	Total	Mean
Per Empathy 18	12	40	50	129	61	292	**3.64**
Per Empathy 19	14	14	48	147	69	292	**3.83**
Per Empathy 20	18	36	61	121	56	292	**3.38**
Per Empathy 21	10	36	44	135	67	292	**3.73**
Per Empathy 22	8	42	52	127	63	292	**3.67**

Source own survey, 2019

As indicated on table17, for the question Perception Empathy18, out of the total 292 respondents 61 of them responds strongly agree, 129 of them agree, 50 of them were neutral, 40 of them disagree and 12 of them strongly disagree with the mean score of 3.64

For the question Perception Empathy19, out of the total 292 respondents 69 of them responds strongly agree, 147 of them agree, 48 were neutral, 14 of them disagree and 14 of them responds strongly disagree with the mean score of 3.83.

For the question Perception Empathy20, out of the total 292 respondents 56 of them responds strongly agree, 121 of them responds agree, 61 were neutral, 36 of them disagree and 18 of them strongly disagree with the mean score of 3.38

For the question Perception Empathy21, out of the total 292 respondents 67 of them responds strongly agree, 135 of them agree, 44 were neutral, 36 of them disagree and 10 of them responds strongly disagree with the mean score of 3.73.

For the question Perception Empathy22, out of the total 292 respondents 63 of them responds strongly agree, 127 of them agree, 52 were neutral, 42 of them disagree and 8 of them responds strongly disagree with the mean score of 3.67.

The above analysis of customers response regarding empathy elements implies the current performance of the stated schools ability to provide caring and individualized attention to customers including accessibility and ease of contact, effective communication and understanding the customers can be said better at all the mean scores for the above elements.

4.2.1.3 Mean difference of respondents' response

Table18: Gap score of customers' response on Tangibles.

Tangibles		Mean of perceived	Mean of expected	Mean difference
Per Tangibles1	Tangibles1-Exp	2.83	4.40	**-1.57**
Per Tangibles2	Tangibles2-Exp	2.91	4.24	**-1.33**
Per	Tangibles3-Exp	3.99	4.64	**-0.65**

Tangibles3				
Per Tangibles4	Tangibles4-Exp	2.97	4.46	**-1.49**
Average		3.18	4.44	**-1.26**

Source own survey, 2019

As indicated on table18, regarding to tangibles variables, the difference of mean scores between Per Tangibles-Exp Tangibles is -1.57 which shows that expectation of customers exceed the perceived performance of the private schools about the modernity of the equipment in the schools. This signifies that the kindergarten and primary private schools do not have a convenient location and is not accessible. In addition, the interior of the schools do not have a pleasant, modern appearance.

Per Tangibles2-Exp Tangibles2 explains the mean difference of -1.33 which shows that expectation of customers exceeds the perceived performance of the schools about the attractiveness of the physical facilities of the schools. This implies that the outside of the kindergarten and primary schools and their surroundings are not attractive regarding buildings, facades, green areas and gardens. The outside of the schools are not also well equipped with outdoor play ground facilities. Due to these result, the stated private schools did not have visually appealing facilities as expected by parents of students.

Per Tangibles3-Exp Tangibles3, describes the mean difference of -0.65 which shows that the mean expectation score of customers exceeds the mean perceived performance score of the schools. This clearly indicated that the physical facilities with which the students come in to contact (bathrooms, stare, indoor and outdoor play grounds) are not hygienically maintained. Due to these results, parents of the students in these schools are dissatisfied regarding the appearance and neatness of the schools staffs.

Per Tangibles4-Exp Tangibles4, describes the mean difference of -1.49 which shows that the expectation of customers exceeds the perceived performance of the schools about the attractiveness of the materials that associates with the service of the schools. The negative result indicates that the teaching and pedagogical materials of kindergarten and primary schools are not attractive and specific to the age of the students.

From these we realized that materials that are found in the schools were not clear and understandable as expected by customers and the schools performance is poor and have to be improved to satisfy its customers.

Finally, when we sum up all the results that are explained above we can observe that in all the elements of tangibles dimension of service quality customers' expectation is higher than the actual performance of the schools. It also implies that the schools physical facilities, equipment and appearance of the staffs are not satisfactory to customers.

Table19: Gap score of customers' response on Reliability

Reliability		Mean of perceived	Mean of expected	Mean difference
Per Reliability5	Reliability5-Exp	3.33	4.35	**-1.02**
Per Reliability6	Reliability6-Exp	3.49	4.45	**-0.96**
Per Reliability7	Reliability7-Exp	3.61	4.16	**-0.55**
Per Reliability8	Reliability8-Exp	3.59	4.24	**-0.65**
Per Reliability9	Reliability9-Exp	3.65	4.07	**-0.42**
Average		3.53	4.25	**-0.72**

Source own survey, 2019

As indicated in table19, the gap between Per Reliability5-Exp Reliability5 is -1.02. This result shows that the mean score of customers' expectation about the ability of the schools to do something on the promised time is higher than the perceived performance by 1.02. It implies that the kindergarten and primary private schools have a problem in offering its services to the students and their parents as promised

As indicated on table19, the difference of mean scores between Per Reliability6-Exp Reliability6 is -0.96 which implies that expectation of customers exceeds the perceived performance regarding the schools interest in solving customers' problems. This signifies that the kindergarten and primary private schools have not a sincere interest in solving the problems that arise. Due to this parents of students are dissatisfied because the schools were not giving the appropriate attention at all times to solve their problems.

According to table19, Per Reliability7-Exp Reliability7 is -0.55. It implies that customers' expectation is higher than their perceived performance regarding to the ability of the schools to perform the service right the first time. From this we realized that customers are dissatisfied and they need more improvements from the selected schools to perform its services right the first time.

The difference of mean scores between Per Reliability8-Exp Reliability8 is -0.65 which implies that customers' expectation exceeds their perceived performance of the selected schools about how well the schools provide its service at the time it promises. The negative result indicates that the private schools did not provide the expected service at the promised time which results in customer dissatisfaction.

As indicated in the table19, Per Reliability9-Exp Reliability9 is -0.42. It shows that customers' expectation exceeds their perceived performance of the schools regarding the ability of the schools on maintaining up to date information on the educational offer, the operating schedule etc. Due to this customers are dissatisfied.

