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ADDIS ABABA UNIVERSITY  
COLLEGE OF BUSINESS AND ECONOMICS

DEPARTMENT OF MANAGEMENT

THE EFFECT OF SERVICE QUALITY ON CUSTOMER SATISFACTION:  
IN THE CASE OF BETESEB ACADEMY PRIVATE ELEMENTARY SCHOOLS

A Thesis Submitted to Addis Ababa University  
College of Business and Economics Department of Management,  
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ADDIS ABABA, ETHIOPIA

JUNE, 2025

**ADDIS ABABA UNIVERSITY  
COLLEGE OF BUSINESS AND ECONOMICS**

**CS**

**DEPARTMENT OF MASTERS OF MANAGEMENT**

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CASE OF BETESEB ACADEMY PRIVATE ELEMENTARY SCHOOL**

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DECLARATIONS

I, **Abay Abera**, hereby declare that this thesis entitled “The Effect of Service Quality on Customer Satisfaction: The Case of Beteseb Academy private elementary school is my original work, presented under the guidance of **Dr.Habtamu Endris** I would also confirm that any part of this thesis has not previously been submitted for a degree or any other qualification at this University or any other institution. All sources and materials used for this thesis have been duly acknowledged.

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## ENDORSEMENT

This thesis has been submitted to Addis Ababa University, college\_of\_business and economics of Graduates, for examination with my approval as a university advisor.

Dr. Habtamu Endris

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JUNE, 2025

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## Acronyms

**SERVQUAL**-----Service Quality

**SPSS**----- Statistical Package for Social Science

**UNESCO** ----- The United Nations Educational Scientific and Cultural Organization

**MDG** -----Millennium Development Goal

**EFA** -----Education for All

**OECD**-----Organization for Economic Cooperation and Development

**CESCR**-----Committee on Economic, Social, and Cultural Rights'

**HEdPERH**-----Higher Education Performance

**HEDQUAL**- -----Higher Education Service Quality

**TQM**- -----Total Quality Management

**NGOs**----- Non-Governmental Organization

**OECD**- -----The Organization for Economic Co-operation and Development

**IIEP**----- International Institute of Planning Schools

**SAUVCA**-----South African Universities Vice Chancellors Association

**MLR**- -----Methodological Literature Review

**IRBs**----- Institutional Review Board

## Abstract

This study explores the effect of service quality on customer satisfaction at Beteseb Academy Private Elementary School in Addis Ababa, Ethiopia, amid growing competition in the private education sector. Utilizing the SERVQUAL model, we examine five dimensions of service quality: tangibility, reliability, responsiveness, assurance, and empathy. A mixed-methods approach was employed to collect data from 384 parents through structured questionnaires and qualitative interviews. Quantitative analysis was performed using SPSS, while qualitative data was thematically analyzed. The findings reveal that tangibility and reliability had the strongest positive effects on parental satisfaction, followed by responsiveness and empathy, while assurance showed a negative effect. These results highlight the critical importance of consistent, dependable service and the competence and courtesy of staff in shaping parental satisfaction. The study provides actionable insights for school administrators to prioritize improvements in these key areas to enhance service delivery and competitiveness. This research addresses a gap in understanding the relationship between service quality and customer satisfaction in private elementary education, ultimately aiming to improve stakeholder satisfaction and market positioning.

**Keywords:** *Service Quality, Customer Satisfaction, SERVQUAL, Private Elementary School*

## CHAPTER ONE:INTRODUCTION

### 1.1. Background of Study

The quality of service provided by educational institutions, especially private elementary schools, is paramount in shaping customer satisfaction—an essential factor influencing parents' choice of school for their children. Service quality in education is multifaceted, encapsulating dimensions such as reliability, responsiveness, assurance, empathy, and tangibles (Zeithaml, Parasuraman, & Berry, 1990). Each of these dimensions plays a critical role in constructing the overall perception of a school's effectiveness and the value it offers to families.

In the increasingly competitive landscape of private education, the significance of service quality has garnered considerable attention. Research indicates a strong positive correlation between high service quality and elevated satisfaction levels among both students and parents (Amin & Isa, 2008). This relationship underlines the importance of service quality not only for retaining students but also for enhancing the institution's reputation and financial viability. Private elementary schools like Beteseb Academy must navigate this dynamic environment with a keen understanding of the factors that influence perceived service quality to maintain and enhance their market position.

The educational landscape is currently experiencing transformative changes characterized by shifting parental expectations and increased competition among institutions. This evolution underscores the need for schools to transcend traditional educational offerings and aim for a holistic approach to service delivery. Service quality has emerged as a pivotal determinant of customer satisfaction—one that encompasses not just the academic curriculum but the entirety of the educational experience provided by the institution (Khan, 2010). This comprehensive view suggests that schools must pay close attention to the nuances of service delivery, acknowledging that parents today seek more than just academic instruction; they desire an engaging and supportive environment for their children.

While previous studies have explored the relationship between service quality and customer satisfaction in various educational contexts, there is a notable gap in the

literature regarding how these dynamics manifest in specific local settings such as Beteseb Academy. Most existing research has been conducted in broader or international contexts, often overlooking the unique cultural, economic, and operational characteristics that may influence parental perceptions and expectations in Ethiopian private schools. Addressing this population gap is essential for generating contextually relevant insights that can inform local practice and policy.

Moreover, although established frameworks such as SERVQUAL (Zeithaml et al., 1990) provide a robust foundation for assessing service quality, recent shifts in parental expectations and the increasing complexity of educational service delivery suggest that these models may not fully capture all factors influencing satisfaction in contemporary private school environments. This points to a potential theoretical gap: the need to examine whether existing theories and measurement tools adequately reflect the evolving priorities and experiences of parents in settings like Beteseb Academy. By investigating both established and emerging dimensions of service quality, this study seeks to contribute to the refinement of theoretical models in educational service research.

Therefore, this study aims to delve deeper into the specific dimensions of service quality that exert the most significant influence on customer satisfaction at Beteseb Academy Private Elementary School. By identifying the critical elements shaping parental perceptions, this research endeavors to provide actionable insights that can inform strategies for refining service delivery. Ultimately, enhancing service quality not only bolsters stakeholder satisfaction but also reinforces the institution's commitment to delivering holistic and impactful educational experiences, thereby ensuring its long-term success in a competitive market.

## 1.2 Statement of the Problem

The relationship between service quality and customer satisfaction represents a critical area of study within the educational sector, particularly for private elementary schools such as Beteseb Academy Private Elementary School. Despite an expanding body of literature emphasizing the significance of service quality in fostering customer satisfaction (Amin & Isa, 2008; Zeithaml, Parasuraman, & Berry, 1990), a substantial gap

remains in understanding how specific dimensions of service quality impact satisfaction within the context of private elementary education.

Furthermore, as educational institutions increasingly compete for enrollment, it becomes essential to understand the nuances of this relationship for informed strategic decision-making and resource allocation.

The absence of empirical data specifically related to Beteseb Academy Private Elementary School poses a challenge for school administrators who aim to enhance service quality and, consequently, customer satisfaction. This study seeks to address this gap by investigating the specific aspects of service quality that have the most significant impact on customer satisfaction among parents at Beteseb Academy. By identifying these key dimensions, the school can develop targeted strategies to improve service delivery, thereby fostering greater satisfaction and loyalty among its stakeholders.

This research aims to fill the existing gap in literature by examining the specific dimensions of service quality that affect customer satisfaction at Beteseb Academy Private Elementary School. By doing so, the study aspires to provide actionable insights that can assist the institution in enhancing its service delivery and, consequently, improving overall satisfaction and fostering a loyal community.

In the context of service quality assessment in educational settings, several models serve as frameworks for understanding and measuring quality from the perspective of stakeholders. The HEdPERF model, developed by Abdullah (2006), is specifically designed to assess educational service quality from the viewpoint of students, contrasting with the traditional SERVQUAL model, which is more generic and may not fully capture the distinctiveness of educational services.

Similarly, the HEDQUAL model, proposed by Brochado in 2009, aims to evaluate service quality in higher education institutions. This model builds upon existing frameworks, particularly the SERVQUAL model, and tailors it to the unique context of educational services, focusing on the dimensions that matter most to students.

Additionally, the KANO model, developed by Noriaki Kano in 1984, provides a framework for prioritizing customer needs and preferences in product and service development. This model aids organizations in understanding how different attributes of their offerings impact customer satisfaction and loyalty.

Lastly, Total Quality Management (TQM) offers a comprehensive approach to improving the quality of products and services across an organization. Influenced by key figures in quality management, including W. Edwards Deming, Joseph Juran, and Philip Crosby, TQM practices have been shaped by various philosophies and principles that, while primarily developed within manufacturing contexts, are also applicable to service sectors, including education.

By leveraging these frameworks, this study will provide a nuanced analysis of service quality dimensions that influence parental satisfaction at Beteseb Academy Private Elementary School, thereby contributing valuable insights for improving service delivery and fostering stakeholder loyalty.

### 1.3 Objectives of the Study

#### 1.1.3 General Objectives

To examine service quality and customer satisfaction in Beteseb Academy private elementary schools in Addis Ababa, Ethiopia.

#### 1.2.3 Specific Objectives

The specific objectives of the study are:

- ★ **To identify the effect of tangibility on customer satisfaction at Beteseb Academy Private Elementary School:** This objective aims to clarify how physical aspects of the school—such as facilities, equipment, and overall appearance—impact the satisfaction levels of parents.
- ★ **To determine the effect of reliability on customer satisfaction at Beteseb Academy Private Elementary School:** This focuses on assessing the consistency

and dependability of the services provided by the school, ensuring that parents understand how reliability influences their satisfaction.

★ **To determine the effect of responsiveness on customer satisfaction at Beteseb Academy Private Elementary School:** This objective aims to evaluate how quickly and effectively the school addresses parents' needs and concerns, highlighting the importance of timely responses in enhancing satisfaction.

**To identify the effect of assurance on customer satisfaction at Beteseb Academy Private Elementary School:** This seeks to explore how the school's ability to instill confidence and trust among parents contributes to their overall satisfaction, ensuring that this aspect is clearly articulated.

**To determine the effect of empathy on customer satisfaction at Beteseb Academy Private Elementary School:** This objective examines how the school's understanding and care for the individual needs of parents and students affect satisfaction levels, emphasizing the importance of personalized service.

**To identify the customers' level of satisfaction:** This final objective aims to measure and articulate the overall satisfaction of parents, providing a comprehensive view of how well the school meets their expectations and needs.

### **1.3.3. Hypothesis of the study**

In light of the objectives articulate above, the following hypotheses are investigated:

#### **Hypothesis 1**

Ho1: Tangibility does not have a positive and significant effect on customer satisfaction.

#### **Hypothesis 2**

Ho2: Reliability does not have a positive and significant effect on customer satisfaction.

#### **Hypothesis 3**

Ho3: Responsiveness does not have a positive and significant effect on customer satisfaction.

#### **Hypothesis 4**

Ho4: Assurance does not have a positive and significant effect on customer satisfaction.

#### **Hypothesis 5**

Ho5: Empathy does not have a positive and significant effect on customer satisfaction.

### 1.4 Scope of the Study

This study mainly focuses on examining the relationship between service quality and its effect on customer satisfaction. The independent variables of the study are tangibles, reliability, responsiveness, assurance and empathy with the identified dependent variable, customer satisfaction. This study is limited to examine the relationship between the service quality and its effect on customer satisfaction by taking Beteseb Academy to private elementary schools in Addis Ababa.

