



**ST. MARY'S UNIVERSITY  
SCHOOL OF GRADUATE STUDIES**

**ASSESSEMENT OF PARENTS AND TEACHERS  
SATISFANCTION IN PRIVATE SCHOOL: THE CASE OF  
SOLIANA ACADEMY S.C**

**BY  
SEBLEWONGEL GETACHEW**

**DECEMBER, 2019  
ADDIS ABABA, ETHIOPIA**

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**A THESIS SUBMITTED TO ST. MARY'S UNIVERSITY SCHOOL  
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**DECEMBER, 2019  
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## Statement of Declaration

I, the undersigned, declare that this thesis entitled "Assessment of parents and teachers Satisfaction in Private School: The case of Soliana Academy PLC" is the outcome of my own effort and study. All sources of materials used for the study have been duly acknowledged. I have produced it independently except for the guidance and suggestion of the research advisor. This study has not been submitted for any degree in this University or any other University.

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**ENDORSEMENT**

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

**Goitom Abraham (Asst. Prof)**

\_\_\_\_\_

**Advisor**

**Signature and Date**

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## **Acronyms and Abbreviations**

FDRE: Federal Democratic Republic of Ethiopia

SPSS: Statistical package for Social Science

HEI: Higher Education Institution

NSL: Nefas Silk Lafto

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## Abstract

*Customer satisfaction is essential for the success of service giving firms like schools. Thus, the issue of enhancing the level of customer satisfaction has become the prime focus of service giving firms. Employee satisfaction also plays a great role in achieving organizational goal. This study is a descriptive survey research, which aimed at assessing the satisfaction of parents and teachers of Soliana Academy. In order to achieve the intended objectives, the study used a structured questionnaire with 5 point Likert scale to collect the data from parents and teachers in the academy by conducting survey. The questionnaire has been administered on a sample size of 233 parents and 52 teachers based on convenient sampling and census sampling methods. Data has been analyzed by using SPSS software. The study finding reveals that even though the quality and availability of classroom learning materials, indoor spacing, outdoor spacing, and playing equipment available for students are satisfactory, surveyed parents have shown concern on the sanitation and hygiene of the toilet and hand washing facilities which the students are currently using. In addition, the study finding indicates that parent participation in academic activities is not as per parents' expectation and the current parent participation in academic activities and decision making process is very limited. The study results also indicate that employed teachers at the academy are not motivated by the existing reward system provided by the school and hence the continuous commitment of employees to the academy was found to be limited. Based on the above listed findings the researcher recommends the school to focus on increasing the participation of parents on the decision making process of the learning process, and in improving physical quality of the toilet and hand washing facilities and also in preparing different incentives like after school tutorial programs for teachers working in the Academy. Having such improvement is believed to help to increase parents and teachers satisfaction.*

***Key words: Parents satisfaction, Teachers Satisfaction, Learning materials, Soliana Academy.***

# CHAPTER ONE

## INTRODUCTION

This chapter of the study addresses background of the study, background of targeted organization, statement of the research problem, research questions, general and specific objectives, scope and significance of the study and organization of the research report.

### ***1.1 Background of the Study***

Education has become an essential driver of growth and development for individuals and is an important tool in the long-term eradication of poverty. Governments around the world, and particularly those in developing countries, face significant educational challenges. Despite progress in raising education enrolments at the basic education level, much remains to be done. Millions of children in developing countries are not in school, particularly in Sub Saharan Africa and South Asia. Higher education participation rates remain low in many developing countries, and public higher education institutions struggle to absorb growing numbers of secondary school graduates. The inability of public sector educational institutions, particularly in developing countries, to absorb growing numbers of students at all levels of education has seen the emergence of private schools and higher education institutions (Fielden and LaRocque, 2008).

A person's education is one of the most important factors in determining whether they will become a productive member of society (Jenkins & Lanning, 2002). That is why, when considering an education, the quality of the education is almost as important as the education itself. Thus, when private schools came into the picture, the debate then began between public and private schools. A quality education is paramount in the face of the technological revolution that we are going through. Without a good quality education, a person will be left behind in today's rapidly advancing workplace (Jenkins & Lanning, 2002).

Globally, provision of quality of education remains elusive especially in low income countries. According to UNESCO (2012) and Mishra (2009), the quality of education in

Sub-Saharan African countries was inadequate characterized by shortage of trained teachers, poor physical infrastructure, disjointed coordination of services and low participation rates.

Similarly, the East African region has not fared any better in the provision of quality education. UNESCO (2006) study in Burundi, Kenya, Ethiopia, Eritrea, Uganda , Rwanda and Tanzania showed that most pre-primary school children in these countries learn in deplorable conditions characterized by low teacher motivation, trained teacher shortages, inadequate teaching and learning materials and poor physical facilities.

Success in enhancing customer satisfaction and winning the competition is related to maintaining the level of service quality (e.g., Duncan and Elliot, 2002). This means that success of a service provider depends on the consistent provision of quality service and maintaining relationship with customers (Panda, 2003). This in turn is expected to determine customer satisfaction and loyalty for a service providing firm ( Lympelopoulos 2006). And, the labor market today is growing and changing fast. It is the responsibility of the leader in the organization to adapt to these changes to be able to make the organization profitable. To be able to do this, it is crucial to satisfy the key employees in the organization since they are the ones that drive the company forward.

There are a number of private schools in Ethiopia which aim to give a high quality education with motivated teachers and impart knowledge to the society. Most of them have given similar disciplines and as a result they compete to each other to attract students to enroll in their schools by providing quality educational service and employing committed teachers.

This study tried to assess parents´ and teachers´ satisfaction at Soliana Academy S.C.

## ***1.2 Background of Targeted Organization***

Throughout much of the twentieth century, Ethiopia was one of the countries in the world with very low enrolment rates in education. However, following a regime change in the early1990s, education was placed at the center of Ethiopia’s development policy and

designed constitutionally in such a way that every citizen has the right to equal access to education that is free from religious influence, political partisanship or cultural prejudices (FDRE Constitution 1995). The 1995 FDRE Constitution specifically states that it is the State's obligation, within available means, to allocate resources in providing basic education for all, including for physically and mentally impaired citizens. To do this, ensured by the constitution, the Ministry of Education has considerable authority and responsibility over the education sector. But, given the federal system of governance in Ethiopia (nine regional states and two city administrations), education is also a shared responsibility of these regional and district authorities (especially since the district-level decentralization of the public sector in 2002). Also, unlike the Derg's proclamation (pre-1991) which prohibited private schools, the current constitution encourages the establishment of private institutions of learning, ranging from kindergarten to tertiary levels. The education system has expanded rapidly, affording access to millions of children who would not have had an opportunity. If parents and teachers of the private school business are satisfied with the service they get from the school, the school will achieve its objective easily. So that, it will be profitable and a lot of investors will be attracted to this business and it will contribute a lot in the growth of the country.

Soliana Academy S.C. was established in 2003 E.C as a result of this regulation which promotes the establishment of private learning institution by the current constitution. Soliana Academy is located at Nifas Silk Lafto(NSL) sub-city, Woreda 02, around what is commonly known as Riche. The academy was established by nine teachers which previously work in different private schools located in Addis Ababa. After its establishment and after providing educational service for four years, two additional shareholders were added to the existing ones and currently there are a total of eleven shareholders. As of October, 30, 2019 G.C, Soliana Academy provides primary educational service for a total of 700 students by employing 60teachers.



### ***1.3 Statement of the Research Problem***

Provision of quality education is essential in the realization of holistic development of children. National Association for the Education of Young Children (2008) posited that access to quality pre-primary education by young children has a profound and long lasting effect on child development and later achievement in life. Students must receive a quality education that enables their personalities, talents and abilities and to live a full and satisfying life within society. The aims of education go far beyond acquiring numeracy and literacy skills. Basic skills also include life skills such as the ability to make well-balanced decisions; to resolve conflicts in a responsibility, critical thinking, creative talents, and other abilities which give children the tools needed to pursue their options in life (CRC, 2001).

Most studies (Hassan, 2009; UNESCO, 2008; NAEYC, 2008, Wawire, 2006;Katz, 1999) done to evaluate the quality of education contend that a quality education program should have conducive environment that provides appropriate experiences to children aimed at enhancing their learning and wellbeing. These features include: well trained and committed staff, adequate and appropriate physical facilities, good nutritional and health services, safe and secure setting, active parental involvement, proper grouping of children and positive learning outcomes.

Evaluation of parents' and teachers' satisfaction with the quality of education provided has been found to be an essential component of educational quality improvement. Emerging literature on parents' satisfaction with the quality of education show that, measurement of parents' satisfaction should be done by assessing parents' views on the performance of the schools in a number of education quality features. These features include provision of physical facilities, teaching-learning materials, responsiveness of teachers, safety and security, nutritional services and children's achievement (Silva, 2006; Britner& Phillips, 1995 &Hoon, 1994). Also in educational institutions, teachers are the key players who ensure achievement of goals and objectives of the organization

and they are key people who shapes the students to excel in their career, hence teachers satisfaction play an important role in schools.