As we understand from table19, in all reliability variables customers' expectations are higher than their perceived performance. From these, we can conclude that customers are not satisfied in all reliability variables of the selected private schools.

Table20: Gap score of customers' response on Responsiveness

Responsiveness	Mean of perceived	Mean of expected	Mean difference
PerResponsiveness10-Exp Responsiveness10	3.17	4.25	**-1.08**
PerResponsiveness11-Exp Responsiveness11	3.56	4.46	**-0.9**
PerResponsiveness12-Exp Responsiveness12	3.89	4.35	**-0.46**
PerResponsiveness13-Exp Responsiveness13	3.62	4.08	**-0.46**
Average	3.56	4.29	**-0.73**

Source own survey, 2019

As indicated in table20, Per Responsiveness10-Exp Responsiveness10 is -1.08. It implies that customers' expectation is higher than their perception of performance of schools regarding how well employees of the schools tell the exact time on which the service will be performed. The negative result indicates that employees of the schools have problems in relation to informing the exact time on which services will be provided. They are not receptive to the suggestions and notifications made by the parents and not resolve them in a timely manner. Due to this, parents of the students are dissatisfied.

According to table20, the difference of the mean scores between Per Responsiveness11-Exp Responsiveness11 is-0.9 which implies that expectation of customers exceeds the perceived performance of the schools regarding how well employees of the schools give prompt (on time) services to customers. The result indicates that there is a delay when the schools provide services to customers which results in creating dissatisfaction on customers.

The mean gap scores indicated on table20, for Per Responsiveness12-Exp Responsiveness12 is -0.46 which implies that customers' expectation exceeds their perception of performance of schools regarding to the willingness of employees to help customers with their education, care, feeding etc. Therefore, this result implies that customers of the schools are expected more than the realized readiness of employees to be supportive to them.

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According to table20, the difference of the mean scores between Per Responsiveness13-Exp Responsiveness13 is -0.46. It implies that expectation of customers is higher than the perceived performance of the schools which indicates employees of the schools are not quickly responding the demands of the students and their parents. According to the above results the schools are performing below the expectation of customers on all the responsiveness elements. Due to these customers of the schools are dissatisfied.

Table21: Gap score of customers' response on Assurance

Assurance	Mean of perceived	Mean of expected	Mean difference
Per Assurance14-Exp Assurance14	3.72	4.21	**-0.49**
Per Assurance15-Exp Assurance15	4.02	4.33	**-0.31**
Per Assurance16-Exp Assurance16	4.04	4.43	**-0.39**
Per Assurance17-Exp Assurance17	4.04	4.39	**-0.35**
Average	3.96	4.34	**-0.39**

Source own survey, 2019

As indicated on table21, the gap score Per Assurance14-Exp Assurance14 is -0.49. It implies that customers' expectation is higher than their perceived performance of schools regarding the behavior of employees. Employees are unable to inspire trust and confidence and they are not professionally well prepared. Due to this customers are dissatisfied.

According to table21, for the variable Per Assurance15-Exp Assurance15 the difference of the mean scores between customers' expectation and perceived performance of schools regarding security of transaction is -0.31. The result indicates that there is a problem of security of transaction which dissatisfied customers of the schools.

As explained in table21, Per Assurance16-Exp Assurance16, is -0.39. The negative result indicates that customers' expectation exceeds their perceived performance of schools about courtesy of employees. Employees are not polite and kind with the students and their parents which enable them dissatisfied.

Per Assurance17-Exp Assurance17 is -0.35 as indicated in table 14.   This indicates that the difference of the mean scores of customers' expectation exceeds their perceived performance of schools regarding the knowledge of schools employees which enables customers dissatisfied.

As we understand from the above results, all of the gap scores are negative which implies that customers' expectation is higher than the actual performance regarding the behavior of employees, security of transaction, the knowledge and courtesy of the schools employees and their ability to inspire trust and confidence including competence, courtesy, credibility and security. From these we can conclude that customers are not satisfied with the performance of the schools regarding the Assurance dimension of service quality.

Table22: Gap score of customers' response on Empathy

Empathy	Mean of perceived	Mean of expected	Mean difference
Per Empathy18-Exp Empathy18	3.64	4.17	**-0.53**
Per Empathy19-Exp Empathy19	3.83	4.38	**-0.55**
Per Empathy20-Exp Empathy20	3.38	4.30	**-0.92**
Per Empathy21-Exp Empathy21	3.73	4.31	**-0.58**
Per Empathy22-Exp Empathy22	3.67	4.31	**-0.64**
Average	3.65	4.29	**-0.64**

Source own survey, 2019

As indicated in table22, the gap scores Per Empathy18-Exp Empathy18 is -0.53. It implies that customers' expectations are higher than their actual perceptions regarding employees pay individual attention to each student.

For   Per Empathy19-Exp Empathy19, (-0.55), Per Empathy20-Exp Empathy20, (-0.92), Per Empathy21-Exp Empathy21, (-0, 58), Per Empathy22-Exp Empathy22, (-.64). These all implies that the difference of the mean scores between customers expectation and perceived performance of schools concerning how well the schools give individual attention to customers, the suitability of its operating hours, ability of employees to give personal attention, how well the schools understand their customers best interest at heart and understanding level of the schools employees about the specific needs of customers respectively. The negative gap scores implies that the schools are not performing as expected by customers and customers are not satisfied on the caring and individualized attention given by the schools to customers including access, communication and understanding.