### 1.5 Significance of the Study

Implementation of service quality delivery in the schools would be the stage for building a good partnership with customers which consequently leads to services development and improvement. Conducting this study in private schools like Beteseb Academy private elementary schools is important because it helps to provide relevant information for decision makers of the Beteseb Academy school. Furthermore, the findings of this study are significant for the following reasons: This study will provide valuable guidance for Beteseb Academy and other private elementary schools on how to retain existing customers and attract new ones by delivering high-quality service that stands out amid competition. By identifying the key service quality factors that influence parental satisfaction, the study offers practical directions to enhance service delivery and strengthen customer loyalty. Furthermore, the research is expected to benefit both academicians and practitioners by contributing documented insights in this relatively

underexplored area, supporting evidence-based improvements in private school management and customer relationship strategies.

## **1.6 Organization of the Study**

This study will be meticulously organized into a comprehensive framework of five intricately interwoven chapters, each playing a pivotal role in illuminating the various facets of the research. The journey commences with the inaugural chapter, which serves as a gateway to the study, offering a detailed overview of the core issues that will be explored and addressed with the ultimate goal of attainment defined at the study's culmination. Building upon this foundation, the subsequent chapter embarks on a scholarly exploration of the pertinent literature, delving into past research endeavors and intellectual discourse that bear relevance to the assessment of service quality and customer satisfaction: the case of Beteseb Academy private elementary schools in Addis Ababa. Transitioning seamlessly, chapter three endeavors to flesh out the study's contextual landscape by providing a meticulous description of the study area, encompassing vital details such as geographical orientation, demographic profiles of the respondents, the chosen research methodology, data collection strategies, sample selection criteria, sampling procedures, and the analytical frameworks that will be employed to distill and interpret the gathered data. Stepping into chapter four, the limelight is cast upon the empirical findings unearthed through the research endeavors, unveiling a tapestry of insights and revelations that illuminate the intricacies of the subject matter. Finally, the concluding chapter, chapter five, draws the threads together to present a coherent synthesis of the study's outcomes, encapsulating key takeaways, drawing insightful conclusions, and offering strategic recommendations that are underpinned by the wealth of information and analysis garnered throughout the study.

## **1.7 Operational Definition Of Terms**

- **Service Quality:** In the present study, service quality would imply the perceived effectiveness and adequacy of different aspects of the educational services provided by Beteseb Academy private elementary schools. It includes such dimensions as teaching quality, curriculum effectiveness, facilities, communication with school staff, and the overall school environment that is perceived by the parents.

- Customer Satisfaction: Customer satisfaction expresses the degree of fulfillment that the school, as a private elementary school, has been in a position to create in the parent/guardian stakeholders of the students studying at Beteseb Academy. It represents their all-rounded satisfaction with the academic outcomes, support services, communication, and perceived value for money.
- Private Elementary Schools: For the purpose of this study, private elementary schools refer to the schools in Addis Ababa, independent of the government both in finance and administration, characterized by an average tuition fee being paid for admission.
- Parental Perception: It portrays the distinct views, beliefs, and attitudes expressed by the parents/guardians with regards to the quality of services and the level of satisfaction obtained from Beteseb Academy Private Elementary Schools.
- SERVQUAL is a model to measure service quality by identifying the gap between customers 'expectation and perceptions of a service along the dimensions that are believed to represent service quality.(parasuraman et.,1985).
- Dimensions of service quality refer to specific aspects or attributes of service quality that are relevant and would be evaluated and assessed for the purposes of the study, therefore including but not limited to: teaching quality, facilities, curriculum, communication, and support services.
- Loyalty: For this study, loyalty is defined as the probability of the parents recommending Beteseb Academy private elementary schools to others, enrolling their children in subsequent academic years, and generally maintaining good relations with the school.

## CHAPTER TWO- LITERATURE REVIEW

The relationship between service quality and customer satisfaction has been extensively studied across various sectors, including education. This literature review explores the key concepts, theories, and empirical findings related to service quality and its effect on customer satisfaction, particularly in the context of private elementary education, with a focus on Beteseb Academy Private Elementary School.

### **2.1 Theoretical Literature**

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

International standard-setting bodies have recognized education as a basic human right. The state's primary duty is to provide education (CESCR, 2014). Non-state actors, such as trusts, businesses, individual owners, religious institutions, nongovernmental organizations, and community-based organizations, can also offer education. Public authorities do not run private institutions; instead, private entities like foundations, businesses, non-governmental organizations (NGOs), religious bodies, and special interest groups control and manage them, whether they are for profit. Although 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," private education is a type of education (IIEP, 2002). There are several reasons behind the sustained rise in the demand for education in private schools.

Most notable have been:

- (1) The population of grammar and high school-age children has continued to rise relative to the number of private schools and their; capacity.
- (2) Public school education has been widely dissatisfied with the quality of in; instruction.

(3) The curriculum needs or wants specialized education.

(4) Better quality teachers, a lower student-teacher ratio, and more one-on-one time with teachers; and

(5) the belief that a specific private school provides a superior blend of academics, athletics, extracurricular activities, and values-building than the alternatives.

The discussion over education is becoming more and more focused on the commercialization of education. The last ten years have seen a rapid growth of the privatization process, which has raised many worries, particularly for developing nations where the public sector is frequently overburdened and may not be able to keep up with the quickly increasing demand (Special Reporter on the Right to Education, 2014).

There has been a great deal of disagreement from the beginning over these schools' applicability and relevance to the goals of Education for All. From one angle, considering the strain the MDGs placed on public resources, questions were raised about whether governments alone would be able to reach the targets for primary education (International Finance Corporation 2002; World Bank 2002). The extension of education brought about by the elimination of tuition in public schools was also considered to be harmful to educational quality and to the educational opportunities available to the poor (Tooley & Dixon 2003).

From a different angle, several observers expressed doubts about whether the private sector should be involved in the delivery of education (Colclough, 1996, 1997), especially if the state or donors are funding the program. Some said that it went against the idea that education is a human right and that the state should continue to oversee providing education. According to this viewpoint, the focus of policy should be on revamping government schools to guarantee that children enrolled there receive a high-quality education, as the majority of the world's poorest and most vulnerable students still attend them (EFA Global Monitoring Report 2009, 2013). Non-state actors may collaborate with the state as opposed to acting as independent suppliers (Dyer & Rose 2005; EFA 1990, 2000; Rose 2006).

### **2.1.3 State Obligation in Private education**

International human rights law lays down core provisions regarding the right to education. The legal provisions are developed by several international instruments, including the 1948 Reporter 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. Therefore, 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 Reporter 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 privatization or commercialization; therefore, legal issues arise from these problems.

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.

Principal education must be free and compulsory, secondary education must be widely accessible, higher education must be accessible based on individual potential, and both

primary and secondary education must gradually become free. These are just a few of the expectations placed on the state. Furthermore, the state bears "primary responsibility for the direct provision of education in most circumstances," according to the Committee for Economic, Social, and Cultural Rights (CESCR). In addition, the Committee emphasized that states have an immediate obligation to offer elementary education to all citizens (General Comment no. 13, 1999). In addition, providing "fundamental education" for those who have not finished elementary school, establishing minimum requirements, raising the standard of education, and prohibiting discrimination at all levels of the educational system are also obligations included in the right to education. The 1960 Convention against Discrimination in Education unequivocally states that the attainment of the right to education depends on the values of equality of educational opportunities and non-discrimination. The Convention clearly forbids discrimination on the grounds of "social origin," "economic condition," or "birth," among other things, ensuring that educational opportunities are truly available to everyone.

States are obligated to respect, safeguard, and fulfill the right to education, as stated in the Committee on Economic, Social, and Cultural Rights' Right to Education (Article 13 of the CESCR). States have a commitment to respect by abstaining from actions that impede or prohibit the exercise of the right to education. States Parties are required under the need to protect to take action to keep others from interfering with the exercise of the right to education and to shield vulnerable people and groups from abuses, including those committed by private organizations. According to UNESCO (2014), states must take proactive steps to enable and support individuals and communities in exercising their right to education. This commitment to fulfill encompasses both the provision and facilitation of education.

States are required to uphold, safeguard, and provide for each of the fundamental elements of the right to education, often referred to as the "four As." First, availability necessitates an adequate supply of educational facilities, including sanitary provisions for both sexes, safe drinking water, and qualified teachers who earn competitive wages, along with necessary instructional materials. Second, accessibility mandates that educational institutions be open to all individuals without discrimination, both in law and

practice. Third, acceptability emphasizes the need for relevant, culturally appropriate, and high-quality instruction that meets the expectations of parents and students. Finally, adaptability requires that schools evolve to meet the changing needs of their diverse student bodies within various social and cultural contexts.

#### **2.1.4 Global Private Education**

With a few exceptions, the majority of developed and developing nations use public delivery of education for both elementary and secondary education. For instance, in 2004 more than 80 percent of school-age children in partner nations and the Organization for Economic Cooperation and Development (OECD) attended public schools. Only three nations have higher private-sector enrolment percentages than public-sector enrolment percentages: Belgium, Chile, and the Netherlands

In many other industrialized nations, such as Australia, France, Korea, and Spain, the private sector is also a major player in the provision of education at the school level. Less than five non-OECD nations—Lebanon, Bangladesh, Fiji, and Guatemala—have higher percentages of students attending private primary or secondary schools. Nonetheless, a number of other nations, such as Bangladesh, Cameroon, Guatemala, Indonesia, Mali, Pakistan, The Gambia, and Togo, have sizable private sectors (e.g., 30–40%).

In general, higher education levels have higher levels of private participation than school levels. Both OECD and non-OECD nations may attest to this. In fact, the private sector predominates in the delivery of postsecondary education in a number of nations, including the Philippines, Belgium, Brazil, and Korea. Additionally, it is important in a number of other nations, such as Burundi, Colombia, Ethiopia, Lebanon, Malaysia, Niger, and Over the years, there has been a global tendency toward the private ownership of educational institutions, even in socialist nations like Tanzania and Eastern Europe of the former Soviet Union; examples of this include the "for profit schools" in India, Ghana, Tobago, and Mongolia. (The International Institute of Planning Schools, IIEP, 2000; 2003).

According to the IIEP (2003), private education is a reality and is becoming more and more influential globally as a result of globalization, especially at the non-compulsory

levels of preschool, tertiary education, and postgraduate study. With over 67 percent of all enrolment in evening and night courses and 40 percent of all enrolment in tertiary education, the private sector in Colombia has responded the best to the growing demand for postsecondary education. It seems that most Caribbean and Latin American nations are following this trend. In support of this assertion, Teather (2004) contended that a number of significant and intensified socio-cultural, political, and economic developments, such as globalization, privatization, and the growing influence of market dynamics, have been impacting higher education operations globally.

China, despite having a one-party system of government, has consciously moved away from its role as a welfare service provider, according to Lai-Ngoc (2004). Instead, through the concepts of decentralization and "mercerization," the state has been progressively shifting the burden of providing educational services to the local, community, or even individual level. Similar to the majority of other nations engaged in privatization, China's primary driver for decentralizing her educational system is economic. Due to the severe financial difficulties the national government has faced in providing sufficient funding for education across the board, shifting the financial load from the national government to local governments, communities, and private industry became a realistic solution (Lai-Ngoc 2004).