Currently very little attention has been directed in the academic literature at this educational service performance in private education providers; especially by local researches in Ethiopia. Qualities of educational service provision and teachers commitment are the main question of survival as an entity in the private school business. Thus, it is required to assess parents and teachers satisfaction in the private school. Therefore, these problems initiated the researcher to assess these factors that can influence quality of educational service provision that satisfy parents and teachers at Soliana Academy, thereby to make contribution to the education sector as well as to reduce the literature gap in the area.

## ***1.4 Research Questions***

Based on the statement of the problem provided, this paper is set out to answer the following research questions:

1. What is the level of Soliana Academy S.C quality of educational service performance that satisfy parents in terms of school facility and teaching quality?
2. What is the level of Soliana Academy S.C quality of educational service performance that satisfies parents in terms of parent participation in educational activities and decision making processes?
3. What is the level of commitment and motivation of teachers in the academy?

## ***1.5 Objectives of the Study***

### ***1.5.1 General Objective***

The general objective of this study is to assess parents and teachers satisfaction at Soliana Academy.

### ***1.5.2 Specific Objectives***

- To assess educational service performance that satisfies parents in terms of school facility and teaching quality in Soliana Academy.
- To assess educational service performance that satisfies parents in terms of parent participation in educational activities as well as decision making processes in Soliana Academy.
- To investigate the level of commitment and motivational factors that satisfies teachers in the academy.

### ***1.6 Scope of the Study***

There are a lot of private schools which gives educational services in Addis Ababa. It would have been comprehensive to include other academic institutions as part of the study, but because of the interest of time and financial resources, this study only focused on single academic institution. The study uses only questionnaires as a means of getting information, it could be better if other methods like interview was conducted. Theoretically, there are many factors which affect parents and teachers satisfactions, but to cope up with the available time and resource constraints, the study's scope was limited to the factors (school facility, teaching quality, parent participation in educational activities, decision making processes, and commitment and motivation levels) that determine parents and teachers satisfaction in Soliana Academy. To come up with effective research results, it can be better if the researcher conducted the paper over all the 700 parents and 60 teachers of the school; but due to time and financial resource constraints, the study only confined by 52 teachers and 233 parents who were willing to fill the questioners.

### ***1.7 Significance of the Study***

This study is expected to provide empirical evidence for the assessment of parents and teachers satisfaction on the business performance of Soliana Academy. Parties expected to be the major beneficiary from this study are managements of the school and investors,

since the study finding can create awareness on the part of the management and investors on the most important factors that affect the parents and teachers satisfaction in the academy. It will provide an input in achievement of organizational objectives. This result would also have important implications for the school in formulating appropriate policies for giving quality services that satisfy parents and enhance teachers' satisfaction. It also helps the school to take corrective actions on the basis of suggested recommendations.

In addition, the result of this study can give an insight to any individual who are interested in undertaking further assessment on this area.

### ***1.8 Organization of the Research Report***

This study has five chapters. The first chapter provides the introduction for the study, which includes background of the study, background of targeted organization, statement of the research problem, research questions, objective of study, significant of the study, and scope of the study. And, chapter two provides the review of theoretical and empirical literatures; the methodology is stated on chapter three. While chapter four presents, data presentation and analysis of results. Finally, Chapter five provides the conclusion of the result and recommendation of the study.

## **CHAPTER TWO**

### **REVIEW OF RELATED LITERATURE**

This chapter of the study addresses relevant conceptual issues, theoretical framework and empirical review related to the topic of the study. It includes the definition and importance of education, role of private education sector, measurement of business performance and Employee satisfaction, Customer satisfaction and quality service. In addition, the chapter also includes assessment of empirical literatures related to the subject matter.

#### ***2.1 Theoretical Literature***

##### ***2.1.1 Importance of Education***

Education is a major development-enhancing tool and is seen as essential to people's chances in life (Self and Grabowski, 2004; Mankiw, Romer and Weil, 1992). Those who have gone to school are healthier and less likely to live in poverty (UNESCO, 2008; World Bank, 2006; Hannum and Buchmann, 2005). Education empowers people and improves their ability to communicate, argue, and choose in informed ways (Sen, 1999).

Human capital accumulation is an important determinant of economic growth and it is only in the last two decades that economists have realized the importance of human capital as a contributing factor to productivity and growth within a country (Seetanah, 2009). Human capital is defined as a collection of "productive skills" (Hanushek, 2003, p. F64), in which governments around the world and international agencies, such as the World Bank, are placing large emphasis, particularly in developing human capital in the form of schooling. Educated workers have "higher human capital" (Zeira, 2009, p. 602), and therefore higher productivity. Previous studies done by Barro (1999) and Green, Machin, Murphy and Zhu (2008) reaffirm that education is an imperative aspect in influencing economic growth and improving the lives of individuals.

Governments around the world, and particularly those in developing countries, face significant educational challenges. Despite progress in raising education enrolments at the basic education level, much remains to be done. Higher education participation rates remain low in many developing countries, and public higher education institutions (HEIs) struggle to absorb growing numbers of secondary school graduates. Public universities face ongoing challenges, including a lack of teaching and research resources, and the loss of qualified staff to developed countries. The inability of public sector educational institutions, particularly in developing countries, to absorb growing numbers of students at all levels of education has seen the emergence of private schools and HEIs.

### ***2.1.2 Role of Private Education***

Education is recognized as a fundamental human right by international standard-setting instruments. Providing education is the primary responsibility of the state (CESCR, 2014). Education can also be provided by non-state actors, including religious institutions, nongovernmental organizations, community-based groups, trusts, enterprises and individual proprietors. Private institutions are not operated by public authorities but are controlled and managed, whether for profit or not, by private bodies such as religious bodies, special interest groups, foundations, businesses or non-government organizations (NGOs). While private education refers to a type of education, privatization is a process that can be defined as ‘the transfer of activities, assets and responsibilities from government/public institutions and organizations to private individuals and agencies’ (IIEP, 2002).

The continued growth in demand for private school education is a result of a number of factors. The most significant have been (1) the persistent growth in population of grammar and high school age children relative to the number and capacity of private schools, (2) widespread dissatisfaction with public school education, (3) need or desire for specialized education in the curriculum, (4) need or desire for better quality teachers, a lower student-to-teacher ratio and increased one-on-one attention between teachers and students and (5) conviction that a particular private school offers a better combination of academics, athletics, extracurricular activities and values building than the alternatives.

The privatization of education occupies an increasingly large place in the educational debate. Many concerns have emerged with the rapid expansion of the process of privatization since the last decade, especially for developing countries where the public system is often overwhelmed and may be unable to cope with rapidly rising demand (Special Rapporteur on the Right to Education, 2014).

From the outset, there has been strongly divided opinion on the relevance and appropriateness of these schools to the aims of Education for All. From one perspective, concerns were raised as to whether states alone would be able to meet the primary school targets under the Millennium Development Goals given the pressure they placed on public finances (International Finance Corporation 2002; World Bank 2002). The expansion of education as a result of the abolition of fees in government schools was also seen as detrimental to the quality of education, affecting the education chances of the poor (Tooley and Dixon 2003).

From another perspective, some analysts raised concerns surrounding the appropriateness of the involvement of the private sector in the provision of education (Colclough 1996, 1997), particularly if subsidized by the state or donors. Some deemed it as being in conflict with the recognition of education as a human right which meant that the state should maintain the responsibility for education delivery. From this perspective, with the majority of the poorest and most vulnerable remaining in government schools, the policy priority should be on reforming these schools to ensure that children attending them receive quality education (EFA Global Monitoring Report 2009, 2013). Non-state actors might be engaged as partners with the state, rather than as wholly separate providers (Dyer and Rose 2005; EFA 1990, 2000; Rose 2006).

In many developing countries, this process has resulted in a redefinition of the share of education financing between the states, non-state providers and families. Besides financing, the issue of privatization is also deeply connected to parents' freedom to choose their children's education, management flexibility, private regulation and accountability. Some research has shown that human rights and the right to education have not been the key focus in discussions on privatization of education. The Special

Rapporteur on the Right to Education has underlined the shift in the delivery of education from a public good to a private service in his 2014 report (Singh, 2014). Through unregulated private education, there could be risks that access to education may be denied on discriminatory grounds such as social origin, property or economic status, and that the principle of equality of educational opportunities may be overlooked. As a consequence, the principles of social justice and equity, which underpin the right to education, may be jeopardized.

Moreover, some private providers have developed fee-paying institutions called ‘for-profit’ or ‘low-cost’ schools, closely linked to a ‘de facto’ privatization of the education sector. As previously mentioned, the United Nations Special Rapporteur on the Right to Education has devoted his last report to the subject report (Singh, 2015). Many international organizations, associations, NGOs and other civil society actors have started to look at for-profit institutions from a human rights-based point of view. These studies have shown that for-profit education and a commercialized educational sector can jeopardize the exercise of the right to education.