4.2.2. Frequency and mean score of overall satisfaction level of customers

Table23: overall customer satisfaction

Overall satisfaction level	1	2	3	4	5	total	Mean
Tangibles overall sat.	63	101	59	40	29	292	2.56
Reliability overall sat.	54	90	40	63	45	292	2.85
Responsiveness overall sat.	75	80	45	50	42	292	2.67
Assurance overall sat.	68	49	51	70	54	292	2.98
Empathy overall sat.	61	74	43	60	54	292	2.9
Overall satisfaction(mean)							2.79

Source own survey, 2019

As mentioned in the above table23, for the question tangibles overall satisfaction out of the total 292 respondents 29 of them responds, highly satisfied, 40 of them satisfied, 59 of them were neutral, 101of dissatisfied and 63 of them responds highly dissatisfied with the mean score of 2.56

As stated in the above table23, for the question reliability overall satisfaction out of the total 292 respondents 45 of them responds, highly satisfied, 63 of them satisfied, 40 of them were neutral, 90 of dissatisfied and 54 of them responds highly dissatisfied with the mean score of 2.85

As stated in the above table23, for the question responsiveness overall satisfaction out of the total 292 respondents 42 of them responds, highly satisfied, 50 of them satisfied, 45 of them were neutral, 80 of dissatisfied and 75 of them responds highly dissatisfied with the mean score of 2.67

As stated in the above table23, for the question assurance overall satisfaction out of the total 292 respondents 54 of them responds, highly satisfied, 70 of them satisfied, 51 of them were neutral, 49 of dissatisfied and 68 of them responds highly dissatisfied with the mean score of 2.98

As stated in the above table23, for the question empathy overall satisfaction out of the total 292 respondents 54 of them responds, highly satisfied, 60 of them satisfied, 43 of them were neutral, 74 of dissatisfied and 61 of them responds highly dissatisfied with the mean score of 2.90

In order to measure satisfaction level of customers related to the service that they received the study used (Zaid, 2015) criteria's in order to measure the satisfaction level of customers. According to his criteria:

➢ If satisfaction<3, then customers satisfaction level is low.
➢ If satisfaction is =3, then then customer satisfaction level is moderate.
➢ If satisfaction>3, then customer satisfaction level is high.

The mean value was 2.79, since the value is less than 3 this shows customer satisfaction towards education service providers are low.

4.3. Inferential Statistics

4.3.1. Pearson's Product Moment Correlation Coefficient

Correlation analysis is used to describe the strength and direction of the linear relationship between two variables (Pallant, 2010, p.128). In this paper Pearson's product moment correlation is used whether there is significant relation between the independent variables namely

empathy, tangibles, reliability, responsiveness and assurance with the dependent variable, customer satisfaction. The Pearson coefficient r ranges from -1 up to 1. -1 shows perfectly negative relationship, 0 show no relationship and 1 perfectly positive relationship. For the rest of the values are used the following guideline:

- For value 0.00-0.19 no relation or very small correlation
- For value 0.20-0.39 small correlation
- For value 0.4-0.59 medium correlation
- For value 0.60-0.79 large correlation
- For value 0.80 -1 very large or very strong correlation

(Yalew, 2004, p.328).

Therefore the following table shows the Pearson product moment correlation between the dependent and independent variables. The interpretation follows the above classifications.

Table24: The dependent and independent variables correlations

	Correlations					
		Customer satisfaction	Empathy	Tangibles	Reliability	responsiveness	Assurance
Customer satisfaction	Pearson Correlation	1	. *	**	**	** *	
	Sig. (2-tailed)				.		
	N	292					
Empathy	Pearson Correlation	.646**	1	. **	. **	**	. *
	Sig. (2-tailed)	.000					
	N	292	292				
Tangibles	Pearson Correlation	.710**	.931**	1	. **	. **	**
	Sig. (2-tailed)	.000	.000				.
	N	292	292	292			
Reliability	Pearson Correlation	.688**	.923**	.887**	1	**	*
	Sig. (2-tailed)	.000	.000	.000			
	N	292	292	292	292		
responsiveness	Pearson Correlation	.726**	.954**	.929**	.956**	1	**
	Sig. (2-tailed)	.000	.000	.000	.000		
	N	292	292	292	292	292	
Assurance	Pearson Correlation	.727**	.903**	.882**	.928**	.927**	1
	Sig. (2-tailed)	.000	.000	.000	.000	.000	
	N	292	292	292	292	292	292

**. Correlation is significant at the 0.01 level (2-tailed).
Source field survey, 2019

4.3.1.1 Correlation Analysis between the variables

Pearson correlation test was conducted to see the degree of relationship between the independent variables (empathy, tangibles, reliability, responsiveness and assurance) and dependent variable (parents' satisfaction). The results of the correlation between these variables are shown in table24. There is a significant correlation between all the independent variables and the dependent variable. As indicated in the above table the r values of independent variables (empathy, tangibles, reliability, responsiveness and assurance) respectively are(r=0.646, 0.710, 0.688, 0.726 and 0.727 and p<0.01). These implies that large positive correlation values were found between variables which are statistically significant at 99%confidence level

To sum up at a 1% level of significance it was discovered that, empathy, tangibles, reliability, responsiveness and assurance variables play a significant role in determining the satisfaction levels of customers in Kolfe Keranyo Sub-City Woreda 8 private kindergarten and primary schools. All independent variables have large positive correlation with the dependent variable.

4.3.2 Regression Analysis

4.3.2.1 Multiple linear Regression Analysis

Regression is the determination of a statistical relationship between two or more variables (Kothari, 2004, p.141). Thus for the purposes of determining the extent to which the explanatory variables explain the variance in the explained variable, regression analysis was employed. It is also used to understand by how much each independent variable (empathy, tangibles, reliability, responsiveness and assurance) explains the dependent variable (parent satisfaction)

4.3.2.2 Multiple linear Regression Analysis Assumptions

Before regression analysis takes place, the paper considered various assumptions, which can affect the reliability of the model employed. In the practical world, multiple regression models subjected to enormous important assumptions. In various researches, model fitness examined through testing of the linearity of each independent and dependent variables, normality of

residuals and multicollinearity of the model. Accordingly, these assumptions were tested under this research paper.

4.3.2.3 No multicollinearity

This assumption was checked by tolerance value and variance inflation factors. Tolerance is an indicator of how much of the variability of the specified independent is not explained by the other independent variables in the model. If this value is very small (less than .10) it indicates that the multiple correlation with other variables is high, suggesting the possibility of multicollinearity. The other value given is the VIF (Variance inflation factor), which the values above 10 would be a concern here, indicating multicollinearity (Pallant, 2011, p.150). In this paper there is no multicollinearity among variables. The tolerance values for each independent variable the lowest .350, which is not less than .10; therefore, it does not violate the multicollinearity assumption. This is also supported by the VIF value, which is the highest 8.933.