Indeed, in the majority of developed and, more recently, developing nations, private educational institutions coexist side by side with public institutions at every level. They have always contributed significantly to the advancement of education in Australia. For instance, since 1998, at least thirty percent of all students have enrolled in private educational institutions. Furthermore, with about 67% of all enrolments in Colombia's tertiary education coming from the private sector, this sector has responded the best to the country's growing need for higher education (Canada National Library Report, 2001). Sixty percent of students in all schools in Belgium attend private schools. Additionally, 25% of students in France attend private schools, compared to 30% in Spain.

### **2.1.5 Concept and Historical Development of Quality views**

The concept of quality emerged in the 20th century and originated in the business and management sectors. It became a problem with the onset of industrialization and the

adoption of a new scientific management technique based on F.W. Taylor's rigorous division of labor. With mass manufacturing and the division of labor into machine-managed, repetitive, and smaller tasks, workers' ability to independently verify the quality of their work was diminished. When craftsmanship was prevalent, workers were ultimately accountable for the quality of their work.

In order to ensure that the products satisfy standards before they leave the factory, the latter stage required inspection, which is why it became known as "quality control" (Mishra, 2006:16). As Mishra notes, despite the arrival of some more highly influential individuals later, the United States and Japan were at the forefront of the quality development process thanks to the contributions of two outstanding individuals, Shewhart and Deming. In the post-World War II era, Deming, the founder of the quality movement, made significant contributions by merely transferring the concept of quality from industry to management. As a result, quality did not always exist in the advanced size and level that it does now. However, through a number of evolutionary processes, quality management expanded from a very limited field industry to encompass all facets of human endeavours. As a result, it currently stands at the cutting edge, having evolved from "inspection" to "Total Quality Management."

Quality is a highly enigmatic concept that is only felt but could not go past feeling and can't be put in an agreed formal meaning or definition.

You know what quality is, but you're not sure what it is. However, that contradicts itself. However, some are superior to others; in other words, they are of higher quality. However, it all becomes evident when you attempt to define the characteristic apart from the items that possess it! Nothing can be said about it. Nevertheless, practically speaking, it is real. (Mishra, 2007:11, citing Piercing, 1974:17) Since it is the ultimate objective of any service provider and producer, it truly exists, which is why things are compared, and it even occupies the top spot on the majority of agendas worldwide. However, none could clarify the meaning of this nebulous term.

According to Peffer and Coote (1991, in Sallis (2002):11), "Quality is a slippery concept." It is elusive because, despite awareness, one is unable to articulate it. People describe it differently as a result. As an example, consider the phrase "getting the

customer to say wow!" (Peters, 1990, in Doherty, 2012) and "fitness for purpose at minimum cost for society" (Mishra, 2007).

Furthermore, there are many other ways to define quality: as a measure of excellence, as perfection, as customer satisfaction, as fitness for a certain purpose, as value for money, and as a transformation in the learners (SAUVCA, 2002, cited in World Bank, 2007

It is linked to uniqueness, achieving predetermined standards, fulfilling specific objectives, return on investment, and learner empowerment, in that order. As per the ideas presented, the definition of quality appears to rely on the policies and objectives of a nation or organization, as well as the degree to which the product or service fulfills its intended purpose. Sallis (2002), who writes, "... quality makes the difference between success and failure," could support this. Success or failure is determined by the preceding intention or goal stated in the policy.

#### **2.1.6 Approaches to Quality**

In order to promote quality and achieve the desired result, nations select a quality method that best suits their particular context. If a system appears to be deviating from this approach, they may also embrace it. According to Blom and Meyers (2003), there are four methods available: quality control, quality assurance, quality enhancement, and comprehensive quality management.

- ❖ **Quality control:** is usually performed at the state and institute levels, as indicated by this statement. It is created as a post-event procedure to identify faulty goods. However, in the education sector, there is one aspect that the provider has no control over, which is in contrast to the industrial environment, regardless of how extensively quality control is pursued within the institution or throughout the state. According to Berghe (1996), "training and education are after all intangible services, with the customers themselves being partially responsible for the result," meaning that the client has some of the responsibility for ensuring quality.
  
- ❖ **Quality assurance:** becomes more crucial when a company shifts its emphasis from its products to its processes (Berghe, 1996). The process of quality assurance itself calls for the definition of standards, the observation of protocols, the

analysis of nonconformance, and corrections. External entities, like auditors or accrediting bodies, use external methods to assess an organization's adherence to quality standards that are enforced from the outside. It is commonly accepted that the implementation of an external quality assurance system comes after that of an internal one (Nielsen & Visser, 1997).

- ❖ **Quality improvement:** is a management strategy and organizational strategy that is based on the idea of continuous improvement. It focuses on enhancing the organization's efficacy in reaching customer satisfaction by working toward the improvement of those areas and procedures that have been identified as needing improvement, and it involves all personnel.

Of all the techniques for quality improvement, total quality management is the most well-known. Its five basic tenets are: process orientation, quality assurance of internal processes, preventive rather than inspection, a clear customer emphasis, and continuous improvement (Berghe, 1977).

The following quality management principles have been adopted by the European Foundation for Quality Management (2001): result orientation, customer focus, leadership and constancy of purpose, management by processes and facts, development and involvement of people, continuous learning, innovation and improvement, partnership development, and public responsibility.

Generally speaking, quality has undergone a number of developmental phases before arriving at its current, highly developed, and extremely productive state. Berghe (1996) asserts that quality control was ineffective since it increased resource waste. Since the faulty items were discovered after the procedure was finished, they were avoided. However, this did not function in education the way it does with people. Then, it was believed that preventing defects would be the answer, which led to the development of quality assurance, which works on the production process to enable the elimination of the possibility of defective product generation.

This action reduced resource waste without a doubt. Following that, quality improvement emerged, focusing on organizational commitment to ongoing quality output and leading the way in quality advancement (Meyers, 2003). Employees were motivated to focus on

the growth of their company to satisfy customers. At last, the most sophisticated method yet—total quality management—has been unveiled, addressing every facet of quality.

### **2.1.7 Methodological Literature Review**

A Methodological Literature Review (MLR) is a specific type of literature review that focuses on the various methodologies used in previous research studies on a particular topic. Unlike traditional literature reviews, which may summarize existing findings and highlight theoretical frameworks, an MLR emphasizes the methods used by researchers to gather data, analyse information, and interpret results. This type of review can be particularly valuable when aiming to establish a foundation for a new research project, as it helps to identify best practices, gaps in the research methodologies. Literature a specific type of literature review that

### **2.1.8 SERVQUAL as Instrument to Evaluate Service Quality**

From the consumer's perspective, this instrument effectively measures service quality (Sahu, 2007). Numerous studies have applied this paradigm across the service sector, particularly in education customer service. It facilitates a gap analysis comparing an organization's service performance against customer expectations, thereby identifying areas for improvement (Yu, 2008). Originally developed in the 1980s from the gap model, the scale consists of two sets of 22 items: one assessing expectations for broad service attributes, and the other evaluating perceptions of the specific provider (Stromgren, 2007). This diagnostic tool highlights an organization's strengths and weaknesses in service delivery.

Quality in products or services is defined by the ability to meet both explicit and implicit requirements, with emphasis on satisfying customer needs (Enayati et al., 2001). Measuring service quality is challenging due to its intangible nature, unlike physical products with measurable attributes. Customer expectations also vary widely based on past experiences, individual needs, and external information. Managers face increasing demands to ensure services are user-focused and continuously improved, making accurate measurement of client expectations and identification of service gaps vital, especially given financial and resource constraints.

According to White (1998), the survey tool assesses service quality along five dimensions: tangibles, responsiveness, reliability, assurance (confidence), and empathy (compassion). It compares customer perceptions of institutional performance with their expectations across these dimensions. The core concept is to quantify the gap between perceived service and expected service, guiding institutions in prioritizing remedial actions.

The fundamental idea is that the difference between what customers believe they received and what they expect serves as a measure of service quality. Respondents rate the actual performance of a firm and their expectations from an ideal provider; a smaller gap indicates higher quality (Landrum, 2009). Since quality is based on customers' subjective evaluations, they are best qualified to define it. Studies have found significant discrepancies between user expectations and perceptions across all questionnaire items (Arshad & Ameen, 2010).

Over the last decade, this approach has gained widespread adoption across diverse service industries including banking, healthcare, education, fast food, and more (Ladhari, 2008; Munusamy et al., 2010). Its growing importance aligns with the expanding global service economy, where accurate and reliable measurement tools are essential for businesses reliant on service delivery (Landrum et al., 2009).

Although initially developed for marketing, this framework's adaptability has enabled its application in various organizational contexts, including education. It remains one of the most trusted tools for evaluating service quality, helping organizations meet evolving customer expectations by providing actionable insights (Kim et al., 2003).

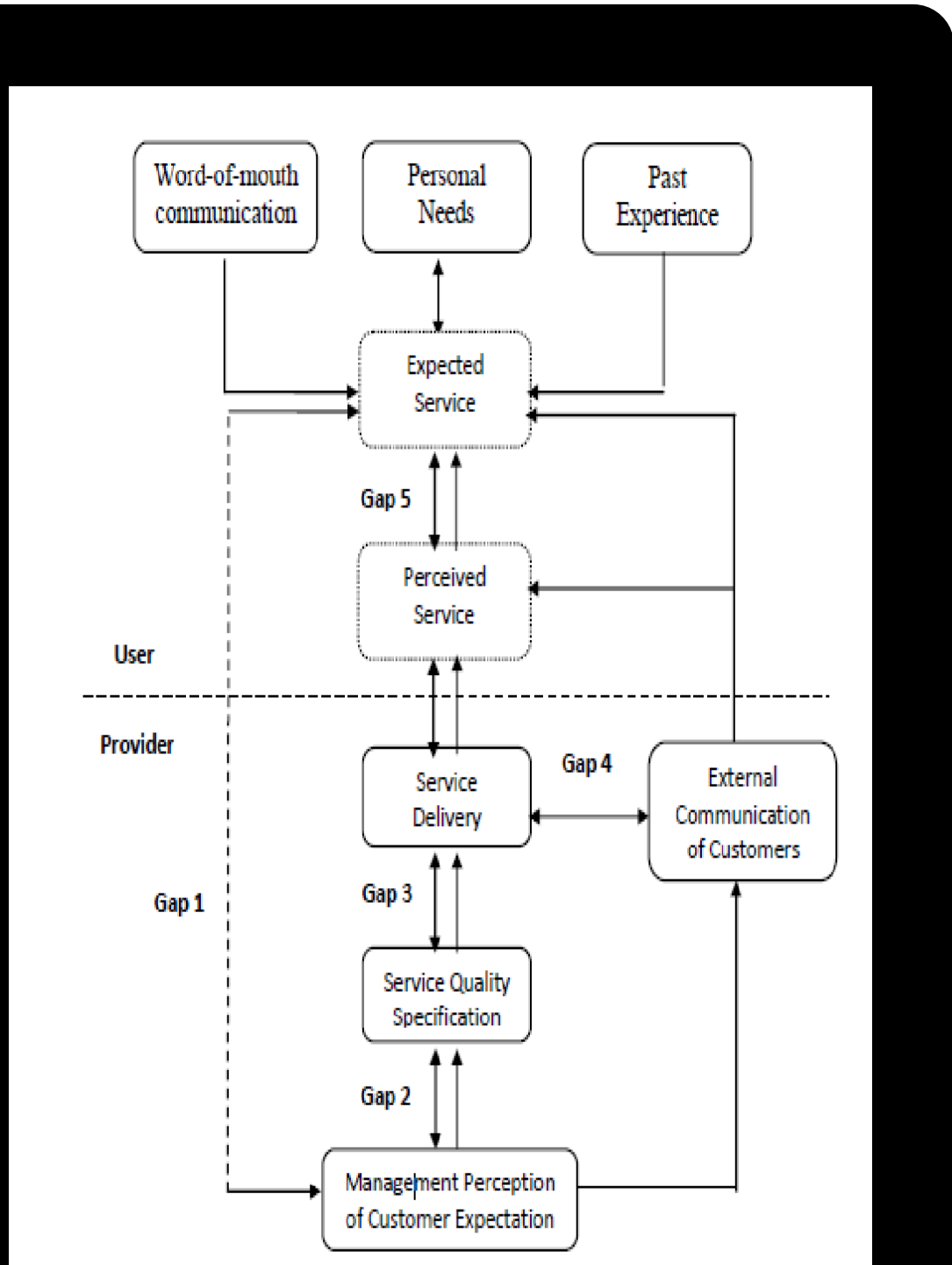
### **2.1.9 The SERVQUAL Gaps**

The gap analysis is the most popular and useful analysis that SERVQUAL offers. Five categories are used to analyze gaps: tangibles, assurance, responsiveness, reliability, and empathy (Chatzoglou, 2013). Five gaps affect the SERVQUAL Scale, which measures how well customers perceive the quality of the services they receive (Ladhari, 2009)

outlined these gaps.