In this context, privatized and commercialized education can have dreadful consequences on the social development of a country if it is not duly regulated, monitored and if private entities cannot be found accountable in case of violations of the right to education. International law, which is only binding for states, does not explicitly refer to privatization or commercialization; therefore, legal issues arise from these problematic.

### ***2.1.2.1 State Obligation in Private Education***

International human rights law lays down core provisions regarding the right to education. The legal provisions are developed by a number of international instruments, including the 1948 Universal Declaration on Human Rights (Article 26), the 1960 UNESCO Convention against Discrimination in Education, the 1966 International Covenant on Economic, Social and Cultural Rights (Article 13), as well as other instruments covering specific components of the right to education.



States obligations include, notably, providing free and compulsory primary education, making secondary education generally available and higher education accessible on the basis of individual capacity, while introducing progressively free education at both these levels. Moreover, in the opinion of the Committee for Economic, Social and Cultural Rights (CESCR), the state holds ‘principal responsibility for the direct provision of education in most circumstances’. The Committee has also stressed that states have an immediate duty to provide primary education for all (General Comment no. 13, 1999). The right to education also includes an obligation to provide ‘fundamental education’ for individuals who have not completed primary education, to set minimum standards and to improve the quality of education as well as to rule out discriminations at all level of educational systems.

The 1960 Convention against Discrimination in Education affirms clearly that the principles of non-discrimination and equality of educational opportunities are central for the full realization of the right to education. The Convention explicitly prohibits any discrimination based on, among others, ‘social origin’, ‘economic condition’ or ‘birth’, so that educational opportunities are truly accessible to all.

Right to Education (Article 13 of the CESCR) of the Committee on Economic, Social and Cultural Rights, there are three types of obligations on states: to respect, protect and fulfill the right to education. The obligation to respect requires States to avoid measures that hinder or prevent the enjoyment of the right to education. The obligation to protect requires States Parties to take measures that prevent third parties from interfering with the enjoyment of the right to education and to protect individuals and groups against abuses, including by private entities. The obligation to fulfill incorporates both an obligation to provide and to facilitate and requires states to take positive measures to enable and assist individuals and communities to enjoy the right to education (UNESCO, 2014).

States have obligations to respect, protect and fulfill each of the ‘essential features’ (the four ‘As’) of the right to education:

- Availability: Educational institutions and facilities have to be available in sufficient quantity (building, sanitation facilities for both sexes, safe drinkable water, trained teachers receiving domestically competitive salaries, teaching materials)
- Accessibility: Educational institutions have to be accessible to everyone in every circumstance, without discrimination, in law and in fact
- Acceptability: The form and substance of education have to be acceptable to both students and parents: relevant, culturally appropriate and of good quality
- Adaptability: Education has to be flexible to the needs of changing societies and respond to the needs of students within their diverse social and cultural settings.

### ***2.1.2.2 Global Private Education***

Public delivery of education represents the format both the school and higher education levels in all but a handful of developed and developing countries. For example, over 80 percent of school level students in Organization for Economic co-operation and Development OECD and partner countries were enrolled in public schools in 2004. In only three countries – Belgium, Chile, and the Netherlands – the private sector share of school enrolments exceed the public-sector share of enrolments. The private sector also plays an important role in the delivery of school level education in a number of other developed countries, including Australia, France, Korea, and Spain. In only a handful of non-OECD countries – including, Lebanon, Bangladesh, Fiji, and Guatemala – more than 50 percent of students attend private schools at either the primary or secondary levels. However, significant private sectors (e.g. 30-40 percent) can be found in a number of other countries, including Bangladesh, Cameroon, Guatemala, Indonesia, Mali, Pakistan, The Gambia, and Togo. Private participation is generally higher at the higher education level than at the school level. This is true for both OECD and non-OECD countries. Indeed, the private sector dominates the delivery of tertiary education in several countries, including Belgium, Brazil, Korea, and Philippines. It also plays a significant role in several other countries, including Burundi, Colombia, Ethiopia, Lebanon, Malaysia, Niger, and Rwanda.

There has been a global trend in private proprietorship of educational institutions over the years even in socialist countries like Tanzania and in the former Soviet Union, Eastern Europe; the “for profit schools” in India; Trinidad; Tobago; Ghana and Mongolia. (International Institute for Educational Planning, IIEP, 2000; 2003). As the IIEP (2003) remarked, private education is a reality and its impact is growing around the world together with globalization, in particular at non-compulsory levels-preschool, tertiary and postgraduate. In Colombia, the private sector has been most responsive to the increased demand for tertiary education with almost 67 percent of total enrolment and 40 percent of enrolment in evening and night courses. This appears to be the trend in most Latin American countries and the Caribbean. Teather (2004) also lending support to this claim, argued that a variety of important and intensified socio- cultural, economic and political developments including globalization, privatization and an increasing presence of market dynamics have been affecting higher education operations the world over.

According to Lai-ngok (2004) China, although a one-party ruling system; the state has deliberately retreated from its role as a welfare service provider and has been gradually transferring the responsibility of providing educational services to the local level, the community level or even to individuals through the notions of decentralization and “marketization”. As most other countries involved in privatization, China’s chief motive for decentralization of her educational system is finance. The financial straits of the central government to provide adequate educational funding for the entire country has been very burdensome and therefore; transferring the fiscal burden from the central government to local governments, communities, individuals (Lai-ngok 2004) and the private sector became the plausible solution to extricate the whole system from its plight.

Indeed, private educational institutions exist, parallel with government institutions at all levels in most developed and, in recent times developing countries. In Australia, they have always played substantial role in the Australian educational development. For example, since 1998, private educational institutions have enrolled no less than 30 percent of all school students. In addition, in Colombia, the private sector has been most responsive to the increased demand for tertiary education, accounting for almost

67percent of total enrolment (Canada National Library Report, 2001). In Belgium, private schools account for 60 percent of enrolment in all schools. Also, in Spain, private schools enroll 30 percent of all enrollee, while it accounts for 25 percent in France.

### ***2.1.3 Measurement of Service Performance***

The concept of firm performance needs to be distinguished from the broader construct of organizational effectiveness. Venkatraman and Ramanujan (1986) offered an enlightening figure of three overlapping concentric circles with the largest representing organizational effectiveness. This broadest domain of organizational effectiveness includes the medium circle representing service performance, which includes the inner circle representing financial performance. Organizational effectiveness covers other aspects related to the functioning of the organization as absence of internal strain and faults, engagement in legitimate activities, resource acquisition and accomplishment of stated goals (Cameron, 1986).

Although this conceptual proposal of Venkatraman and Ramanujan (1986) is widely referred to by strategic management scholars (Carton & Hofer; 2006; Richard, 2009), the analysis of operationalization's of service performance used in empirical studies shows a wide variety of approaches covering this domain partially and in an unbalanced way. Combs, Crook, and Shook (2005) analyzed all articles published in the Strategic Management Journal between 1980 and 2004 and identified 238 empirical studies that used 56 different indicators. In most cases, satisfying financial performance was used with accounting measures of profitability. Carton and Hofer (2006) and Richard (2009) reported a similar picture, analyzing different journals in other time periods. Both studies reported a rate of indicator per article of close to one.

Combs. (2005) argue that the operational performance as described by Venkatraman and Ramanujan (1986) is best viewed as an antecedent of financial performance, mediating the effect of resources. The argument has merit and is quite clear in some cases, like production efficiency. But in other aspects, like customer satisfaction, the situation is less clear. While customer satisfaction may be an antecedent of financial performance, is it

not a performance outcome, in itself as well. This depends on how one defines service performance. Defining service performance as the satisfaction of stakeholders (Connolly, Conlon, & Deustch, 1980; Hitt, 1988; Zammuto, 1984) helps to differentiate between antecedents and performance outcomes. In this case, customer satisfaction is clearly also an outcome (using the customer – a stakeholder – perspective) and thus part of service performance.

Two other aspects must be considered when attempting to define service performance: its time frame and its reference point. It is possible to differentiate between past and future performance; past superior performance does not guarantee that it will remain superior in the future (Carneiro, 2005). Another issue related to time is the duration of the interval (short, medium or long term) considered. The reference against which performance is being measured, e.g. the industry average, the results of main competitors, an established target, or past performance (Carneiro, Silva, Rocha, & Dib, 2007), is also important. Comparisons in relation to targets and past performance indicate the efficiency and evolution of the company. However, they are not suitable for comparing companies from different sizes and industries. Using the average value of the industry or of the main competitors as the baseline indicates companies' competitive position and may be more useful for strategic analyses.

The definition of service performance and its measurement continues to challenge scholars due to its complexity. In this paper, we attempt to contribute to this effort by creating and testing a subjective scale of performance that covers the domain of service performance. As a measure of service performance, the study investigates employee and customer (teachers and parents) satisfaction, quality of educational service provision. Description on the various service performance measures is given below.