4.3.2.4 Independence of the Residuals

It is basically the same as saying that individual data points to be independent from one another (or uncorrelated. This assumption was checked by using Durbin-Watson statistic. This statistics can vary from 0 to 4. For the assumption to be met, the value shall be close to 2. In this case as the model summary table 25 shows the Durban-Watson value is 1.677 which is close to 2.Therefore, this assumption has been met.

4.3.2.5 Normality

In this assumption the residuals should be normally distributed about the predicted dependent variable scores (Pallant, 2011, p.151). This assumption was tested by looking the distribution of the residuals. It had checked by looking Normal Probability Plot (P-P) of the Regression Standardized Residual. Normal Probability Plot (P-P) of the Regression Standardized Residual, the closer the dots lie to the diagonal line, the closer to normal the residuals are distributed. As Fig.2 Shows the data point or dots touches and closes the line. Thus this assumption has been also met.
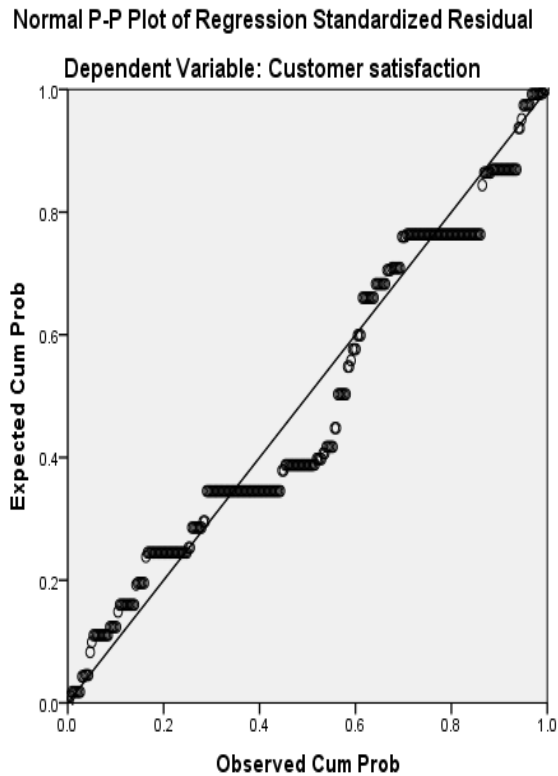
Fig. 2: Normal Probability Plot (P-P) of the Regression Standardized Residual

Source field survey, 2019

Regression Analysis Model Summary

Table25: Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.780ᵃ	.608	.601	.70999	1.677

a. Predictors: (Constant), Assurance, Tangibles, Reliability, Empathy, responsiveness

b. Dependent Variable: Customer satisfaction

Source: field Survey, 2019

The model summary in table 25 presents how much of the variance in the dependent variable is explained by the model. In the model summary R Square tells how much the variance in the dependent variable (parent satisfaction) is explained by the model (which includes empathy, tangibles, reliability, responsiveness and assurance variable). In this case the value is 0.608,

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expressed as percentage 60.8%. This means that the model (which includes empathy, tangibles, and reliability, responsiveness and assurance variables) explains 60.8% of the variance in the customer satisfaction. When a small sample is involved, the R square value in the sample tends to be a rather optimistic overestimation of the true value in the population (Pallant, 2010, p.160 by citing Tabachnick & Fidell 2007).

Adjusted R square statistic corrects this value to provide a better estimate of the true population value (Pallant, 2010, p.161). But if the sample size is above 100and the independent variables are below five or six it is possible to use the R Square value (Yalew, 2004, p.380). In this case according to table 25 the value of R Square and Adjusted R Square is 0 .608 and .601 respectively. There is no significant difference between R Square and Adjusted R Square. Thus, the value of the R square indicates that 60.8% percent of variance in the dependent variable was explained by the model. The remaining 39.2 % of the variance is explained by other variables not included in this study

Table: 26 *Results Showing Analysis of Variance (ANOVA$_a$) of Regressions Analysis*

Model		Sum of Squares	DF	Mean Square	F	Sig.
	Regression	28.324	5	4.665	88.606	.000[b]
1	Residual	44.169	286	.504		
	Total	67.493	291			

a. Dependent Variable: Customer satisfaction

b. Predictors: (Constant), Assurance, Tangibles, Reliability, Empathy, responsiveness

ANOVA helps to assess the statistical Significance of the result (Pallant, 2010, p.161).According to table 26 shows that, in this case the model reaches statistically significance (Sig. =.000, this really means P<.0005)

4.3.3 Regression Analysis of the Independent and the Dependent Variables

Table 27: *Regression analysis of the independent and the dependent variables*

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
		B	Std. Error	Beta			Tolerance	VIF
1	(Constant)	.548	.367		6.950	.000		
	Empathy	.157	.169	.815	5.973	.000	.581	4.300
	Tangibles	.795	.194	.453	4.090	.000	.455	8.933
	Reliability	.234	.182	.177	1.289	.000	.730	3.698
	responsiveness	.477	.232	.809	4.636	.000	.350	2.221
	Assurance	.576	.131	.477	4.404	.000	.862	8.541

a. Dependent Variable: Customer satisfaction
Source field survey, 2019

Table 27 shows, Unstandardized Coefficients and Standardized Coefficient. In constructing a regression equation, unstandardized coefficient values is useful. The unstandardized coefficients B column, gives us the coefficients of the independent variables in the regression equation including all the predictor variables as indicated below. Customer satisfaction =0.548+0.157(empathy) +0.795(tangibles) +0.234(reliability) + 0.477(responsiveness) + 0.576(assurance). Also Standardized Coefficient is useful to know which variables included in the model contributed to the prediction of the dependent variables. It is important to compare each variables contribution. The beta weight is the average amount the dependent variable increases when the independent variable increases by one standard deviation (all other independent variables are held constant). Based on these, we can analyze the effects of each independent variable on the dependent variable as follows:

4.3.3.1. The Effect of Empathy on Customer Satisfaction (Parent Satisfaction)

As table 27 shows empathy has Beta value of .0.815, this means that this variable has positive significant contribution to explain the dependent variable i.e. customer satisfaction, when the variance explained by all other variables in the model is controlled

for. By looking at the Sig.-value in table 27, it is possible to interpret whether the particular independent variable has a significant relationship with the dependent variable. The relationship is significant if the Sig. value is not larger than 0.05. The results show that there is a significant relationship for empathy (0.000) and customer satisfaction. As stated in table 27 when empathy increased on average by one unit customer satisfaction increased by 0.815 units while other variables remain Constant.