1. Disparity between Management Perception and Service Quality Specification.
2. Disparity between Management Perception and Consumer Expectation;
3. Service Delivery and Service Quality Specification Gap
4. Service Delivery and External Communication Gap; and
5. on the overall quality aspect, Expected Service and Experienced Service Gap

Figure 1- the SERVQUAL gaps



**Gap 1:** The difference between management's perception and what customers expect. According to Stromgren (2007), the knowledge gap is the discrepancy between what guests expect and how management interprets those expectations, or in other words, the ignorance of what customers anticipate. It has to do with how managers view what clients anticipate in terms of high-quality service. Although managers believe they understand what consumers truly want, there is a disconnect between what customers expect from their service and what management believes they should provide. This disparity results from the management's incorrect assessment of what the customers desire. The main causes of this disparity include inadequate market research, misinterpreted audience expectations data, studies that do not concentrate on demand quality, and an excessive number of levels separating front-line staff from upper management.

**Gap 2:** Disparity between the specification of service quality and management's perception. The standard gap, or incorrect service-quality standards, is the discrepancy between management's assessments of guests' expectations and service quality specifications. It concerns criteria for service quality. A gap is unavoidable because managers cannot transform their perceptions into service quality standards in a straightforward manner. In this case, the management may accurately determine what the client wants, but it may not establish a performance benchmark. The following factors could lead to gap 2: inadequate planning processes, a lack of managerial commitment, imprecise or confusing service design, and an unorganized new service development process (Stromgren, 2007).

**Gap 3:** The difference between the specification and delivery of services for quality. The discrepancy between the service quality requirements and the actual service provided is also known as the service performance gap, known as the delivery gap. It is the discrepancy between the expected and actual levels of service quality. The service staff may be the cause of this lag. The reasons include inadequate training, incapacity, or reluctance to provide the required level of service. Deficits in human resource policies, such as ineffective hiring, role ambiguity, role conflict, improper evaluation and compensation systems, ineffective internal marketing, inability to match supply and

demand, and inadequate customer education and training, may be the main causes of this disparity (Stromgren, 2007).

**Gap 4:** The distance between external communication and service delivery. The discrepancy between visitor communications regarding service delivery and service quality—that is, whether promises are kept or not—is known as the "communication gap." It is the distinction between the services that providers supply and the promises they make in external communications; firm representatives' and marketers' remarks have a significant impact on consumers' expectations. When these presumptive expectations are not met when the service is given, a gap results. The following factors may contribute to the difference between the promised and real services: making excessive promises in an external marketing campaign, not managing client expectations, and not performing up to standards (Stromgren, 2007).

**Gap 5:** Disparity between what is expected and what is provided

The difference between what users expect from a service and how they perceive it is the overall gap. The magnitude and orientation of the four gaps related to the provider's end of the service quality delivery chain determines the size and direction of this gap.

According to users' perspectives, it is the distinction between the service they receive and what they expect (Stromgren, 2007).

#### **2.1.10 Expectation versus Perception**

SERVQUAL is a tool designed to quantify the discrepancy between customer perceptions and expectations along five dimensions: tangibles, empathy, assurance, responsiveness, and reliability. Comparing a customer's expectations prior to a service encounter with their views of the actual service provided has been the most widely utilized method for assessing the quality of service (Kang, 2002).

Customers' expectations are what they feel a service provider "should" offer rather than "would" offer; in contrast, customers' perception of the quality of the service is based on how well the service provider performs in relation to their expectations, which are their desires or wants. Comprehending and quantifying customer expectations is crucial for detecting any deficiencies in providing high-quality services that could guarantee

contentment. Customers' perceptions are derived exclusively from their interactions with service providers (Daniel & Berinyuy, 2010).

According to Abili et al. (2012), expectations are the services that a perfect service provider would offer, whereas perceptions are the services that customers receive. The primary foundation of this study was the disparity between the customer's perceived and expected level of service. This is to learn more about how people view the quality of service provided by the schools. The first four gaps, which result from the discrepancy between customers' expectations and perceptions of service quality dimensions, were not the focus of the study because they primarily center on the organization's perspective, even though they affect how customers view the quality of school services and so aid in closing the gap.

#### **2.1.11 Application of SERVQUAL in Education**

To evaluate the quality of services provided at educational institutions, the SERVQUAL model has been modified. According to Michael (2017), the factors that most affected parents' satisfaction with Addis Ababa's private primary schools were assurance and responsiveness. The survey made recommendations for these areas to be improved to raise overall customer satisfaction.

#### **2.1.12 Factors Influencing Service Quality and Customer Satisfaction**

In the educational industry, several factors impact on customer satisfaction and service quality:

1. **Teacher Competence:** According to Hanushek and Rivkin (2010), personnel credentials and instructional abilities have a big influence on customer happiness and service quality.
2. **School facilities:** Classrooms, libraries, and playgrounds are examples of physical infrastructure, and their quality and accessibility are important factors to consider (Earthman, 2004).
3. **Parental Involvement:** According to Epstein (2001), parents who actively participate in school activities and decision-making processes are more satisfied.

4. **Administrative Support:** To provide excellent service quality, effective school leadership and administrative support are essential (Leithwood, Louis, Anderson, & Wahlstrom, 2004).

#### **2.1.13 SERVQUAL Dimension**

The challenge in overseeing service providers is the difficulty in quantifying quality. A customer may not be satisfied for another reason even though a worker or product operates perfectly as expected. In light of this, several scales have been proposed to measure service quality to address this issue. One of the most well-known of these is SERVQUAL, which has been refined over time to become more flexible in a range of contexts and to measure service quality according to the five dimensions that have been shown to be accurate measures of customer satisfaction. They were identified by Abili et al. (2012) as tangibles, assurance, empathy, responsiveness, and reliability. Four to five items are used to measure each dimension, and two sets of 22 items are used to test consumers' expectations for the service as well as their perception of the actual level of service. The difference between the expectation score and the perception score is then used to compute the gap score.

##### ***2.1.1.13 Reliability***

Reliability pertains to the precision and promptness of the services rendered. It also refers to an organization's capacity to deliver the promised service precisely and consistently. It denotes that the service provider keeps all its promises and completes the task correctly the first time (Manjunatha and Shivalingaiah, 2004; Munusamy et al., 2010 and Abili et al., 2012).

##### ***2.1.2.13 Assurance***

Assurance refers to the staff members' expertise, focus, and abilities that foster credibility and confidence. It is a way to ensure safety. It is the staff members' skill, expertise, and civility as well as their capacity to inspire the client to have faith and confidence in the organization that is delivering the service. The ability to carry out the service with the necessary abilities and knowledge is referred to as competency. To be considered courteous, contact staff must be kind, courteous, trustworthy, honest, and trustworthy (Manjunatha & Shivalingaiah, 2004; Munusamy et al., 2010 & Abili et al., 2012).

### ***2.1.3.13 Tangible***

The physical spaces, tools, staff appearance, and communication materials used to advertise an organization's goods and services are all considered tangibles (Manjunatha and Shivalingaiah, 2004; Munusamy et al., 2010 and Abili et al., 2012).

### ***2.1.4.13 Empathy***

Empathy is the considerate, customized care that the company gives its clients; it encompasses the approachability, accessibility, and effort put forth by service providers to comprehend the wants of the client. Through individualized attention, an attempt is made to comprehend the user's point of view (Manjunatha and Shivalingaiah, 2004; Munusamy et al., 2010 and Abili et al., 2012).

### ***2.1.5.13 Responsiveness***

The ability of employees to assist customers and deliver prompt service is known as responsiveness. It is the staff's willingness to assist customers and deliver prompt service; this refers to timeliness and promptness in providing the service (Manjunatha and Shivalingaiah, 2004; Munusamy et al., 2010 and Abili et al., 2012).

## **2.14 Criticisms of SERVQUAL**

Despite its widespread influence in both academia and business, the SERVQUAL instrument has attracted significant criticism. Researchers generally agree that its 22 items effectively predict consumers' overall evaluations of service quality, though debates persist regarding the use of expectations versus performance measures and the instrument's dimensionality across different industries (Sureshchandar, 2002). However, while these criticisms are acknowledged (e.g., on page 26), the current study adopts the original instrument without modification and does not provide justification for continuing to use it unchanged.

Buttle (1996) identifies three main objections: the relationship between service and quality is not always straightforward; perceptions and expectations are highly subjective; and the chosen metrics may not always be the most appropriate measures. Nevertheless, these criticisms do not render the tool irrelevant; rather, they suggest that improper application by researchers may be responsible for many issues.

A review by Nyeck et al. (2002) of forty studies using the instrument revealed that few researchers focused on validating the tool itself, despite it being the most comprehensive attempt to define and quantify service quality. Its application spans numerous sectors including healthcare, banking, financial services, and education.

Ladhari (2009) conducted a 20-year review of studies employing the scale and identified several theoretical and empirical challenges. Nevertheless, the instrument remains valuable for service quality research despite these concerns.

Chatzoglou et al. (2013) note that while some authors criticize the tool, many support its continued use. Their study emphasized the importance of assessing its validity and reliability, especially in public service contexts. Despite criticisms, many recent studies have used the original form without major modifications, reinforcing its robustness, legitimacy, and reliability. Its primary advantage lies in its proven effectiveness for benchmarking and comparative analysis.

Furthermore, extensive field testing has established the instrument as statistically valid, reducing concerns about manipulation or bias in responses (Chatzoglou et al., 2013).

## **2.15 Service quality versus user satisfaction**

There is a relationship between service quality and customer satisfaction. Customer satisfaction increases with greater service quality (Munusamy, 2010). Previous studies have demonstrated a positive correlation between service quality and customer satisfaction (Agbor, 2011).

### ***2.1.1.15 Service quality***

According to Khalid et al. (2011), a service is a process made up of a number of intangible activities that typically—though not always—occur during interactions between a client and service personnel, as well as any tangible resources, products, or systems that the service provider offers as solutions to client issues.