### **2.1.3.1 Quality Service**

Gronroos (1978) argued that “service is shaped by consumers” and that corporate image is seen as important in the eyes of those in-service institutes. According to Mitchell (2005), having a unique service related point of difference is not enough to gain

sustainable competitive advantage. Instead, business should endeavor to discover what customers really want and satisfy their needs more effectively than their competitors satisfy.

Quality is a fascinating concept, which has a very positive image but it has been difficult to define in practice even though it is so widely used (Cheng, 2003). Quality is the idea that something is reliable in the sense that something is assigned to do.

The quality of the material going into the product and the quality of production operation should be scrutinized. Materials quality is very important. Greater quality materials decrease the number of reworks, returns, and repairs which were necessary to do so. Quality labor also reduces the costs associated with such expenses.

Traditionally, quality of education has referred to as the achievement of planned education goals, particularly students' outcomes, and has been taken not to be different from educational effectiveness (Cheng, 2003). Cheng also noted that internal quality assurance referring to efforts for improving the internal environment and processes such that the effectiveness of learning and teaching can be ensured to achieve the planned goals. To attain quality of education (Cheng 2003) proposed three qualities and learning processes: the management process, teaching process and learning process. Thus, there is a need to develop management quality indicators (Leadership, decision making), teaching quality indicators (teaching efficiency, teaching methods), and learning quality indicators (Learning attitude, attendance rate). Quality assurance, in this process, is to ensure smooth, healthy, internal processes and fruitful learning objectives.

In the age of increasing competitive pressure finite individual and institutional resources and increased demand for universal access, assessing the quality of higher education becomes a major public concern and institutes of higher education will continue to be scrutinized by external stakeholders until they provide evidence of improved institutional quality (Koslowski, 2006).

Concern about the quality of higher education in Africa is on the rise, it comes at a time of growing recognition of the potentially powerful role of tertiary education for growth, and a natural response to public perception that educational quality is being compromised (Materu, 2007).

The quality of higher education system is critical to ensure the adequate supply of qualified, highly skilled, and well-trained work force to support economic development. Quality assurance would not be a onetime activity. It should be continuously reviewed and improved so that sustainable quality assurance might be achieved.

### ***2.1.3.2 Employee Satisfaction***

Pfeffer and Vega (1991) focused on the notion of putting persons in the first stage for the success of an institute. Employees are an important social element of institutes. They engage in different functional units of the organization to handle and operate duties consistent with the institute's objectives.

As Harvey (1982) stated that, the institute is no more effective than its human resources capabilities. According to Bedasso (2006), unless the manager gives quick response to employees' problems, unfavorable behavior may be reflected across them. These behaviors may result in employees' absenteeism, layoff, and lack of initiation. Employees resisted to Taylor's movement in 1912, at the Watertown Arsenal in the USA, whom they did not get an appropriate wage and ensure job guarantee in the institute that they had worked as Bantie and others cited in 2006.

Managers should build close relationship to employees to discuss what is going on and what will be going on. Solving the problems of employees before on hand implicitly exploits the potentials of them and ensures their productivity. It is just remarkable to respond quickly for employees' grievances or complaints. The grievances or complaints may stem from lack of job promotion and salary increment; job burden and inappropriate job location of employees (Ivancievich, 1983). If the compromising efforts that have been made by management to calm down employees' complaints or grievances are

outweighing their contributions, management should take corrective measure on them. According to Kapu and Mehta (2004), employees of educational institutes should get appropriate benefits from the institute and they should offer appropriate services to the institute. It is a mutual benefit among employees and the institute.

Hiring and retaining better people than competitor can become an immeasurable competitive advantage for an institute. An institute's employees are often overlooked, but they should be given careful consideration. This human resource-based advantage is difficult for a competitor to imitate because the source of the advantage may not be very apparent to an outsider. As Herb Kelleher, Chief Executive Officer (CEO) of southwest Airlines (1998) explained that the culture, attitudes, beliefs, and actions of employees constitute the strongest competitive advantage. He also elaborates that human resource is difficult to imitate by competitors as: "The intangibles are more important than the tangible because you can always imitate the tangibles; you can buy the airplane, you can rent the ticket counter space. But the hardest thing for someone to emulate is the spirit of your people."

The intangibles as a competitive advantage can encompass many areas. Employers who pay attention to employees, monitoring their performance and commitment may find themselves with a very strong competitive advantage.

People differentiation is important when consumers deal directly with employees. Employees are the frontline defense against waning customer satisfaction. Leslie and Komisarjevsky (1999) pointed out that an institute can differentiate itself by having a recognizable person at the top of the institute. A recognizable CEO can make an institute stand out. If CEOs are such charismatic public figures to consumers, the CEO is considered reputable and is well liked; it speaks very well for the institute, and consumers pay attention.

### ***2.1.3.3 Customer Satisfaction***

Customer satisfaction, among other things, is crucial activity for an institute because a customer is a king. Business institutes know that their profits come from being customers



happy. Customer satisfaction is the key to long term profitability for every business. Each business institute has made decisions on providing superior customer satisfaction, a fundamental of its entire approach to its business. In relation to this Lele (1987) has said that: keeping customers happy is the best defense against competitors.

The modern concept of marketing emphasizes on the complete satisfaction of customer needs. Creation of customer satisfaction means identification of consumer needs and organizing the business to meet these needs. The marketing concept philosophy in a business environment states that customers needs` and wants` satisfaction is the economic and social justification of an institute's existence.

Customers need appropriate assistance from the institutes in searching for knowledge. To cope up with the different interests, needs, and problems of students, educational institutes must design appropriate strategies to handle their requests in general. An institute with customer service problems decides to conduct an in-house work shop for key managerial personnel to better equip them to lead customer service improvement (Longenecker, 1998).

## ***2.2 Empirical Review***

In Finland, the study by Alasuutari, Karila, Alila and Eskelinen (2014) conducted a survey in their preparatory report for the new law of early childhood education and care the perceptions and satisfaction of parents on quality by using an online questionnaire. This survey revealed most of all parents valued personnel characteristics and qualified and educated personnel were mentioned frequently as strength of the setting. Also effective communication between practitioners and family and recognition of individual needs of the child were emphasized.

A study done by Adebayo (2009) showed that most Nigerian parents preferred private to public school due to the superior quality of education. Similar findings were reported by Logan, Fujiwara & Parish (2006) which showed that 40%, 37%, 33% and 42% of Malawian parents were dissatisfied with text books, teaching materials, absent teachers

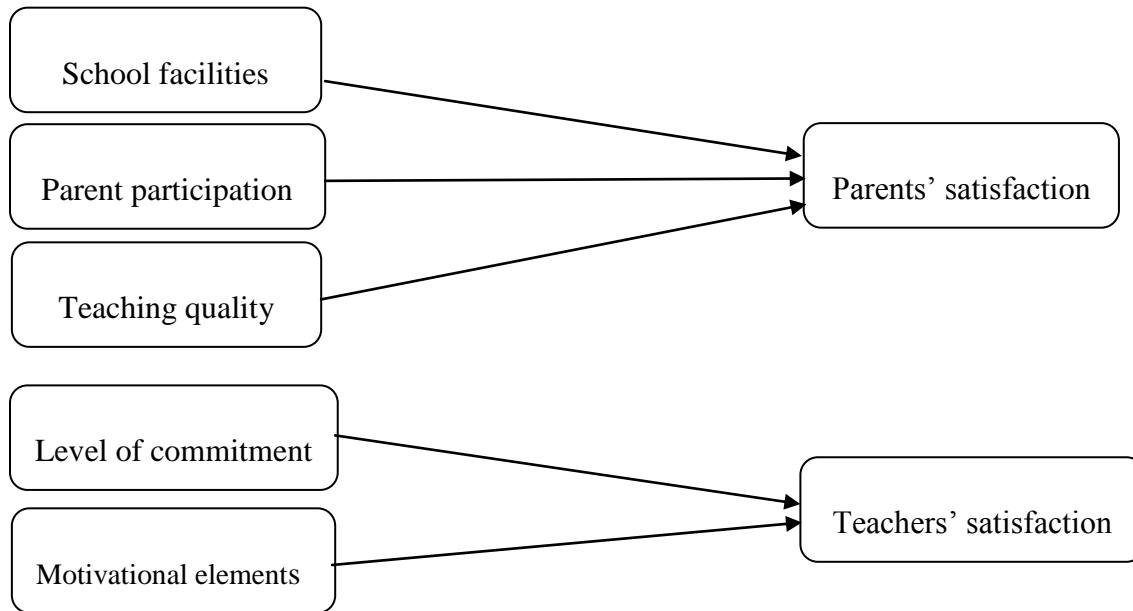
and overcrowding classrooms in public schools respectively. Quality of teachers and availability of teaching materials and different physical facilities of school have impact on customer satisfaction.