4.3.3.2. The Effects of Tangibles on Customer Satisfaction (Parent Satisfaction)

As table 27 shows tangibles has Beta value of 0.453, this means that this variable has positive significant contribution to explain the dependent variable i.e. customer satisfaction, when the variance explained by all other variables in the model is controlled for. By looking at the Sig.-value in table 27, it is possible to interpret whether the particular independent variable has a significant relationship with the dependent variable. The relationship is significant if the Sig. value is less than 0.05. The results show that there is a significant relationship for tangibles (0.000) and customer satisfaction. Based on table 26 when tangibles increased on average by one unit customer satisfaction increased by 0.453 units while other variables remain Constant

4.3.3.3. The Effects of Reliability on Customer Satisfaction (Parent Satisfaction)

As table 27 shows reliability has Beta value of 0.177, this means that this variable has positive significant contribution to explain the dependent variable i.e. customer satisfaction, when the variance explained by all other variables in the model is controlled for. By looking at the Sig.-value in table 26, it is possible to interpret whether the particular independent variable has a significant relationship with the dependent variable. The relationship is significant if the Sig. value is less than 0.05. The results show that there is a significant relationship for reliability (0.000) and customer satisfaction. As stated on table 26, when reliability increased on average by one unit customer satisfaction increased by 0.177 units while other variables remain Constant.

4.3.3.4. The Effects of Responsiveness on Customer Satisfaction (Parent Satisfaction)

As table 27 shows responsiveness has Beta value of .809, this means that this variable has positive significant contribution to explain the dependent variable i.e. customer satisfaction, when the variance explained by all other variables in the model is controlled for. By looking at the Sig.-value in table 26, it is possible to interpret whether the particular independent variable has a significant relationship with the dependent variable. The relationship is significant if the Sig. value is less than 0.05. The results show that there is a significant relationship for responsiveness (0.000) and customer satisfaction. As stated on table 26, when responsiveness increased on average by one unit customer satisfaction increased by 0.809 units while other variables remain Constant.

4.3.3.5. The Effects of Assurance on Customer Satisfaction (Parent Satisfaction)

As table 27 shows assurance has Beta value of .477, this means that this variable has positive significant contribution to explain the dependent variable i.e. customer satisfaction, when the variance explained by all other variables in the model is controlled for. By looking at the Sig.-value in table 26, it is possible to interpret whether the particular independent variable has a significant relationship with the dependent variable. The relationship is significant if the Sig. value is less than 0.05. The results show that there is a significant relationship for assurance (0.000) and customer satisfaction. As stated on table 26 when assurance increased on average by one unit customer satisfaction increased by 0.477 units while other variables remain Constant.

To sum up the Beta value and Sig. value in table 27 indicates that the explanatory variables empathy, tangibles reliability, responsiveness and assurance have positive and significant influence on customer satisfaction. The Beta value (β=0.815, 0.453, 0. 177, 0.809 and 0.477) empathy, tangibles, reliability, responsiveness and assurance respectively shows that there is positive direction and its influence is significant at P<0.05 the dependent variable i.e. customer satisfaction and all are good predictors.

CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSION AND RECOMMENDATION

In this chapter, the researcher provides answers to the research questions by summarizing the findings from the analysis and discussion chapter. This chapter also covers the implications and suggestions for further research.

5.1 Summary of findings

The results of data analysis indicate that average numbers of respondents were not satisfied regarding their overall level of satisfaction on the service quality of private kindergarten and primary schools. In all five dimensions of service quality, a gap was observed between customers' perceptions and their expectations as follows; Tangibles: -1.26, Reliability: -0.72, Responsiveness: -0.73, Assurance: -0.39, and Empathy: -0.64. The gap score of all elements of service quality dimensions were negative. The gap analysis between service perceptions and expectations showed that all scores for perceptions were lower than their expectations scores, indicating that there are a lot of service improvements efforts need to be fulfilled to enhance the service quality.

Each service quality dimensions has a different average gap score value which indicates that customers' satisfaction levels are different in each variable. As the findings indicated, among SERVQUAL's five dimensions, the dimension with the most negative gap score was Tangibles; followed by Responsiveness, Reliability, Empathy and Assurance. The findings of this study have several managerial implications for service quality enhancement in the stated private schools.

Firstly, Tangibles showed the most negative service quality gap mean score. Thus the schools should work on improving tangibles, i.e. to increases the visual appeal of physical facilities, materials and modernize the equipment.

Secondly, to address the responsiveness dimensions; schools need to provide prompt services, demonstrate willingness to help and respond to parents inquiries.

Thirdly, regarding Reliability; schools should strive that to ensure that they communicate correct and accurate information, and in a timely fashion; also they need to clearly communicate when its services will be performed.

Fourth, the empathy can be strengthened especially by understanding customers (parents) specific needs and looking out for their best interests inside and outside of the schools.

Finally, regarding Assurance; employees of the schools can increase over perceived quality by possessing the knowledge to answer parents' questions, and by making sure that their staffs are courteous and friendly at all times to parents. Moreover, the behavior of employees should instill trust among the parents. Therefore, kindergarten and primary private schools may improve their services in the light of discussed dimensions of SERVQUAL according to the expectations and perceptions of the parents.

The correlation and regression analysis was also conducted in order to realize the relationship between the independent and dependent variables. Correlation analysis is a statistical method using in order to measure the relationship between the independent and dependent variables. It is measured using r value. The results R values of this study stated as follows: empathy(r=0.646), tangibles(r=0.710), reliability(r=0.688), responsiveness(r=0.726) and assurance(r=0.727). According to all the r values of analyzed it was found that all the independent variables are positively correlated with the dependent variable. This indicates that there is a positive and significant relationship between service quality dimensions and customer satisfaction (parent satisfaction). The regression analysis is used in order to understand how much of total variance in the dependent variable is experienced by the independent variable. So in regression analysis beta value was used in order to find the impact of independent variable towards the dependent variable. The Beta values of empathy, tangibles, reliability, responsiveness and assurance are 0.815, 0.453, 0, 177, 0.809 and 0.477 respectively. This result indicates that independent variables have positive and significant impact on customer satisfaction.