According to Arshad and Ameen (2010), there is no universally agreed-upon definition of quality since it can be interpreted differently depending on the context. When

customers compare their pre-service expectations with their actual service experience, they form opinions on the quality of the services they receive. According to Naik et al. (2010), a service is deemed great if it surpasses expectations, good or adequate if it merely meets expectations, and deficient, poor, or horrible if it falls short of those expectations. Four dimensions of quality have been established by several scholars: Value (although value incorporates multiple attributes, it is difficult to extract individual components of value judgment); excellence (the mark of uncompromising standards and high achievement, but there may be measurement difficulties, the attributes of excellence may change, and a sufficient number of customers must be willing to pay for excellence). Furthermore, quality and value are not the same thing; quality is improved by compliance to standards, which is predicated by minimizing faults, defects, or blunders. It makes accurate measurement easier and boosts productivity. Although this perspective is internally focused and unsuitable for services, consumers are unaware of or unconcerned with internal specifications; instead, they are interested in whether a service meets or exceeds their expectations. Customers, however, might not be aware of their own expectations, and there might be a misunderstanding between customer pleasure and customer service (Hernon & Nitecki, 2001).

The general assessment or attitude of overall excellence of services is known as service quality. Accordingly, service quality is defined as the discrepancy between what clients believe they are getting and what they expect from service providers (Hernon & Nitecki, 2001).

The secret to maintaining a competitive edge in the fiercely competitive world of today is to provide high-quality services that satisfy clients. According to Agbor (2011), service quality is defined as the degree to which customers believe that the service meets or beyond their expectations in the management and marketing literature. Customer happiness is generally antecedent to the level of service quality (Kumar, et al., 2010). Customer satisfaction is a function of perceived service quality (Lee et al., 2000).

### *2.1.2.15 Customer Satisfaction*

*The degree to which a product or service meets or exceeds a client's expectations is referred to as customer satisfaction (Kotler & Keller, 2016). Within the realm of education, customer satisfaction may be defined as the school meeting or exceeding the expectations of both parents and pupils with regard to the caliber of instruction and related services.*

### *2.1.3.15 Strategies for Improving Service Quality and Customer Satisfaction*

To improve service quality and customer satisfaction in private elementary schools, several strategies can be implemented:

1. **Professional Development for Teachers:** Continuous training and development programs for teachers to strengthen their skills and expertise.
2. **Infrastructure Improvement:** Modernizing educational facilities to create a more conducive atmosphere for learning.
3. **Improved Communication:** Creating efficient and transparent lines of communication between the school and the parents.
4. **Parental Involvement:** Promoting parents' active participation in school events and decision-making.
5. **Feedback systems:** Establishing consistent feedback systems in order to get feedback from parents and students and make the required adjustments.

### **2.16 Users Satisfaction**

According to Khalid et al. (2011), satisfaction is the emotion a person experiences based on how well or poorly a product or service meets their expectations. According to Hoyer and MacInnis (2001), emotions such as acceptance, happiness, relief, delight, and excitement can all be linked to satisfaction.

Customer satisfaction is defined as the degree to which an individual feels about the perceived or actual outcome of a product or service in comparison to their own expectations. Customer satisfaction may therefore take into account a comparison of inputs received before to and the following accomplishments. Customer satisfaction is

defined as the degree of service quality performances that satisfy consumers' expectations, and it was the subject of the study to examine user satisfaction in libraries (Wang & Shieh, 2006).

According to Wang and Shieh (2006), customer satisfaction is considered a multidimensional construct, and the measuring items were created using the same service quality dimensions. Satisfaction is the state in which a customer is happy with the goods or service. A person's emotions of pleasure or disappointment that arise from contrasting a product's observed performance or outcome with their expectations can also be attributed to satisfaction (Agbor, 2011). According to Mohammad and Alhamadani (2011), customers' opinions of quality have an impact on user happiness. The more general idea of user satisfaction is anticipating in service quality. User satisfaction measures how well users feel about the services they received compared to what they had anticipated.

## **2.17 Empirical Literature Review**

The relationship between service quality and customer satisfaction is a critical area of research in the educational sector, particularly for private elementary schools. This literature review synthesizes empirical studies that explore how various dimensions of service quality impact customer satisfaction, specifically in the context of Beteseb Academy Private Elementary School.

### **2.1.17 Service Quality Dimensions**

Service quality in education can be examined through several dimensions, commonly derived from the SERVQUAL model proposed by Parasuraman, Zeithaml, and Berry (1988). These dimensions include:

- ❖ **Reliability:** This dimension refers to the ability of the school to deliver promised services consistently. Research indicates that reliability significantly influences parental trust and satisfaction, as parents expect their children to receive a high standard of education consistently (Hemsley-Brown & Oplatka, 2015).

- ❖ **Responsiveness:** Responsiveness involves the willingness of school staff to assist parents and address their concerns promptly. Studies have shown that schools that prioritize responsiveness enhance parental satisfaction by fostering strong relationships and effective communication (Amin & Isa, 2008).
- ❖ **Assurance:** Assurance encompasses the confidence parents have in the school's ability to provide a safe and nurturing environment. Factors such as staff professionalism and safety measures contribute to this dimension. Research suggests that when parents feel assured about their children's safety and educational quality, their overall satisfaction increases (Santos & Brito, 2012).
- ❖ **Empathy:** Empathy reflects the level of care and individualized attention that staff provide to students and parents. Schools that cultivate empathetic relationships tend to enhance customer satisfaction, as parents appreciate personal interactions and genuine concern for their children's well-being (Hemsley-Brown & Oplatka, 2015).
- ❖ **Tangibles:** Tangibles refer to the physical aspects of the school, including facilities and resources. A well-maintained school environment positively influences parents' perceptions of service quality, leading to increased satisfaction (Amin & Isa, 2008).

## **2.18 Customer Satisfaction in Educational Settings**

Customer satisfaction in education is defined as the extent to which parents' expectations regarding their children's educational experiences are met. High levels of satisfaction are crucial for fostering parental loyalty and encouraging positive word-of-mouth, which are vital for the sustainability of private schools (Oplatka & Hemsley-Brown, 2016). Factors influencing customer satisfaction include academic performance, communication effectiveness, and the overall school environment (Santos & Brito, 2012).

## **2.19 Empirical Findings on Service Quality and Customer Satisfaction**

Numerous empirical studies have established a strong positive relationship between service quality and customer satisfaction in educational settings. For instance,

Amin and Isa (2008) found that improvements in service quality dimensions, particularly reliability and responsiveness, significantly enhance customer satisfaction among parents.

Similarly, Hemsley-Brown and Oplatka (2015) emphasized that effective communication and a supportive school environment are critical in driving parental satisfaction.

## **2.20 Gap Identification**

According to Dahlberg, Moss, and Pence (1999), the literature showed that the ideas of quality and satisfaction in primary education are context-dependent and subjective, and they differ among different populations. Parents in various contexts have expressed varying opinions about the caliber and contentment of the education their kids get. Based on the type of school and the demographic features of the parents, empirical evidence on parents' satisfaction with the quality of education produced contentious conclusions that differ depending on the environment and the perspectives of stakeholders. Furthermore, empirical data has demonstrated a noteworthy correlation between parents' or customers' contentment and the perceived quality of the services they receive.

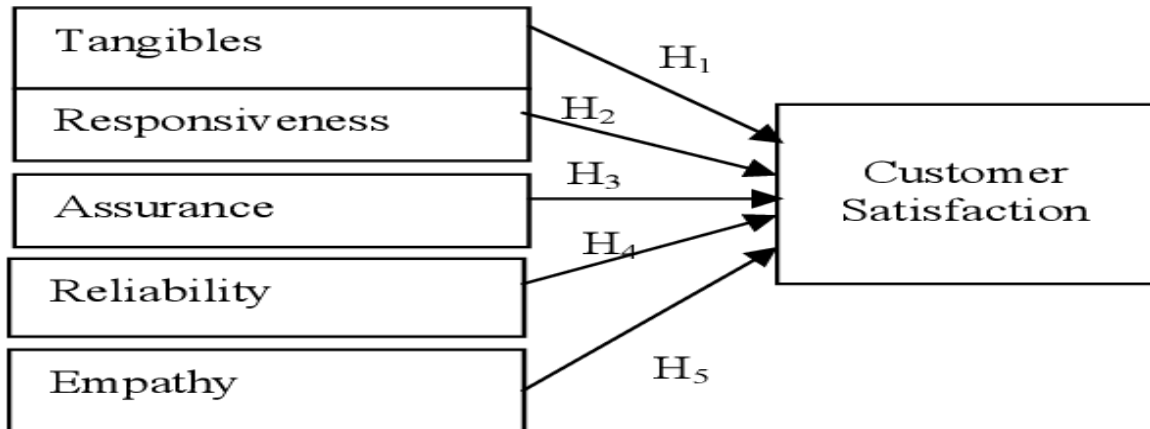
Majority of the reviewed studies, however, were conducted in other countries. But in Ethiopia similar or related studies appear to be very limited. Very little attention has been given to parents“

satisfaction with primary school service quality and satisfaction in the primary education field. This research attempted to fill this gap.

## **2.21 Conceptual Framework of the Study**

Most studies confirm that there is a relationship between service quality and customer satisfaction. For instance, Magesh, (2010) found a positive relationship between service quality and customer satisfaction. Likewise, Johnston, (2007) also found that perceived service quality influences customer satisfaction. Similarly, Kotler, &Armstrong, (2010) assured that service quality has a positive effect on customer satisfaction which means that the higher quality of service attracts more customers who have bought back the desire and intention to recommend. Finally, this theoretical framework guiding the evaluation is depicted in figure 1 below, considering different types of models. Also, this

study will investigate independent variables which can determine service quality namely: tangibles, reliability, responsiveness, assurance and empathy as well as their impact on level of satisfaction (dependent variable). Accordingly, the following framework were developed:



**Figure 2 Conceptual framework of the effect of customer service quality on customer satisfaction**

Source: (Zeithaml et al., 1988).

### Summary

Education plays a key role in nation-building, but it can work well with proper quality control. Private elementary schools in Addis Ababa need to commit to this goal to meet public expectations. By doing so, they help the government improve education and stay competitive in the school market. To handle quality well, school leaders must understand what quality education means and aims to do. They also need to know who should take part and how to get everyone involved. The research we looked at shows that private elementary schools in Addis Ababa need to focus on service quality and keeping students and parents happy.

- For a school in Ethiopia, it could include factors like class size, parental literacy, etc., which are not covered by SERVQUAL, factors such as **class size, parental literacy, and socio-economic status** play a huge role in **customer satisfaction (parental perception of service quality)**. However, **SERVQUAL does not**

**directly measure these elements**—it mainly assesses how well a service provider (the school) meets expectations in terms of service interactions, facilities, and responsiveness. SERVQUAL mainly measures service delivery aspects, not factors like class size or parents literacy.

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## CHAPTER 3- RESEARCH METHODOLOGY

### **Introduction**

This chapter presents details of research design and methodology. This includes research design, sample size and sampling technique, data source and collection method, and data analysis.

### **3.1 Research Design**

The research design aims to gather relevant evidence while minimizing effort, time, and money. This study uses causal research. This approach applies to scientific methods to collect raw data and build data structures. These structures show existing features of a specific target population or market structure. Causal research works well when the study's goals include finding out how much marketing variables relate to real market events. Marketing research often uses descriptive studies. They make up a big part of the work done by in-house research teams or outside marketing research firms. This study wants to measure what factors determine service quality in meeting user expectations. So, a causal study design fits best. To collect number-based data, we used a survey. As a result, the study design is quantitative survey research.