When we consider empirical investigations conducted on the subject matter in Ethiopia, Kidist (2017) assessed the quality of education in private elementary schools in Addis Ababa Yeka sub city. The findings of the study revealed that respondents were unsatisfied with the service quality provision by the schools since parents' expectations were more than their perceptions. The school service provisions do not meet the expectation of its users as gaps were observed negatively almost in all service dimensions which were Tangibles, Reliability, Responsiveness, Assurance, and Empathy.

Similarly, a study conducted by Rahel (2014) on quality of early childhood education in Addis Ababa, Kirkos and Bole Sub cities indicate that the overall quality of early childhood education is below the expected standard and the physical environment as well as the teaching materials were below the expected level. In addition, the qualities of academic staff, in terms of, quality training were found to be inadequate and require continuous training. Parent involvement in school's management was also found to be low. A study conducted by R. Velmurugan (2017) indicated that teachers satisfaction level is low because of low salary, lack of freedom, less carrier growth and so on.

### 2.3 Conceptual Framework

A conceptual framework is a set of broad ideas and principles taken from relevant fields of enquires and used to structure a subsequent presentation (Bogdan and Biklen2003).



**Figure 1: Conceptual Framework**

## **CHAPTER THREE**

### **RESEARCH DESIGN AND METHODOLOGY**

This chapter briefly describes and answer the questions of where the study focused on and what are the population and how the sample drawn from and what techniques of the data collections used and also what methods have been used to analyze and interpret the data's.

#### ***3.1 Research Design and Approach***

A research design is a conceptual structure that shows how all the major parts of the research project come together. According to Kothari (2004) research design constitutes the blueprint for the collection, measurement and analysis of data. The study adapted descriptive research design. The descriptive research technique employed is structured survey method. The questionnaire based survey type of research method is useful since the objective of the study is to analyze parents and teachers satisfaction in Soliana Academy. Descriptive survey is method of collecting data for the purpose of testing hypothesis or answering research questions concerning the current status of the subjects under study (Creswell, 2003).

#### ***3.2 Target Population, Sample Size and Sampling Techniques***

##### ***3.2.1 Target population***

According to Diamantopoulos (2004), a population is a group of items that a sample is drawn from. The target population for the study was teachers that are working at Soliana Academy and parents of students receiving education in the Academy. Since there are 60 teachers and 700 students in the academy, the studies total population comprises of 60 teachers and 700 parents.

### ***3.2.2 Sample size***

This refers to the number of items to be selected from the universe to constitute a sample. It is a major issue before a researcher headed to collection of data. The size of sample should neither be excessively large, nor too small. It should be optimum. An optimum sample is one, which fulfills the requirements of efficiency, representativeness, reliability and flexibility.

When the target population size is sufficiently large, that is, surpasses an arbitrary value, the resulting sample size tends to stabilize. The smaller the target population, the larger the sample will be; in some cases, the sample may even correspond to the total number of individuals from the target population - in these cases, it may be more convenient to study the entire target population, carrying out a census survey, rather than a study based on a sample of the population.

Since the target population of teachers is fairly small and manageable; i.e. 60 teachers, a census survey is conducted to gather information from teachers that are working at the academy. While deciding the size of sample of parent participants, the research uses a generally accepted sample size determination equation forwarded by Yamane (1967), which can be expressed as:

$$n = \frac{N}{1 + N(e)^2}$$

Where:

n = Desired sample size

N = Total population size

e = Accepted error limit (0.05) on the basis of 95 percent degrees of confidences put into decimal form.

Therefore, based on the formula stated above, the parent sample size of the study is calculated as follows

$$n = \frac{700}{1 + 700(0.05)^2}$$

$$n = 255$$

### ***3.2.3 Sampling Techniques***

For sampling the participants, the study uses Convenience Sampling method for parents and Census Sampling method for teachers. Convenience sampling is a non-probability sampling technique where subjects are selected because of their convenient accessibility and proximity to the researcher. The participants are selected just because they are easiest to recruit for the study and the researcher did not consider selecting subjects that are representative to the entire population. Convenience sampling is selected for parent participants because the researcher can only perform the survey to these participants which are present at the academy during the time of the data collection. For teachers, the researcher used the entire population (census) as a sample to collect the data because the population size was affordable and the researcher can be able to contact all the respondents.

### ***3.3 Data Source and Data Collection Instruments***

The study depends on primary data, which is collected through survey method by using a questionnaire. A survey method of data collection through questionnaire was used to collect data for this study According to Krishnaswami and Ranganatham (2007), the advantage of this method is that it is less expensive, permits anonymity and may result in more responses that are honest. Two separate survey questionnaires are used to collect data from parents and teachers at Soliana Academy. Both questionnaires for parents and teachers are classified into two sections. The first part of the questionnaires is designed to collect respondent profile (background information), whereas, the second part of the questionnaire focuses on issues that tried to address the research questions including

quality of educational service provision, teachers and parents satisfaction. The respondents are asked to rate each statement using Likert scales of 1 to 5 (1 strongly disagree, 5 strongly agree).

### ***3.4 Procedures of Data Collection***

The primary data were particularly collected through the distribution of questionnaire to parents and teachers of the school. Regarding procedures followed, permission was secured from Soliana Academy directors. Then, copies of the questionnaire were distributed to the respondents with the support of employees assigned for the researcher for this given mission. Questions were systematically categorized so that respondents could easily understand and express their feelings. The type of questions that were raised in the question was open and closed ended with the structured format. The researcher used Likert scale that enabled to understand respondent's level of agreement with each question. Each question allocated to five-point Likert Scales ranging from strongly agree to strongly disagree.

### ***3.5 Data Analysis Method***

This study used a descriptive analysis technique to analyze the educational service provision performance of Soliana Academy S.C. Descriptive statistics is utilized to analyze the data collected from the primary source of information, i.e. survey questionnaire, Statistics Package for Social Sciences (SPSS version 20) is used to summarize and analyze the collected data as well as for preparation of tables and charts. The collected data was analyzed using frequency counts, percentage and mean analysis. The analyzed data is interpreted in detail to give meaningful result, and to enable for recommendation from the findings of the study.

### ***3.6 Reliability and Validity of Measures***

Reliability and validity address issues about the quality of the data and appropriation of the methods used in carrying out the study.

Validity and reliability of the research measurement instruments influence, first the extent that one can learn from the phenomena of the study. Second the probability that one will obtain statistical significance in data analysis and third the extent to which one can bring meaningful conclusion from the collected data. Most ethical issues in research fall into one of the four categories: protection from harm, informal consent, right to privacy and honesty with professional colleagues (Leedy and Ormrod, 2005).

Validity refers to the extent to which an instrument measures what is supposed to measure. Data need not only to be reliable but also true and accurate. If a measurement is valid, it is also reliable (Joppe2000). The content of validity of the data collection instrument was determined through discussing the study instrument with the experts in the field of study especially the researcher supervisor. The valuable comments, corrections and suggestions given by the study experts assisted the validation of the instrument. Validity of measure was guaranteed using a thorough and adequate literature review. And, pilot test was conducted to ensure the clarity of the question items. Based on the feedback from the pilot study, the questionnaire was revised.

Besides, the researcher also believes that this study is reliable since the respondents were experienced on quality of educational performance of the school and their answers were expected to be credible. Given the credibility of selected respondents, the same answers would probably be given to another independent researcher. Furthermore, ambiguous terms were not used in the questioner to avoid confusion.

### ***3.7 Ethical Considerations***

Ethical issues are a very important aspect of conducting research and there is a need for all researchers to be aware of them (Bryman & Bell, 2011). Dealing with matters of research ethics is very sensitive in qualitative research (Flick, 2004), and these matters may arise at various stages of business and management research (Bryman & Bell, 2011). On this study each respondents of the questionnaire were communicated about the study and were made to participate only voluntarily. The researcher kept the responses



confidential. The findings of the research will be purely result of analysis of the collected data without manipulation by the researcher and only used for the purpose of this study.

## CHAPTER FOUR

### DATA ANALYSIS AND INTERPRETATION

In this chapter, the researcher presents data analysis, discussion and interpretation of finding on the collected data. In order to achieve the research objectives, the study used primary data. Survey questionnaire were used to gather data from parents of students and teachers aiming to evaluate the educational service provision performance of the academy.

#### ***4.1 Response Rate***

The administered questionnaires were collected from the respondents. Out of the total 293 questionnaires distributed; 233 for parents and 60 for teachers at the academy, 285 usable responses were collected; 233 from parents and 52 from teachers. The response success rate of parent respondents was 91%, while the success rate of teacher respondents was 87%.

**Table 1: Response Rate**

	<b>Parents</b>	<b>Teachers</b>	<b>Total</b>
<b>No of Questionnaire Distributed</b>	255	60	315
<b>No of Questionnaire Returned</b>	233	52	285
<b>Percentage of Response</b>	91%	87%	90%

**Source: Computed from Parents and Teachers Survey, 2019**

The first section of the chapter presents the result of students' parent survey which was conducted on 233 parents that currently have the children learn at Soliana academy. The second section presents the result of teacher survey conducted on 52 teachers at the academy.