5.2 Conclusion

The purpose of this study was to assess service quality and customer satisfaction in Addis Ababa Kolfe Keranyo Sub-City Woreda 8 private kindergarten and primary schools. The study used SERVQUAL model in order to assess service quality. SERVQUAL is an instrument for measuring how customers (parents) perceive the quality of service. This instrument is based on the five determinants; tangibles, reliability, responsiveness, assurance and empathy on a comparison between customers' expectations of how the service should be performed and their experience of how the service is rendered. The study used 22 attributes to describe the five determinants and respondents were asked to state on five point scale from strongly disagree to strongly agree what they expected from the service and how they perceive the service. The study also used the correlation and regression analysis to determine the relation and impacts of service quality dimensions and overall customer satisfaction.

The findings of this study indicate that the five service quality dimensions have positive and significant correlation with customer satisfaction. The results also indicate that the explanatory variables empathy, tangibles reliability, responsiveness and assurance have positive and significant impact on customer satisfaction (parent satisfaction).

Based on the findings it can be conclude that large numbers of customers of schools are not satisfied regarding their overall satisfaction level on the service quality of private kindergarten and primary schools.

Tangibles dimension of service quality have positive and significant effect on customer satisfaction. But private kindergarten and primary schools did not have modern equipment, visually appealing physical facilities and employees with attractive physical appearance that can satisfy the expectation of customers.

In relation to Reliability, providing service dependably and accurately determines the ability of the schools to deliver their services as promised and free from errors. However, the schools perform below the expectation of customers in providing service as promised, on time their promises and right the first time. The schools also did not show sincere interest in solving customers' problems and there are problems on keeping records free from errors in the schools.

In general, private kindergarten and primary schools have a problem of providing reliable service to their customers.

Responsiveness is also one of the essential service quality dimensions in relation to customers' satisfaction and customers demand schools to have employees who are ready to help customers and provide prompt service. However, employees of the stated schools have problems on telling the exact time on which the service will be performed and they are not always willing to help customers. In addition, performances of employees in providing on time service and quickly responding to customers questions are below satisfactory level.

Assurance is also another service quality dimension which states about Knowledge and courtesy of employees and their ability to inspire trust and confidence on customers. It is also other determinants of customer satisfaction. But customers of the stated schools did not feel safe on the transactions they made in the schools and also employees of the schools are not polite as expected by customers. In addition, there is a gap that needs to be filled to improve the performance of the schools and satisfy customers regarding the knowledge and ability of employees to answer customers' questions.

In relation to empathy dimension of service quality, it has also positive and significant relation to customer satisfaction. Thus customers expect to be given special caring and individual attention at all times from schools that can increase their satisfaction level. In contrast, the schools had problems on giving individual attention and understanding customers' best interest. In addition, employees of the schools were not satisfied customers because they have a problem of giving individual attention and understand their specific needs.

5.3 Recommendation

The research findings indicate that there is a gap exists between parents' expectation and their perceptions. The result of the research showed that parents of the schools are not satisfied with the schools services. Their expectations were higher than their perception of service quality in all aspects of SERVQUAL dimensions. The correlation and regression analysis also shows that there is positive and significant relationship between the independent and dependent variables. This indicates that there are a lot of service improvement efforts need to be fulfilled to enhance service quality and to satisfy customers. Based on these, the researcher recommends the following points for various stakeholders.

It is suggested that the Ministry of education should effectively enforce the implementation of the minimum standards and operational guidelines in order to promote the quality of both public and private kindergarten and primary schools. The implementation of the minimum standards for each school may improve the quality of kindergarten and primary private education and create satisfaction to parents on all dimensions which they are not satisfied.

It is recommended that General Education Quality and Relevance Regulatory officers should constantly assess the quality of kindergarten and primary education in order to ensure that the licensed kindergarten and primary schools meet the required minimum quality standards. In addition, these officers can develop an inventory to capture views and opinions of various stakeholders like parents, teachers and researchers on the quality of kindergarten and primary education provided to students. This will help them to provide comprehensive advice to the schools on the areas that need to be improved.

It is recommended that school owners should fulfill the required inputs like class room learning materials, outdoor and indoor play equipment, toilets etc. and create conducive school environment which satisfies parents.

It is recommended that school owners and managers should consider teachers qualifications as a serious matter. For parents to continue to have trust and confidence with kindergarten and primary education, teachers need to be supported and motivated. These teachers can be motivated by being given good salary; and sponsored to attend in -service training (seminars and

workshops) in order to enhance their knowledge. This will not only benefit teachers but also students, parents and the school. That means by getting in-service training teachers will share new information and resources with colleagues, offer quality service to students and their parents, as a result parents will be satisfied and retain their children in those schools.

In order to ensure students receive individualized attention and learn in a favorable classroom environment, school owners and managers need to improve teacher-child ratio and class sizes by recruiting more qualified teachers.

School owners and managers should allocate the limited resources appropriately in order to ensure that structural aspects are improved to the required level. In addition, they should make sure play grounds, teaching and learning materials are available for effective teaching and learning.

School owners and managers should make sure parents are involved as much as possible in different school activities; such as school plan, collection of local materials etc. in addition, parents should also attend school meetings, by doing so they will be able to express their satisfactions and dissatisfactions with the services provided to their children.

Recommendations for further research

This study was limited in Addis Ababa kolfe-Keranyo Sub-City Woreda 8 private kindergarten and primary schools; it thus recommended that a similar study covering a large part of Ethiopia could be conducted in order to provide a broader picture of parents' satisfaction with the quality of kindergarten and primary education for the whole country.

This study reported in the perspectives of parents with regard to satisfaction with the quality of kindergarten and primary education. A similar study could be conducted to other stakeholders such as teachers, students and school directors in order to get comprehensive information about the quality of education service.