As there are quantitative and qualitative research approaches, it is important to distinguish between the two. The purpose of qualitative research is to gain a deeper understanding and provide insight into a problem. In contrast, quantitative research focuses on the measurement of quantity or amount, making it applicable to phenomena that can be expressed in numerical terms (Kothari, 2004). The goal of quantitative research is to gather, analyze, and measure statistical data. In a quantitative approach, several objects are selected and studied to enhance the ability to draw general conclusions.

### **3.2 Sampling Design**

The sampling design for this research on service quality and customer satisfaction at Beteseb Academy Private Elementary Schools will focus on Addis Ababa. Purposive Sampling will be employed, selecting parents or guardians of students currently enrolled in BetesebAcademy Schools. Purposive sampling is particularly suited for this study as it allows for the collection of targeted, relevant, and rich qualitative data that can effectively illuminate the relationship between service quality and customer satisfaction at Beteseb Academy. This approach ensures that the voices of those most affected by the

school's services are heard and analyzed. This group is chosen because they possess firsthand experience regarding the services provided by the schools.

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

#### **3.1.3 Target population**

The study encompasses a comprehensive demographic scope, including a total of 51 teachers and 1150 parents, reflecting the diverse community within the school. This research initiative aims to analyze the impact of service quality on customer satisfaction by examining the responses and perceptions of parents, teachers, and pupils within the educational environment.

In considering the parents as a target population, strategic engagement and communication strategies will be implemented to ensure their active participation and contribution to the study. By recognizing parents as key stakeholders in the educational process, efforts will be made to establish a transparent and collaborative relationship, fostering positive interactions and knowledge sharing.

Regarding data collection management, meticulous planning and organization will be essential to maintain the integrity and accuracy of the information gathered. Various methods such as surveys, interviews, and observation techniques will be employed to capture a comprehensive range of perspectives and insights. Additionally, data collection tools and protocols will be designed to adhere to ethical guidelines and privacy regulations, guaranteeing the confidentiality and anonymity of participants. Implementation of rigorous data validation processes and quality assurance measures will further enhance the credibility and reliability of the research outcomes. Through these systematic approaches and meticulous data management practices, the study aims to generate meaningful and actionable findings that can inform decision-making and improve service quality standards within the educational context.

#### **3.2.3 Sample size**

This is a reference to how many objects must be chosen at random from the universe to create a sample. It is a serious problem before a researcher goes out to gather information. The sample size shouldn't be either too big or too little. It ought to be at its

best. An ideal sample is one that satisfies the demands of flexibility, dependability, representativeness, and efficiency.

The resulting sample size tends to stabilize when the desired population size is sufficiently big, that is, when it exceeds an arbitrary amount. The larger the sample, the smaller the target population; in certain instances, the sample might even equal the total number of individuals in the target population; in these situations, it might be more practical to conduct a census survey and study the target population as a whole as opposed to conducting a study based on a sample of the population.

A census survey is done to collect data from teachers who work at the Beteseb Academy school since the target population of instructors is manageable and very small—51 teachers. The study employs a widely used sample size determination equation, provided by Yamane (1967), to determine the size of the sample of parent participants. It is presented as follows:

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

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 :

$$n = \frac{3000}{1 + 3000(0.05)^2} = 384$$

Therefore, for this study 384 sample sizes are determined.

### **3.2.4 Sampling Techniques**

To pick participants, the study applies the Convenience Sampling approach for parents and the Census Sampling method for teachers. Convenience sampling is a non-probability sampling technique that chooses subjects based on how easy they are to access and how close they are to the researcher. The study selects participants because they're the easiest to recruit, without thinking about whether they represent the whole population. The study opts for convenience sampling with parent participants because the

researcher can survey those who are at the academy when data collection happens. For teachers, the researcher uses the whole population (census) as a sample to gather data because the population size is manageable and the researcher can reach out to all respondents.

### **3.4 SOURCE AND METHODS OF DATA COLLECTION**

For the research into service quality and customer satisfaction in the Beteseb Academy private elementary schools in Addis Ababa, sources and methods of data collection play a very important role in eliciting insights from the parents/guardians. Sources and methods that may be employed include:

#### **Sources of Information:**

**Primary Sources:** Parents/Guardians: The parents would be the primary data sources, offering first-hand insights and perceptions associated with service quality and satisfaction of Beteseb Academicschools.

#### **Secondary Sources:**

**School Records:** Such records can offer background information related to data in statistics enrolment, demographic data about students, and possibly metrics regarding academic performance.

**Administrators of Schools:** Interviews or documents from school administrators may serve as effective sources of information regarding policies, resources, and strategic initiatives taken for service quality.

#### **Methods of Data Collection:**

**Questionnaires:** Structured questionnaires targeted toward parents or guardians in order to obtain quantitative data about their perceptions regarding various dimensions of quality in services, including teaching quality, facilities, communication, and the general

satisfaction level wrought by services. Now, surveys may be conducted online, via email, or in person.

### **Document Analysis:**

School Documents: The policy documents, newsletters, and reports of the schools will be analyzed to determine the constituent parts of the educational framework, values, and communication strategies that might impact parental satisfaction.

### **3.5 Data Collection Procedure:**

#### Survey Administration:

Design a questionnaire that would measure relevant dimensions of service quality and satisfaction, then distribute it through an online link or in-person with clear instructions that responses will be kept confidential. Collect responses and clean data for analysis.

#### Interviews:

Formulate an interview guide checklist containing Open-Ended questions to explore themes relevant to service quality and satisfaction. Conduct interviews with selected parents or guardians, record the responses, and transcribe them for analysis.

Making all the participants comfortable enough to express their views; preserving the confidentiality of their contributions.

### **3.6 MEASUREMENT SCALE**

In the context of the study of service quality and customer satisfaction in the private elementary schools of Beteseb Academy in Addis Ababa, the Likert Scale is often claimed to be the best scale for a number of reasons:

Easy to Understand: Likert scales are simple and easily understood by the person responding to them. Normally, they will have statements or questions and ask for a rating of agreement or disagreement, such as 1-5 or 1-7.

Quantitative data collection: Likert scales are ordinal data that allow numerical analysis and statistical calculations. It, therefore, becomes very easy to quantify and compare the responses to different dimensions of service quality and satisfaction.

Flexibility: They can be easily modified on various aspects which the study would want to capture, like teaching quality, facilities, communication, general satisfaction; all these can have their likert scale items suited to specific research objectives.

Response Consistency: This scale allows consistency in response and interpretation, with reduced ambiguity, to yield good data reliability.

Wide Applicability: Likert scales find wide applicability in social sciences and market research with their usability in capturing nuanced attitudes and opinions.

### **3.8 METHOD OF ANALYSIS**

The study can determine how users perceive service quality in the school setting and attempt to determine whether aspects of service quality meet or fall short of their needs thanks to the gap scores analysis. The degree of relationship or strength between the variables was measured using Pearson correlation.

Survey data is encoded into an MS-Excel file once it has been gathered through questionnaires. The processes of data classification and organization are set to validate the data for additional analysis prior to moving to SPSS version 20.0 for Windows. To achieve the goal of the study, the data is organized and classified before being transmitted to SPSS for statistical analysis. To create a model that expresses the relationship between the independent variable and the dependent variable.

Kim et al. (2003) states that both weighted and unweighted data are gathered. Unweighted scores are those that are computed without accounting for the respondents' respective weights assigned to each dimension. They were determined by averaging the SERVQUAL scores of the respondents on the statements that made up each dimension. A SERVQUAL survey was conducted by 384 respondents; dimensions and the average SERVQUAL score were acquired.

$$\text{SERVQUAL SCORE} = \text{Perception score} - \text{expectation score}$$

### 3.9 Variable Measurements

#### 3.1.9 Dependent variable

Customer satisfaction is the dependent variable that the study measures with the independent variables. Customer satisfaction is an indicator of customers being satisfied with the services provided by the schools. Customer satisfaction indicators include repeat use of the service, referrals by the customers as well as the customer's preference of the school to others.

#### 3.2.9 Independent variables

The independent variables are the SERVQUAL dimensions: Reliability, Responsiveness, and Assurance developed by Parasuraman et al. (1988). These dimensions measure customer satisfaction by considering the performance of the service and the expectations of customers regarding the service provided. Several varying numbers of items were developed to measure each dimension.

### 3.10. Validity and Reliability

Reliability, according to Bless & Higson-Smith (2016), is "concern[d] with the consistency of measures," meaning that an instrument's degree of reliability depends on its capacity to yield the same score when administered again. Conversely, validity pertains to whether an instrument measures what it is intended to measure in the specific context that it is used (Bless & Higson-Smith, 2016). In order to ensure validity, questionnaires were created using questions from earlier research and a review of relevant literature. Additionally, Cronbach's alpha is used in a reliability test.

Independent variables	Cronbach's Alpha	Number of items	Number of respondents
Tangibility	.768	5	384
Reliability	.708	5	384

Responsiveness	.752	5	384
Assurance	.873	5	384
Empathy	.718	5	384
Customer satisfaction	.834	5	384

Table 1:Reliability test based on Cronbach's Alpha

source: own survey ,2025

Tangibility(0.768): This value indicates good internal consistency. The items measuring tangibility are reliable and can be used confidently in analysis. Reliability(0.708): This value is at the lower end of the acceptable range, suggesting that while the items are reasonably consistent, there may be some room for improvement in their coherence. Responsiveness(0.752): This value reflects good internal consistency, indicating that the items measuring responsiveness are reliable.

Assurance(0.873): This is a strong value, indicating excellent internal consistency. The items related to assurance are highly reliable.

Empathy(0.718): This value is acceptable, suggesting that the items are reasonably consistent, but there may be slight variability.

Overall, the independent variables show a range of internal consistency, with most values above the acceptable threshold of 0.7.

Assurance has the highest reliability, while Reliability is at the lower end but still acceptable.

Continuous evaluation and possible refinement of items, especially for Reliability, could enhance the overall measurement quality.

This analysis suggests that the scales used to measure these constructs are generally reliable, which is crucial for ensuring the validity of any subsequent analyses or conclusions drawn from this data.

### **3.11 Research Ethics**

**Institutional Regulations:** Comply with all institutional. Some of the research ethics that will be included in the study on service quality and customer satisfaction regarding Beteseb Academy private elementary schools in Addis Ababa are:

**Informed Consent:** To obtain free willingness, full information of participants concerning the purpose, procedure, risks, and benefits of the research is required.

**Confidentiality:** Ensure adequate securing of data and anonymization where necessary to protect the identity and the response of the participants.

**Privacy:** Not to disclose the identity of the respondent and minimize invasion of personal information.

**Minimize possible risks to participants:** All the possible risks that may arise to the participants need to be identified and reduced so that the research shall be used where it is supposed to have benefits that outweigh the harm.

**Integrity:** The research is done in an honest and transparent way about its process and accurate in reporting all its findings without biasedness and misrepresentation.

**Respect:** Participants are treated with respect by accepting their autonomy and their cultural diversity.

**Compliance:** All activities are under ethical guidelines that have approval from the proper ethics committee or IRBs.

Against the backdrop of these ethical principles, respect for welfare and rights, and generation of trustworthy and useful insight into parental perception about service quality and satisfaction in the schools under description can be upheld.