## 4.2 Result of Parents Survey

### 4.1.1 Demographic Background of Parents

Table 2 : Demographic Variables of Parent Respondents

Demographic Variable	Option	Frequency	Percentage
Gender	Male	85	36%
	Female	148	64%
	Total	233	100%
Age	Less than 20	7	3%
	20-30	93	40%
	31-40	78	33%
	41-50	50	21%
	Above 50	5	2%
	Total	233	100%
Education	Secondary	0	0%
	Certificate	37	16%
	Diploma	97	42%
	Degree	82	35%
	Master Degree or above	17	7%
	Total	233	100%
Marital Status	Single	36	15%
	Married	180	77%
	Divorced	17	7%
	Widowed	0	0%
	Total	233	100%

Source: Computed from Parents Survey, 2019

The descriptive analysis of the data on the demographic characteristics of the sampled parents is presented in Table 2 above. Among the total 233 parents that participated in the survey, 85(36%) were male and 148(64%) were female parents. This indicates majority of the respondents were female.

The respondents in the age group of 20-30 years is 40% (93), followed by 31-40 years, 41-50 years and less than 20 years making 33% (78), 21% (50) and 3% (7) of respondents respectively. The remaining 5 respondents were aged above 50 years. This shows that majority of the respondents were in the age group of 20-30 years and can be said that most of the respondents are young and can respond to the questionnaire easily.

As shown in the Table 2 above 37 respondents, representing 16% of the respondents are certificate holders, 97 respondents, representing 42% are diploma holder, 82 respondents, representing 35% of the total sample has degree level education and 7% of the sampled parents have a master's degree or above. Regarding the marital status of respondents, 15% of the survey participants were single, 77 % of the respondents were married and the remaining 7% were divorced. This shows majority of the respondents are educated and married and it can be said that the respondents have the ability to understand and respond to the questionnaire without any difficulties.

Survey participating parents were requested to provide their opinion regarding the quality of school facility, educational provision quality as well as parents involvement in educational activities. The result of the collected data is presented below.

### 4.1.2 Views of parents on adequacy of School Facilities

**Table 3: Views of parents on adequacy of school Facility Qualities**

No	Variables	Response	Frequency	Percentage	Mean
1	There is Adequate Indoor spacing	Strongly Agree	94	40%	4.33
		Agree	125	54%	
		Neutral	12	5%	
		Disagree	2	1%	
		Strongly Disagree	0	0%	
		Total	233	100%	
2	There is Adequate Outdoor Space and Playing Equipment	Strongly Agree	65	28%	4.26
		Agree	163	70%	
		Neutral	5	2%	
		Disagree	0	0%	
		Strongly Disagree	0	0%	
		Total	233	100%	
3	Availability of Classroom Learning Material	Strongly Agree	88	38%	4.35
		Agree	138	59%	
		Neutral	7	3%	
		Disagree	0	0%	
		Strongly Disagree	0	0%	
		Total	233	100%	
4	Hygiene and adequacy of Toilets and hand washing facilities	Strongly Agree	7	3%	2.52
		Agree	28	12%	
		Neutral	67	29%	
		Disagree	109	47%	
		Strongly Disagree	22	9%	
		Total	233	100%	
<b>Aggregate Mean</b>					<b>3.87</b>

**Source: Computed from Parents Survey, 2019**

As it can be seen from Table 3, 40% of the respondents strongly agree and 54% agree on the adequacy of indoor space available for students; while 28% of surveyed parents strongly agree and 70% of the respondents agree on the adequacy of outdoor space and

playing equipment. The mean score of the adequacy of indoor space and outdoor space & playing equipment was 4.33 and 4.26 which is considerably high. This shows that parents are satisfied with adequacy of indoor space, outdoor space and playing equipment found in the school.

In addition, availability of classroom learning materials have a mean score of 4.35. From the total 233 parents surveyed, 38% strongly agree, 59% agree and only 3% were neutral regarding the classroom learning materials meet their expectation. This shows that the surveyed parents are also satisfied with the classroom learning materials available in the school.

However, as presented in the table above, from the total 233 parents that participated in the survey only 3% strongly agree and 12% agree that the toilet facilities are hygiene. While about 29% of the respondents were neutral, 47% disagree and the remaining 9% of the respondents strongly disagree with sanitation of the toilet facility in the academy. The mean score given by parents for toilet hygiene was 2.52. The result indicates that, majority of the respondents are not satisfied with the hygiene of toilet facilities in the school.

Generally, the result indicates that majority of respondents are fairly satisfied with the adequacy of school facilities but they are not fully satisfied with the hygiene of toilet that are available at Soliana Academy.

### 4.1.3 Parents Opinion on Teaching Quality

**Table 4: Parents Opinion on Teaching Quality**

No	Variables	Response	Frequency	Percentage	Mean
1	<b>Is the Teacher to Child Ratio in the class based on International standard (1 teacher to 25 students only)</b>	Strongly Agree	0	0%	<b>2.22</b>
		Agree	35	15%	
		Neutral	40	17%	
		Disagree	102	44%	
		Strongly Disagree	56	24%	
		Total	233	100%	
2	<b>Teachers Quality, experience and Training for the subject matter</b>	Strongly Agree	47	20%	<b>4.09</b>
		Agree	163	70%	
		Neutral	19	8%	
		Disagree	2	1%	
		Strongly Disagree	1	0%	
		Total	233	100%	
3	<b>Teacher Patience&amp; Relation with Children</b>	Strongly Agree	103	44%	<b>4.38</b>
		Agree	119	51%	
		Neutral	7	3%	
		Disagree	4	2%	
		Strongly Disagree	0	0%	
		Total	233	100%	
<b>Aggregate Mean</b>					<b>3.56</b>

**Source: Computed from Parents Survey, 2019**

As it can be seen from Table 4, from total 233 surveyed parents, none of them strongly agree and only 15% agree on the adequacy of teacher to child ratio. While about 17% of the respondents were neutral, 44% disagree and the remaining 24% of the respondents strongly disagree with the adequacy of teacher to child ratio in the academy. The average score given by parents for adequacy of teacher to child ratio was 2.22. This result shows that the majority of respondents think that the teacher to child ratio is not as per international standard; i.e. one teacher to 25 students.

From surveyed parents 20% strongly agree, the 70% agree, 8% were neutral and the remaining 1% disagree and a mean score of 4.09 regarding the quality of teaching in the academy is as per their expectation. This result indicate that the majority of respondents are relatively satisfied with the teaching and training service quality of Soliana Academy.

Furthermore, 44% of the surveyed parents strongly agree, 51% agree and 3% stated neutral position and has a mean score of 4.38 with the statement that the teachers in the academy are patient in handling students and the teacher student relation is satisfactory. This result indicates that surveyed parents are satisfied with teachers' patient and relation with children.

Generally, the result shown in table 4 above indicates majority of respondents are fairly satisfied with the teaching quality available in the Academy.



#### 4.1.4 Views of parents on Parent Participation in the School

**Table 5: Views of Parents on Parent Participation in the School**

No	Variables	Response	Frequency	Percentage	Mean
1	<b>There is enough amount of Parent-Teacher Meeting about their child progress</b>	Strongly Agree	3	1%	<b>2.55</b>
		Agree	26	11%	
		Neutral	74	32%	
		Disagree	124	53%	
		Strongly Disagree	6	3%	
		Total	233	100%	
2	<b>There is enough Parents Participation in Decision Making in the school learning process</b>	Strongly Agree	5	2%	<b>2.43</b>
		Agree	48	21%	
		Neutral	36	15%	
		Disagree	97	42%	
		Strongly Disagree	47	20%	
		Total	233	100%	
3	<b>There is Parents Involvement in Academic Activities</b>	Strongly Agree	0	0%	<b>2.45</b>
		Agree	54	23%	
		Neutral	31	13%	
		Disagree	113	48%	
		Strongly Disagree	35	15%	
		Total	233	100%	
<b>Aggregate Mean</b>					<b>2.48</b>

**Source: Computed from Parents Survey, 2019**

As displayed in Table 5 above, only 1% of the respondents strongly agree and 11% agree on the statement that there is strong effort by the school to prepare enough parents-teacher meetings to discuss children’s progress or at parents’ request. While about 32% of the respondents were neutral, 53% disagree and the remaining 3% of the respondents strongly disagree with the statement that the academy is making enough effort to prepare parent-teacher meeting to discuss the educational performance of students. The result shows that parents are not satisfied by the adequacy of parent- teacher meeting in the academy.

As it can be seen from the table above 20% strongly disagree and 42% disagree that the academy involves parents in various decision making activities. While 15% strongly disagree, 48% disagree and 23% agree that parents are involved in different academic activities. This result indicates that the surveyed parents require more participation in their children academic activities and involve more in the schools decision making process.