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APPENDIX 1

Questionnaire

First and for most, I would like to thank you for your willingness to fill this questionnaire. This questionnaire is designed and conducted to assess service quality on customer satisfaction on Kolfe Keranyo Sub-City Woreda 8 Kindergarten and primary private schools for the partial fulfillment of the Master of Business Administration (MBA) program at Saint Marry University. The findings will help to improve the quality of service and thereby increase customer satisfaction. Your response is used for the stated purpose only and it is kept confidential.

N.B No need to write your name.

Put ( ) inside the box or table for an alternative you think is right.

I.   Personal Information

Please tick the items below that describe you.

Gender   Male   ☐   Female   ☐

Age groups   18-30   ☐   31-45   ☐   46-60   ☐   > 60

☐

 Education level 10 or 12 completed   ☐   Certificate   ☐   Diploma   ☐   First

degree   ☐   Second degree and above   ☐

II. Customer expectations

Please tick the number that you feel most appropriate for each feature on the left. The number represents the following points. **1=strongly disagree 2=Disagree 3=Neutral 4=Agree 5=strongly agree.**

No.	Variables	1	2	3	4	5
	Tangibles					
1	Kindergarten and primary private schools need to have a convenient location, a pleasant and modern equipment?					
2	The physical facilities at kindergarten and primary private schools and their surroundings (buildings, facades, green areas, gardens) as well as outdoor play ground facilities will be well equipped and Visually appealing?					
3	Employees at school will be neat (dress appropriately, presentable etc.) in their appearance?					
4	Materials associated with the service (bathrooms, stars, indoor and outdoor play grounds, pedagogical materials etc) at kindergarten and primary private schools will be visually attractive and hygienically maintained?					
	Reliability					
5	When kindergarten and primary private schools promise to do something to the students and their parents by a certain time, they will do?					
6	When students and their parents have a problem, schools will show a sincere interest in solving it?					
7	The kindergarten and primary private Schools will perform the service for the first time?					
8	Kindergarten and primary private Schools will provide educational services in accordance with the curriculum at the time they promise to do so?					
9	The kindergarten and primary private schools' websites will contain up to date information, on the educational offer, the operating schedule, the practiced rates etc?					
	Responsiveness					
10	Kindergarten and primary private schools of employees will be receptive to the suggestions and notifications made by the parents and resolve them in a timely manner?					
11	Employees of schools will be aware of the students and their parents' individual needs and satisfy them					

	promptly?					
12	Employees of schools will always be willing to help students with their education, care, feeding etc.					
13	Employees of schools will never be too busy to meet the demands of students and their parents?					
	Assurance					
14	The behavior of employees in schools will inspire trust and they are professionally well prepared and customers feel confidence up on employees?					
15	Customers of schools will feel safe in kindergarten and private primary schools?					
16	Employees of schools will be always consistently courteous (polite) with the students and their parents?					
17	Employees of schools will have the knowledge to answer customers' questions?					
	Empathy					
18	The kindergarten and primary private schools employees will give individual attention to each student?					
19	The kindergarten and primary private schools employees will give individual attention to each student?					
20	Kindergarten and primary private schools will have employees who give customers personal services?					
21	The kindergarten and primary private schools staff will always think about the interests of students and their parents and adapt the services provided in accordance with their needs?					
22	The employees of schools will understand the specific needs of their customers and treat them appropriately?					

III. Customers' Perception

The following statements relate to your feelings about the stated private schools. Please show the extent to which you believe private schools have the features described in the statement on a scale of a point where **1=strongly Disagree 2=Disagree 3=Neutral 4=Agree 5=strongly Agree.**

No.	Variables	1				5
	Tangibles					
1	Kindergarten and primary private schools have a convenient location, pleasant and modern equipment?					
2	The physical facilities at kindergarten and primary private schools and their surroundings (buildings, facades, green areas, gardens) as well as outdoor play ground facilities are well equipped and visually appealing?					
3	Employees at school are neat (dress appropriately, presentable etc.) in their appearance.					
4	Materials associated with service (bathrooms, indoor and outdoor play grounds, pedagogical materials etc.) at kindergarten and primary private schools are visually attractive and hygienically maintained?					
	Reliability					
5	When kindergarten and primary private schools promise to do something to the students and their parents by a certain time, they do so?					
6	When students and their parents have a problem, the schools show a sincere interest in solving it.					
7	The kindergarten and primary private schools perform the service right the first time?					
8	The schools provide educational services in accordance with the curriculum at the time they promise to do so?					
9	The kindergarten and primary private schools websites contain up-to-date information, on the educational offer, the operating schedule etc.?					
	Responsiveness					
10	Schools of employees are receptive to the suggestions and notifications made by the parents and resolve them in a timely manner?					
11	Employees of schools are aware of the students and their parents' individual needs and satisfy them promptly?					
12	Employees of school are always be willing to help students with their education, care, feeding etc.					
13	Employees in schools are never too busy to meet the demands of students and their parents?					
	Assurance					

14	The behavior of employees in the schools is inspired trust and they are professionally well prepared and customers feel confidence upon them?					
15	You feel safe in your transaction with the school.					
16	Employees in the school are consistently courteous (polite) with students and their parents.					
17	Employees in the schools have the knowledge to answer students and their parents' questions?					
	Empathy					
18	The schools give you individual attention to each student and parent?					
19	The schools have operating hours convenient (suitable) to all its customers?					
20	The schools have employees who give customers personal attention?					
21	The schools are always think about the interests of students and their parents and adapt the services provided in accordance with their needs?					
22	The employees of the schools understand customers' specific needs?					

IV. Overall Customer satisfaction questionnaires

Please tick the appropriate box to indicate your degree of satisfaction.

Where, 1= highly dissatisfied, 2= dissatisfied, 3= neutral, 4= satisfied and 5= highly satisfied.

No.	Variable	1	2	3	4	5
1	Tangibles: how satisfied are you with the equipment, physical facilities and appearance of personnel?					
2	Reliability: how satisfied are you with the ability of employees to perform the desired services dependably, accurately and consistently?					
3	Responsiveness: how do you rate the willingness of employees to provide prompt service and help customers?					
4	Assurance: how satisfied are you with employees' courtesy, knowledge and ability to convey trust and confidence?					
5	Empathy: how do you rate schools provision of caring and individualized attention to customers?					