## CHAPTER 4

### 4. DATA ANALYSIS, INTERPRETATION AND DISCUSSION

This chapter's goal is to use both descriptive and inferential statistics to present the analysis's findings. Using SPSS version 20, the survey data was meticulously coded, verified for consistency, and then entered into the SPSS spreadsheet. Both descriptive and inferential statistics are included in this section. Results on independent, dependent, and demographic variables are displayed by descriptive statistics. Multiple linear regressions are used in inferential statistics to evaluate the influence of independent variables on the dependent variable after data has been gathered. To ascertain if one or more predictors have an impact on the result variable and to evaluate whether the effect is positive or negative, multiple regression analysis is utilized.

#### 4.1 Background information of respondents

Service quality and customer satisfaction survey was handed out to the customers of the Beteseb private elementary school. In this section, the researcher described respondents' profile in terms of gender, age, and educational level, frequency of using the Beteseb Academy private elementary school. The study employed a closed ended questionnaire to categorize respondent's profiles, and their responses were analyzed using frequencies and percentage distributions as the following below

##### 4.1.1. Demographic Characteristics analysis of the Respondent

**Table 21 characteristic of the respondents**

Description of respondents	Response	
	Frequency	Percentage (%)
<b>A. Gender</b>		
Male	146	38.1%
Female	113	29.5%
Total	259	67.6%
Missing system	124	32.4%
Total	383	100%
<b>B. Age of Respondents</b>		

18-25	64	16.7%
26-35	98	25.6%
36-45	187	48.8%
46-55	34	8.9%
Total	383	
<b>C. Educational level</b>		
Primary school	13	3.4%
High school	81	21.1%
Certificate	10	75.2%
Diploma	95	24.8%
First degree and above	180	47%
Other please specify	4	1.04%
Total	384	
<b>D. Role of the respondents</b>		
Parent	300	78.3%
Guardian	75	19.6%
Other(please specify)	8	2.1%
Total	384	
<b>E. Year of respondents</b>		
Less than 1 year	76	19.8%
1-3 year	95	24.8%
4-6 years	163	42.6%
More than 6 years	49	12.8%
Total	384	
<b>F. Interaction of respondents</b>		
Daily	34	8.9%
Weekly	79	20.6%
Monthly	235	61.4%
Occasionally	25	6.5%
Rarely	10	2.6%

source: own survey, 2025

The table presents a comprehensive analysis of the respondents based on various demographic and interaction factors. Here's an interpretation of the data:

**Gender Distribution**

- Male (38.1%):** A significant portion of the respondents are male, but females constitute a smaller percentage.
- Female (29.5%):** Females represent a considerable part of the sample, but less than males.
- Missing Data (32.4%):** A notable percentage of responses are missing, which could affect the overall analysis.

**Age of Respondents**

- 18-25 (16.7%):** A small proportion of respondents are in this age group.
- 26-35 (25.6%):** This group represents a moderate percentage of the sample.
- 36-45 (48.8%):** The largest segment, indicating that most respondents are middle-aged.
- 46-55 (8.9%):** A smaller percentage, suggesting fewer older participants.

**Educational Level**

- Primary School (3.4%):** Very few respondents have only completed primary education.
- High School (21.1%)** A modest percentage have completed high school.
- Certificate (75.2%)** This figure seems unusually high; it may be a typographical error or misclassification.
- Diploma (24.8%):** A notable portion has attained a diploma.
- First Degree and Above (47%):** A significant number hold at least a bachelor's degree, indicating a highly educated sample.
- Other (1.04%):** Very few respondents fall into this category.

**Role of the Respondents**

- Parent (78.3%):** The majority of respondents are parents, which suggests the data may reflect the views of those directly involved in education.
- Guardian (19.6%):** A smaller percentage are guardians, indicating some diversity in roles.
- Other (2.1%):** Very few respondents fall outside these categories.

**Years of Association**

- Less than 1 year (19.8%):** A small but notable percentage are new to the context.
- 1-3 years (24.8%):** A moderate number have been involved for a few years.
- 4-6 years (42.6%):** The largest group, indicating a stable and engaged population.
- More than 6 years (12.8%):** Fewer respondents have been involved for a long time.

**Interaction Frequency**

- Daily (8.9%):** Very few respondents interact daily.
- Weekly (20.6%):** A small percentage engage on a weekly basis.
- Monthly (61.4%):** The majority interact monthly, suggesting a consistent but less frequent engagement.
- Occasionally (6.5%):** A small group interacts occasionally.
- Rarely (2.6%):** Very few respondents interact rarely.

The data indicates a predominantly male and middle-aged demographic, with a strong representation of parents. The educational level

suggests a well-educated group, although the high percentage of certificate holders may need clarification. Most respondents have been associated with the context for several years, with monthly interactions being the most common. The high percentage of missing data in the gender category could affect the reliability of conclusions drawn from that aspect. Overall, the analysis provides insights into the demographic composition and engagement levels of the respondents, which can inform future strategies or initiatives.

#### 4.2. Descriptive analysis

Two statistical measures, the mean and standard deviation of replies to each scale question are used by Al-Sayaad et al. (2006a) to provide suggestions for evaluating Likert scale results. By providing a standardized approach to the analysis of Likert scale data, these criteria guarantee precision and dependability when assessing the importance of the results. The recommendations add to the overall reliability of the results by preserving consistency in the interpretation of data collected using Likert scales.

**Table 3**likert scale mean result criteria

No	Mean Range	Response option
1	1.00-8.5	Strongly disagree
2	1.86-2.71	Disagree
3	2.71-3.56	Somewhat disagree
4	3.57-4.43	Neutral
5	4.43-5.28	Somewhat agree
6	5.29-6.13	Agree
7	6.14-7.00	Strong agree

*Source: Al-Sayaad et al. (2006)* **Table 4** descriptive statistics of tangibility

Aspect Evaluated	Mean	Std. Deviation
Physical facilities are visually appealing	5.26	1.192

Classroom equipment is modern and well-maintained	6.46	0.897
Cleanliness of the school environment meets expectations	5.82	1.089
School's signage and materials are clear and informative	5.94	1.356
Overall ambiance of the school enhances my experience	5.21	0.908

source: own survey ,2025

The table presents the results of a survey evaluating various aspects of Beteseb Academy's physical facilities, based on responses from 383 valid participants. Each item is rated on a scale (presumably 1 to 7), with higher means indicating greater satisfaction. The standard deviation (Std. Deviation) reflects how much responses varied.

Physical Facilities Visual Appeal (Mean: 5.26, SD: 1.192)the mean score of 5.26 indicates that respondents generally perceive the school's physical facilities as visually appealing, though not at the highest level. The standard deviation suggests moderate variation in opinions. Classroom Equipment Modernity and Maintenance (Mean: 6.46, SD: 0.897). This is the highest-rated aspect, with a mean of 6.46 and a relatively low standard deviation. This suggests strong agreement among respondents that classroom equipment is modern and well-maintained. Cleanliness of School Environment (Mean: 5.82, SD: 1.089). The cleanliness of the school environment is rated positively, with a mean of 5.82. The standard deviation indicates some variation, but overall, expectations are being met for most respondents. Clarity and Informativeness of Signage and Materials (Mean: 5.94, SD: 1.356). The mean score is high, indicating satisfaction with the school's signage and informational materials. The higher standard deviation here shows more diverse opinions, possibly due to varying exposure or needs among respondents.

Overall Ambiance Enhancing Experience (Mean: 5.21, SD: 0.908). The overall ambiance is rated positively but is the lowest among the evaluated aspects. The relatively

low standard deviation suggests consistent perceptions among respondents, though there may be room for improvement in this area. The data suggests that Beteseb Academy is performing well in terms of physical facilities, particularly with modern classroom equipment and cleanliness. There is general satisfaction across all measured aspects, with some areas-such as overall ambiance offering opportunities for further enhancement to maximize the school experience.

**Table 5 Descriptive statistics of reliability**

Service Delivery Aspect	Mean	Std. Deviation
Consistently meets my expectations for service delivery	5.37	1.177
Can rely on the school for timely information and support	6.07	1.053
Follows through on promises regarding educational services	6.08	0.900
Confidence in the school's ability to handle issues effectively	6.02	1.209
Demonstrates commitment to delivering quality education consistently	6.05	1.1046

Source: own survey, 2025

Consistency in Meeting Expectations (Mean: 5.37, SD: 1.177). Respondents generally agree that Beteseb Academy meets their expectations for delivery service, though this is the lowest mean among the items. The moderate standard deviation suggests some variability in perceptions. Reliability in Providing Timely Information and Support (Mean: 6.07, SD: 1.053). This high mean indicates strong confidence in the school's reliability for timely communication and support. The relatively low standard deviation shows most respondents share this positive view. Fulfilling Promises Regarding Educational Services (Mean: 6.08, SD: 0.900). The highest mean, coupled with the lowest standard deviation, reflects a strong and consistent perception that the school

follows through on its commitments. Confidence in Handling Issues Effectively (Mean: 6.02, SD: 1.209). Respondents express high confidence in the school's problem-solving abilities, though the standard deviation is slightly higher, indicating a bit more diversity in opinion. Commitment to Quality Education (Mean: 6.05, SD: 1.1046). The mean is very high, showing that most participants believe the school is committed to consistently delivering quality education. The standard deviation suggests a generally shared sentiment with some minor variation. The data demonstrates that Beteseb Academy is viewed very favorably in terms of service delivery, with particularly strong marks for reliability, trustworthiness, and commitment to quality education. While all aspects are rated positively, maintaining and further improving consistency in meeting expectations could further enhance overall satisfaction.

**Table 6- Descriptive statistics of responsiveness**

Question	Mean	Std. Deviation	Interpretation
Staff always willing to help	5.10	1.825	High, but some variability
Prompt responses to inquiries	4.70	1.521	Moderately high, some variability
School proactive in addressing concerns	4.86	1.305	Moderately high, less variability
Sufficient communication channels	5.41	1.534	Highest, but still some variability
Staff approachable/easy to communicate	4.57	1.443	Moderately high, some variability

Source: own survey, 2025

Staff Willingness to Help (Mean: 5.10, SD: 1.825). Respondents generally agree that staff are willing to help when they have questions. The relatively high mean suggests a positive perception, but the larger standard deviation indicates a notable spread in

responses-some respondents may have had less positive experiences. Promptness of Responses (Mean: 4.70, SD: 1.521). The average is moderately high, suggesting that most inquiries are answered promptly, though not as strongly as a willingness to help. The SD shows moderate variation in experiences. Proactivity in Addressing Concerns (Mean: 4.86, SD: 1.305). The school is seen as somewhat proactive in addressing parent concerns. The lower SD here suggests more consistency in responses, with fewer outliers. Communication Channels (Mean: 5.41, SD: 1.534). This item has the highest mean, indicating that respondents feel there are sufficient ways to communicate with the school administration. The SD, while still showing some variation, is not excessive. Staff Approachability (Mean: 4.57, SD: 1.443). The lowest mean among the items, but still above the midpoint, indicates that staff are generally seen as approachable and easy to communicate with. The SD again points to some differences in respondent experiences. Research in educational settings shows that staff responsiveness and effective communication are crucial for positive engagement and satisfaction among students and parents<sup>[1]</sup>. High variability in responses may indicate differences in individual staff performance or inconsistency in service delivery, which are common areas for school improvement efforts. Beteseb Academy is generally rated positively for staff responsiveness and communication, but there are notable differences in individual experiences, highlighting opportunities for further staff training and process improvements.