Generally, the result implies that the majority of parents are not fully satisfied with Soliana Academy's effort towards involving parents in decision making and in participating parents in academic activities.

## ***4.2 Result of Teachers Survey***

The teacher survey was conducted to assess the motivational elements provided by Soliana Academy as well as to investigate the commitment level of teachers to the academy. The survey tried to collect information from the whole teaching staff. But out of the distributed 60 questionnaires, 52 questionnaires were collected and summary of the collected teacher survey is presented below.

### 4.2.1 Demographic Characteristics of Teachers

**Table 6: Demographic Variables of Teacher Respondents**

Demographic Variable	Option	Frequency	Percentage
<b>Gender</b>	Male	24	46%
	Female	28	54%
	Total	52	100%
<b>Age</b>	Less than 20	0	0%
	20-30	18	35%
	31-40	22	42%
	41-50	12	23%
	Above 50	0	0%
	Total	52	100%
<b>Education</b>	Secondary	0	0%
	Certificate	0	0%
	Diploma	11	21%
	Degree	41	79%
	Master Degree or above	0	0%
	Total	52	100%
<b>Marital Status</b>	Single	22	42%
	Married	30	58%
	Divorced	0	0%
	Widowed	0	0%
	Total	52	100%

**Source: Computed from Teachers Survey, 2019**

As presented in Table 6, among the total 52 teachers that participated in the survey, 46% were male and 54% were female teachers. This shows that majority of the respondents were female.

Regarding the age category of teachers, 35% of teacher respondents were between 20-30 years, 42% of teachers were under the age group of 31-40 years and the remaining 23% were in the age group of 41-50 years old. This shows majority of the respondents were young.

The above table also shows that 79% of the surveyed teachers have degree level education and 21% of teacher respondents have diploma level education. Based on their educational status, it can be said that the respondents have the ability to understand and respond to the questionnaire.

#### 4.2.2 Teachers Motivation

**Table 7: Teachers Motivation**

No	Variables	Response	Frequency	Percentage	Mean
1	<b>Performance measurement in the school is motivating</b>	Strongly Agree	2	4%	<b>3.40</b>
		Agree	29	56%	
		Neutral	12	23%	
		Disagree	6	12%	
		Strongly Disagree	3	6%	
		Total	52	100%	
2	<b>Growth Prospects in the academy is promising</b>	Strongly Agree	0	0%	<b>2.37</b>
		Agree	8	15%	
		Neutral	12	23%	
		Disagree	23	44%	
		Strongly Disagree	9	17%	
		Total	52	100%	
3	<b>Reward System in the school is fair and motivating</b>	Strongly Agree	0	0%	<b>2.23</b>
		Agree	0	0%	
		Neutral	19	37%	
		Disagree	26	50%	
		Strongly Disagree	7	13%	
		Total	52	100%	
4	<b>Job Security in the school is motivating</b>	Strongly Agree	6	12%	<b>4.04</b>
		Agree	43	83%	
		Neutral	2	4%	
		Disagree	1	2%	
		Strongly Disagree	0	0%	
		Total	52	100%	
<b>Aggregate Mean</b>					<b>3.01</b>

Source: Computed from Teachers Survey, 2019

The surveyed teachers were requested to provide their opinions towards motivational incentives provided by the school. The motivational variables assessed include the performance measurement system at the academy, fairness of the reward system or salary scale, the future growth prospect in the academy and job security.

As presented in the table above, out of the 52 surveyed teachers, 2(4%) strongly agree, 29 (56%) teachers agree, 12 (23%) stated a neutral position, 6(12%) disagree and 3 (6%) strongly disagree regarding the motivational effect of the current performance measurement system in the academy. The mean score given to motivational effect of performance measure was 3.40. This indicates that surveyed teachers believe that the performance measurement in the school is motivating.

With regard to the motivational effect of the current growth prospect in the academy, 15% of the surveyed teachers agree, 23% of the teachers were neutral, 44% disagree and the remaining 17% strongly disagree that the growth prospects of the school are motivating factor to stay in the institution and has a mean score of 3.40. From these results it can be said that the surveyed teachers are fairly but not fully satisfied with the motivational incentives provided by the academy.

As displayed in the table above, from the surveyed 52 teachers 13% strongly disagree, 50% disagree and 37% stated a neutral opinion regarding the fairness of the reward system and its effect on teachers' motivation and commitment. This result indicates that the employed teachers at the academy are not motivated by the existing reward system provided by the school.

With regard to the job security, 83% of surveyed teachers agree, 6% strongly agree, 2% disagree and 7% stated neutral position. This indicates that majority of surveyed teachers think that job security offered by the school is a motivating element to stay committed to the school.

Generally from the above result it can be concluded that the surveyed teachers are fairly but not fully satisfied with the motivational incentives provided by the academy. In

addition, the majority of surveyed teachers did not think the current reward system or salary scale is fair and motivates teachers to keep working in the academy.

### ***4.2.3 Teachers Commitment***

The surveyed teachers were also requested to provide their feeling in terms of Affective commitment; i.e. teachers' emotional attachment and loyalty to an organization, Continuance commitment; i.e. awareness of the cost associated with leaving an organization and normative commitment; i.e. teachers feeling of obligation to remain with the organization.

**Table 8: Teachers Commitment**

No	Variables	Response	Frequency	Percentage	Mean
1	Felling of School Objective as its own	Strongly Agree	32	62%	4.56
		Agree	17	33%	
		Neutral	3	6%	
		Disagree	0	0%	
		Strongly Disagree	0	0%	
		Total	52	100%	
2	I fell as if like “I’m part of the family” and the Academy Deserves My Loyalty	Strongly Agree	21	40%	4.25
		Agree	25	48%	
		Neutral	4	8%	
		Disagree	2	4%	
		Strongly Disagree	0	0%	
		Total	52	100%	
3	It is my Choice but not Necessity to Work in the academy	Strongly Agree	0	0%	2.65
		Agree	13	25%	
		Neutral	8	15%	
		Disagree	31	60%	
		Strongly Disagree	0	0%	
		Total	52	100%	
4	Willingness to Stay Against Personal Advantage	Strongly Agree	0	0%	2.35
		Agree	0	0%	
		Neutral	22	42%	
		Disagree	26	50%	
		Strongly Disagree	4	8%	
		Total	52	100%	
5	Happiness with Spending Rest of Career in the school	Strongly Agree	0	0%	2.13
		Agree	2	4%	
		Neutral	15	29%	
		Disagree	23	44%	
		Strongly Disagree	12	23%	
		Total	52	100%	
<b>Aggregate Mean</b>					<b>3.19</b>

Source: Computed from Teachers Survey, 2019

As presented in the Table 8 above, out of the 52 surveyed teachers, 32(62%) teachers strongly agree, 17 (33%) agree and the remaining 3(6%) stated neutral position with the statement that they felt as if this school's objectives and mission are their own. In addition, 40% of the surveyed teachers strongly agree and 48% agree that the academy deserves their loyalty. From this result it can be concluded that the affirmative or emotional commitment of surveyed teachers is strong and they share the common organizational goal and think that Soliana Academy deserves their loyalty.

Regarding the continuance commitment of teachers, from the total 52 teachers surveyed, 13(25%) teachers agree, 8 (15%) teachers stated a neutral position and 31 (60%) teachers disagreed with the statement that it is their choice but not necessarily that they are still working in the academy. Furthermore, 4% strongly disagree, 50% of the surveyed teachers disagreed and 42% stated a neutral position with the statement that even if it were to their advantage, they do not feel it would be right to leave this academy now. While 23% of surveyed teachers strongly disagree, 44% disagree, 29% were neutral and the remaining 4% agree regarding their happiness and willingness to spend the rest of their career teaching at Soliana Academy. This result indicates that the continuous and normative commitment of teachers to the academy is low, and this could be a concern for the school since teachers' commitment is an important factor in providing quality educational service for sustained time intervals.



## CHAPTER FIVE

### SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

#### *5.1. Summary of Major Findings*

Out of the total 315 questionnaires distributed; 255 for parents and 60 for teachers at the academy, 285 usable responses were collected; 233 from parents and 52 from teachers. The response success rate of parent respondents was 91%, while the success rate of teacher respondents was 87%. Thus, this study utilized data collected from 233 parents and 52 teachers at Soliana Academy.

In order to assess quality of educational service provision that satisfy parents by Soliana Academy, surveyed parents provided their evaluation regarding the various school facilities available for students, teaching quality and parent participation in educational activities as well as in decision making processes in the academy.

Regarding school facility available for students, the majority of surveyed parents are fairly satisfied with the indoor and outdoor space as well as the playing equipment that are available for their children. However, significant portion of surveyed parents showed their concern on the sanitation and hygiene of the toilet and hand washing facilities which the students are currently using.