Description of variables

Description of Expectation variables

Variables	Descriptions
Tangibles	
Exp Tangibles1	Kindergarten and primary private schools need to have a convenient location, a pleasant and modern equipment
Exp Tangibles2	The physical facilities at kindergarten and primary private schools and their surroundings (buildings, facades, green areas, gardens) as well as outdoor play ground facilities will be well equipped and Visually appealing.
Exp Tangibles3	Employees at school will be neat (dress appropriately, presentable etc.) in their appearance.
Exp Tangibles4	Materials associated with the service (bathrooms, stars, indoor and outdoor play grounds, pedagogical materials etc.) at kindergarten and primary private schools will be visually attractive and hygienically maintained.
Reliability	
Exp Reliability5	When kindergarten and primary private schools promise to do something to the students and their parents by a certain time, they will do.
Exp Reliability6	When students and their parents have a problem, schools will show a sincere interest in solving it.
Exp Reliability7	The kindergarten and primary private Schools will perform the service for the first time.
Exp Reliability8	Kindergarten and primary private Schools will provide educational services in accordance with the curriculum at the time they promise to do so.
Exp Reliability9	The kindergarten and primary private schools' websites will contain up to date information, on the educational offer, the operating schedule, the practiced rates etc.
Responsiveness	
Exp Responsiveness10	Kindergarten and primary private schools of employees will be receptive to the suggestions and notifications made by the parents and resolve them in a timely manner
Exp	Employees of schools will be aware of the students and their parents'

Responsiveness11	individual needs and satisfy them promptly.
Exp Responsiveness12	Employees of schools will always be willing to help students with their education, care, feeding etc.
Exp Responsiveness13	Employees of schools will never be too busy to meet the demands of students and their parents.
Assurance	
Exp Assurance14	The behavior of employees in schools will inspire trust and they are professionally well prepared and customers feel confidence up on employees.
Exp Assurance15	Customers of schools will feel safe in kindergarten and private primary schools.
Exp Assurance16	Employees of schools will be always consistently courteous (polite) with the students and their parents.
Exp Assurance17	Employees of schools will have the knowledge to answer parents' questions.
Empathy	
Exp Empathy18	The kindergarten and primary private schools employees will give individual attention to each student.
Exp Empathy19	The kindergarten and primary private schools employees will deal with customers in caring fashion.
Exp Empathy20	Kindergarten and primary private schools will have employees who give customers personal services.
Exp Empathy21	The kindergarten and primary private schools staff will always think about the interests of students and their parents and adapt the services provided in accordance with their needs.
Exp Empathy22	The employees of schools will understand the specific needs of their customers and treat them appropriately.

Description of Perception variables

Variables	Descriptions
Tangibles	
Per Tangibles1	Kindergarten and primary private schools have a convenient location, a pleasant and modern equipment
Per Tangibles2	The physical facilities at kindergarten and primary private schools and their surroundings (buildings, facades, green areas, gardens) as well as outdoor play ground facilities are well equipped and Visually appealing.
Per Tangibles3	Employees at school are neat (dress appropriately, presentable etc.) in their appearance.
Per Tangibles4	Materials associated with the service (bathrooms, stars, indoor and outdoor play grounds, pedagogical materials etc) at kindergarten and primary private schools are visually attractive and hygienically maintained.
Reliability	
Per Reliability5	When kindergarten and primary private schools promise to do something to the students and their parents by a certain time, they do so.
Per Reliability6	When students and their parents have a problem, schools show a sincere interest in solving it.
Per Reliability7	The kindergarten and primary private Schools perform the service for the first time.
Per Reliability8	Kindergarten and primary private Schools provide educational services in accordance with the curriculum at the time they promise to do so.
Per Reliability9	The kindergarten and primary private schools' websites contain up to date information, on the educational offer, the operating schedule, the practiced rates etc.
Responsiveness	
Per Responsiveness10	Kindergarten and primary private schools of employees are receptive to the suggestions and notifications made by the parents and resolve them in a timely manner
Per Responsiveness11	Employees of schools are aware of the students and their parents' individual needs and satisfy them promptly.
Per Responsiveness12	Employees of schools are always be willing to help students with their education, care, feeding etc.
Per	Employees of schools are never be too busy to meet the demands of students

Responsiveness13	and their parents.
Assurance	
Per Assurance14	The behavior of employees in schools is inspired trust and they are professionally well prepared and customers feel confidence up on employees.
Per Assurance15	Customers of schools are feel safe in kindergarten and private primary schools.
Per Assurance16	Employees of schools are always consistently courteous (polite) with the students and their parents.
Per Assurance17	Employees of schools have the knowledge to answer customers' questions.
Empathy	
Per Empathy18	The kindergarten and primary private schools employees give individual attention to each student.
Per Empathy19	The kindergarten and primary private schools employees will deal with customers in caring fashion.
Per Empathy20	Kindergarten and primary private schools will have employees who give customers personal services.
Per Empathy21	The kindergarten and primary private schools staff are always think about the interests of students and their parents and adapt the services provided in accordance with their needs.
Per Empathy22	The employees of schools understand the specific needs of their customers and treat them appropriately.

APPENDIX 3

Kolfe Keranyo Sub-City Private kindergarten and primary schools

No.	Name of schools	description
1	Babbage Academy	kindergarten
2	Helena Academy	kindergarten
3	Ethio-German	kindergarten
4	Natanium Academy	kindergarten
5	AM academy	Kindergarten
6	Yididiya Academy	Primary(1-4)
7	Prisicilla Academy	Primary(1-4)
8	Asak Academy	Primary(1-4)

DECLARATION

I, the undersigned, declare that this thesis is my original work, prepared under the guidance of **Dr. Mesfine Tesfaye.** All sources of materials used for this thesis have been duly acknowledged. I further confirm that the thesis has not been submitted either in part or in full to any other higher learning institution for the purpose of earning any degree.

_____   _____

Name   signature

St. Mary's University, Addis Ababa   **May, 2019**

ENDORSEMENT

This thesis has been submitted to St. Mary's University, School of Graduate Studies for examination with my approval as a university advisor.

_____   _____

Advisor   **Signature**

St. Mary's University, Addis Ababa   **MAY, 2019**