According to the collected data from parents in regard to teaching and training service quality provided for students, all surveyed parents are highly satisfied with the performance of the academy. Furthermore, the majority of survey participants believe that teachers in the academy are patient in handling students and the teacher student relation is satisfactory. However, the data collected from parents indicate that the teacher to child ratio in the academy is not as per international standard; i.e. one teacher to 25 students and also parents participation in academic activities is not as per parents' expectation and significant portion of sampled respondents think that the current parent participation in academic activities and decision making process is very limited.

From the study result of teachers survey the result shows that the surveyed teachers are fairly but not fully satisfied with the motivational incentives provided by the academy. In addition, the majority of surveyed teachers did not think the current reward system or salary scale is fair and motivates teachers to keep working in the academy.

Regarding the commitment level of surveyed teachers, the affirmative or emotional commitment of teachers were found to be strong and they share the common organizational goal and think that Soliana Academy deserves their loyalty. But, the continuous and normative commitment of teachers to the academy was found to be limited.

## ***5.2. Conclusions***

The main objective of this study was to assess parents' and teachers' satisfaction in Soliana Academy. In order to survive, Customer satisfaction is essential for the success of service giving firms like schools. Thus, the issue of enhancing the level of customer satisfaction has become the prime focus of service giving firms like schools. Employee satisfaction also plays a great role in achieving organizational goal. Hence, satisfied parents and teachers are a prerequisite for excellent educational performance of private schools in order to be successful and to contribute in the growth of the country.

By assessing parents and teachers satisfaction of Soliana Academy, from surveyed parents that provided their evaluation regarding the various school facilities available for students, teaching quality and parent participation in educational activities as well as in decision making processes in the academy, it is observed that, adequacy of outdoor space, playing equipment, learning materials, quality of teachers and teachers patience in handling students are having high Mean score. Teacher to child ratio, parent participation in decision making and hygiene of the toilet and hand washing facilities have the least mean score. And from surveyed teachers, it is observed that teachers are satisfied by the job security offered by the school and are not fully satisfied by the existing reward system provided by the school.

The finding from the study led the researcher to conclude that parents are satisfied with the indoor and outdoor space as well as the playing equipment in the academy but showed concern over the sanitation and hygiene of the toilet facilities and teacher to child ratio in the academy.

In addition, the study concluded that parent participation in academic activities is not as per parents' expectation and significant portion of surveyed parents revealed that the existing parent engagement in academic activities is below their expectation.

From the result of teachers' survey it can be concluded that the majority of surveyed teachers did not think the current salary scale is fair and motivates teachers to keep working in the academy. This result indicates that the employed teachers at the academy are not motivated by the existing reward system provided by the school.

The study result also indicates that even though the affirmative commitment of teachers was found to be strong, the continuous commitment of teachers to the academy was found to be limited. This could be a concern for the school since teachers commitment is an important factor in providing quality educational service for sustained time interval.

### ***5.3. Recommendations***

Based on the primary data collected via questioners, the researcher forwarded the following recommendations for the academy.

- Significant portion of surveyed parents showed their concern on the sanitation and hygiene of the toilet facilities which the students are currently using. The school has to give attention to improve the physical quality of the toilet and hand washing facilities.
- The data collected from parents indicate that parent participation in academic activities is not as per parents' expectation and significant portion of sampled respondents think that the current parent participation in academic activities and decision making process is very limited. The management of the school has to increase the parent participation by preparing frequent meeting with parents and

by letting them know and participate in different decisions of the school regarding the learning process.

- The majority of surveyed teachers did not think the current reward system or salary scale is fair and motivates teachers to keep working in the academy. This result may indicate that the employed teachers at the academy are not motivated by the existing reward system provided by the school. So the school has to offer different reward system like giving recognition for best teacher for each month with different incentives.
- The continuous and normative commitment of teachers to the academy was found to be limited and this could be a concern for the school since teachers commitment is an important factor in providing quality educational service for sustained time interval. In this case the school has to prepare mechanism which will help the teachers to get some extra payment like preparing after school tutorial programs.

#### ***5.4 Suggestions for future research***

- The study was limited to one academic institution found in Addis Ababa it only covered 233 parents and 52 teachers from Soliana Academy. Given the key role that the sector plays a lot in the growth of the country, the researcher recommended that future researches can be done by including other academic institutions as part of their study and incorporating a larger sample and should focus on some other variables not included in this study but may have effect on the satisfaction of parents and teachers of private schools.

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## Appendices

### ***Appendix A: Questionnaire for Parents***

Dear respondent, this questionnaire is designed to collect data to assess parents and teachers satisfaction in Soliana Academy. The data will be used as an input for a thesis in a partial fulfillment for Degree of Masters in Business Administration. Your response will be used only for academic purpose and all information provided will be treated confidential. Please feel free to express your feelings in an open manner. Your honest responses are very important for the success of this study. Your prompt response will be highly appreciated.

- Please tick one of the correct answers with an (X)
- Please answer all questions.

The researcher would like to thank you in advance for your cooperation.

#### ➤ ***Demographic Information***

1. Gender of your child

Male  Female

2. Gender of respondent

Male  Female

3. Age of respondent

Less than 25  25-35  35-45  45-55  Above 55

4. Educational background of respondent

Secondary  Certificate  Diploma  Degree

Master Degree or above

5. Marital status?

Single  Married  Divorced

6. Student Grade: \_\_\_\_\_

7. Who will complete this questionnaire?

Mother or other female guardian  Father or other male guardian

Other \_\_\_\_\_

*Note: Strongly Agree = 5 Agree = 4 Somehow agree =3 Disagree = 2  
Strongly Disagree = 1*

Quality of Education Questions	Likert's Rating scale				
	5	4	3	2	1
1. There is adequate indoor space for learning					
2. Classroom learning materials like textbooks, pictures, charts are available					
3. Classroom furniture (tables, desks, chairs) are available and adequate					
4. There is adequate outdoor space for students					
5. Outdoor playing equipment's are sufficient for the students					
6. Toilets and hand washing facilities are hygienic and adequate in number					
7. Safe to drink water is available in the school					
8. Is Teacher to child ratio in the school based on International standard; i.e. lower than 25 students in each class					
9. Teachers have some working experience with young children.					
10. Teachers are warm and patient with children					
11. Teachers are willing to help children to solve their problems					
12. Appropriate activities which are stimulating and developmentally appropriate are offered					
13. Parents-teacher meetings are held to discuss children's progress at least twice a year or at parents request					

14. Parents are involved in decision making roles about improving the school and in fulfilling the school objectives					
15. Parents are involved in academic activities like (storytelling, field trips or collection of local materials for children's learning)					

8. Please write what you think should be done to improve the quality of education in Soliana Academy.

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**Thank You for Your Time!**



## ***Appendix B: Questionnaire for Teachers***

Dear respondent, this questionnaire is designed to collect data to assess parents and teachers satisfaction in Soliana Academy. The data will be used as an input for a thesis in a partial fulfillment for Degree of Masters in Business Administration. Your response will be used only for academic purpose and all information provided will be treated confidential. Please feel free to express your feelings in an open manner. Your honest responses are very important for the success of this study. Your prompt response will be highly appreciated.

- Please tick one of the correct answers with an (X)
- Please answer all questions.

. The researcher would like to thank you in advance for your cooperation.

### ***➤ Demographic Information***

1. Gender

Male  Female

2. Age

Less than 25  25-35  35-45  45-55  Above 55

3. Educational background

Secondary  Certificate  Diploma  Degree   
Master Degree or above

4. Marital status?

Single  Married  Divorced  Widowed

5. Monthly income (in Birr):

Less than 1,500  1,501-3,000  3,001-5,000   
5,001- 8,000  More than 8,000

6. Educational Subject Teaches: \_\_\_\_\_

*Note: Strongly Agree = 5 Agree = 4 Somehow agree =3 Disagree = 2  
Strongly Disagree = 1*

Motivation Questions	Likert's Rating scale				
	5	4	3	2	1
1. The performance measurement system motivates teachers to stay in the school					
2. The Reward system is fair and motivates teachers to keep working in the school					
3. The growth prospects of the school are motivating factor to stay in the institution					
4. Job security offered by the school is a motivating element to stay committed to the school					
5. The well-defined tasks and responsibilities in the school are a motivating factor to stay committed in the school					
6. The public image of the school is a motivating element in commitment to the school					
7. If I leave my job it can be difficult for me to find another job from which I can get the same motivation					

Commitment Questions	Likert's Rating scale				
	5	4	3	2	1
- I feel as if this schools objectives are my own					
-It is my choice but not necessity that I am still working in this school					
-I feel as if like I am “part of the family” in this school and the academy deserves my loyalty					
-I enjoy discussing about my teaching practices at this academy with people outside it					
-I would be happy to spend the rest of my career in this school					
-I feel an obligation to remain in this academy					
-Even if it were to my advantage, I do not feel it would be right to leave this academy now.					

2. Please write what you think should be done to improve the quality of education and teachers satisfaction in Soliana Academy.

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**Thank You for Your Time!**