**Table 7 descriptive statistics of assurance**

Survey Question	Mean	Std. Deviation	Interpretation
Teachers are knowledgeable about their subjects	4.12	1.483	Moderately positive, but with notable variability
Staff treat parents and students with respect and courtesy	5.22	1.171	Strongly positive, consistent responses

Confidence in staff's ability to provide quality education	4.78	1.265	Positive, moderate variability
School provides adequate information about educational programs	4.88	1.195	Positive, consistent
Staff professionalism enhances satisfaction	4.38	1.182	Moderately positive, consistent

Source: own survey, 2025

Teachers' Subject Knowledge (Mean: 4.12, SD: 1.483). Respondents generally agree that teachers are knowledgeable, but the mean is the lowest among all items, indicating room for improvement. The relatively high SD suggests a wide range of experiences-some respondents may not perceive all teachers as equally knowledgeable. Respect and Courtesy (Mean: 5.22, SD: 1.171). This is the highest-rated item, showing strong agreement that staffs are respectful and courteous. The low SD indicates that this is a consistent strength across respondents. Confidence in Staff's Ability (Mean: 4.78, SD: 1.265). Most respondents feel confident in the staff's ability to provide quality education. Moderate SD suggests generally positive but somewhat varied experiences. Information About Educational Programs (Mean: 4.88, SD: 1.195). Respondents feel the school provides adequate information about its programs. The low SD here suggests most respondents share this positive view. Staff Professionalism and Satisfaction (Mean: 4.38, SD: 1.182). Staff professionalism is seen as enhancing overall satisfaction, but the mean is only moderately positive. The SD indicates consistent responses. Beteseb Academy staff are widely regarded as respectful, courteous, and generally competent, with strong communication about programs. However, there is some variability in perceptions of teachers' subject knowledge and the impact of staff professionalism, indicating areas where further training or support could enhance overall satisfaction and educational quality.

**Table 8- Descriptive statistics of Empathy**

Survey Question	Mean	Std. Deviation	Interpretation
School shows genuine concern for individual student needs	3.99	1.569	Moderate agreement, with notable variability
Child receives personalized attention	5.15	1.129	Strong agreement, relatively consistent
School encourages feedback from parents and students	5.20	1.414	Strong agreement, some variability
Staff attentive to emotional and academic needs	4.91	1.362	Positive agreement, moderate variability
School values parent input in decision-making	3.78	1.506	Lower agreement, higher variability

Source: own survey, 2025

Authentic Concern for Individual Needs (Mean: 3.99, SD: 1.569). The participants agree somewhat that there is authentic concern for individual student needs in the school. The proximity of the mean to 4 indicates slightly positive to neutral perception, yet the relatively high standard deviation indicates variation in experience from the participants. Personalized Attention (Mean: 5.15, SD: 1.129). This question had a strong positive rating, indicating that most parents think that their child receives individualized attention at the school. The low SD indicates that this is relatively consistent among respondents.

Encouragement of Feedback (Mean: 5.20, SD: 1.414). The respondents are likely to agree that the school encourages feedback from the students and parents, which shows good communication culture. There is some variation, which means that all respondents do not feel this to the same degree. Staff Responsiveness to Emotional and Academic Needs (Mean: 4.91, SD: 1.362). The

school staff

are seen as being responsive to both academic and emotional needs, as observed through a positive average rating. Moderate variability points to some variation in individual experience. Valuing Parent Input in Decision-Making (Mean: 3.78, SD: 1.506). It had the lowest means, where parents least felt that their input would be appreciated in school decision-making. The large SD reflects that there are considerable differences of opinion, between the highly valued parents and those less valued by the school. Beteseb Academy is overall defined as responsive to individual student need and responsive to feedback, but there is disagreement about the concern the school has for individual students and how much the parents' voice contributes to decision-making. These last two are the areas where the school can strengthen family partnerships and enhance responsiveness.

**Table 9- Descriptive statistics of customer satisfaction**

Survey Item	Mean	Std. Deviation	Interpretation
Overall satisfaction with service quality	5.93	1.123	High satisfaction, relatively consistent
Staff respond promptly to inquiries and concerns	6.13	0.952	Very high rating, strong consensus
Academy consistently delivers high-quality educational services	5.53	1.395	Positive perception, some variability
Staff show genuine care for child's individual needs	5.67	1.287	Positive, moderate consistency
Communication regarding child's progress and events is clear and effective	5.61	1.101	Positive and fairly consistent

Source: own survey ,2025

**High Overall Satisfaction:** The mean score of 5.93 indicates that the parents and stakeholders are generally very satisfied with the overall service of Beteseb Academy.

**Prompt Responsiveness:** The highest mean (6.13) with the lowest standard deviation (0.952) reveals that the responsiveness of the staff in attending to inquiries and concerns is a strength, with high agreement among the respondents.

**Consistent Educational Quality:** The mean of 5.53 reveals a positive impression that the academy is consistent in its commitment to providing high-quality education, though the slightly higher SD (1.395) reveals some variation in perceptions.

**Genuine Care for Individual Needs:** Participants feel, with a mean of 5.67, that staff express genuine concern for their child's individual needs, providing for a personalized style of education.

**Effective Communication:** The average of 5.61 indicates that for the most part, communication about student progress and school activities is clear and effective, resulting in parent satisfaction.

Standard deviations between 0.952 and 1.395 indicate that while the majority of respondents have positive perceptions, there is some variation, particularly in quality of educational service and genuine care, indicating room for continued improvement. The relatively low SD for responsiveness suggests stability of staff performance on this dimension. Beteseb Academy enjoys high overall satisfaction among stakeholders and parents with very good performance on the dimensions of timely responsiveness and clear communication. While the academy is held in high esteem for delivering quality education and actual care, some variability on these perceptions suggests targets for ongoing improvement to deliver consistent excellence across all dimensions of service.

### **4.3 Inferential Analysis**

Inferential analysis of data is an approach to using information from a sample to make inferences regarding a wider population (Watson, 2008). Random sampling is used to maximize the likelihood that the sample will be representative. Both sampling error and confidence interval, which are the important measures used to determine precision and reliability of results, are affected by sample size and data variability (Andereck, 2017). Another term for it is that inferential statistical analysis of data allows researchers

to draw more extensive conclusions about the overall population from which the sample has been drawn, rather than describing a sample alone. Statistical models and probability allow for these, which enable researchers to factor in the realization that their sample is but a representative subset of the overall population.

#### 4.4 Pearson Correlation Analysis

Correlation analysis is a statistical technique for evaluating the relationship between two or more variables. It is utilized to determine whether there is a statistically significant relationship between the variables and to quantify the strength of the association. The strength of the correlation is measured by the correlation coefficient. The range of the correlation coefficient can be -1 to 1. A value of -1 implies a perfect negative correlation, 0 implies no correlation, and 1 implies a perfect positive correlation. Correlation analysis may be employed in order to detect relationship between variables which is not evident.

**Table 10 correlation analysis between dependent and independent**

**variables**

	1	2	3	4	5	6
tangibility	1					
reliability	.486**	1				
responsiveness	.426**	.345**	1			
assurance	.242**	.205**	.322**	1		
empathy	.281**	.165**	.152**	.184**	1	
customer satisfaction	.759**	.714**	.578**	.172**	.275**	1

\*\* . Correlation is significant at the 0.01 level (2-tailed).

Source: own survey,2025

This correlation matrix considers relationships between five service quality dimensions (tangibility, reliability, responsiveness, assurance, empathy) and customer

satisfaction. Most influential Drivers of Customer Satisfaction Tangibility ( $r = 0.759$ ,  $p < 0.01$ ): Physical facilities, equipment, and materials are most strongly associated with satisfaction. Action: Invest in new infrastructure, clean environment, and modern tools. Reliability ( $r = 0.714$ ,  $p < 0.01$ ): Reliability is key by consistently delivering the promised service. Action: Implement processes, train staff for accuracy, and decrease service failure. Responsiveness ( $r = 0.578$ ,  $p < 0.01$ ): Prompt response and helpfulness are crucial but less significant than tangibility/reliability. Action: Rationalize response mechanisms (e.g., faster question resolution). Weak but Significant Relationships Assurance ( $r = 0.172$ ,  $p < 0.01$ ) and Empathy ( $r = 0.275$ ,  $p < 0.01$ ): Statistically significant but limited effect on satisfaction. Recommendation: Train personnel in assurance (communication) and empathy (individualized care) as second in priority, after tangibility/reliability.

#### **4.5 Regression Analysis**

Regression analysis was used to measure the degree of relationship between dependent and independent variables. In this case, it is between SERVQUAL variables (tangibility, reliability, responsiveness, empathy, and assurance). In this study, the researcher tried to test the assumptions before running the regression analysis.

#### **4.6 The Assumptions for Testing Regression Analysis**

Normality, homoscedasticity, linearity, and multicollinearity assumption should be applied before performing any multivariate analysis Hair et al. (2006). Accordingly, the researcher has tried to confirm that the data obtained truly represented the sample and obtained the best results.

##### **4.6.1 Normality Test of the data**

Residuals resemble the normal distribution with scores near the mean, as depicted by the bell-shaped histogram in Figure 3. However, the evidence for further kurtosis indicates that the tails of the distribution are heavier than in a normal distribution (Westfall, 2014). This means that there are more extreme values than there would be in a normal distribution. Even when there is some deviation from normality, the standard residuals do not depart markedly from the normal curve, i.e., the residuals are normally distributed.

## Descriptive

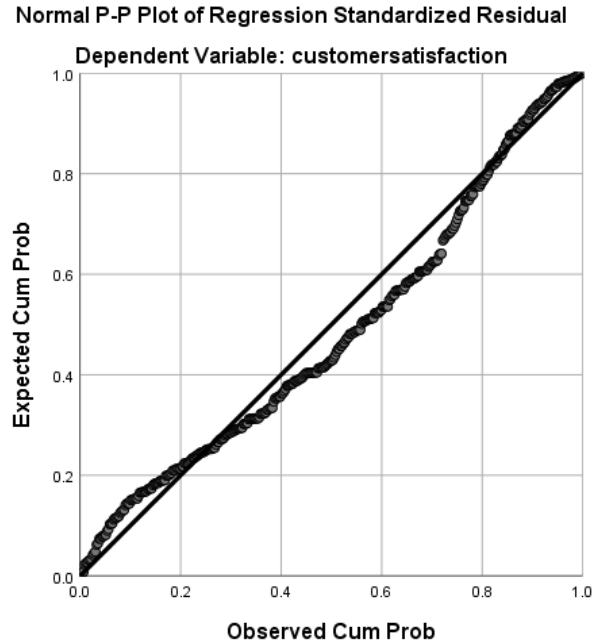
**Statistics**      **Table 11 -Normality of Distribution Using Descriptive Statistics (Skewness and Kurtosis)**

	N	Mean	Skewness		Kurtosis	
	Statistic	Statistic	Statistic	Std. Error	Statistic	Std. Error
tangibility	383	5.24	-1.163	.125	4.143	.249
reliability	383	5.71	-1.668	.125	4.002	.249
responsiveness	383	4.83	.228	.125	-1.314	.249
assurance	383	4.25	.021	.125	-.007	.249
empathy	383	3.89	-.181	.125	-.234	.249
customer satisfaction	383	5.77	-1.170	.125	2.152	.249
Valid N (listwise)	383					

Source: own survey,2025

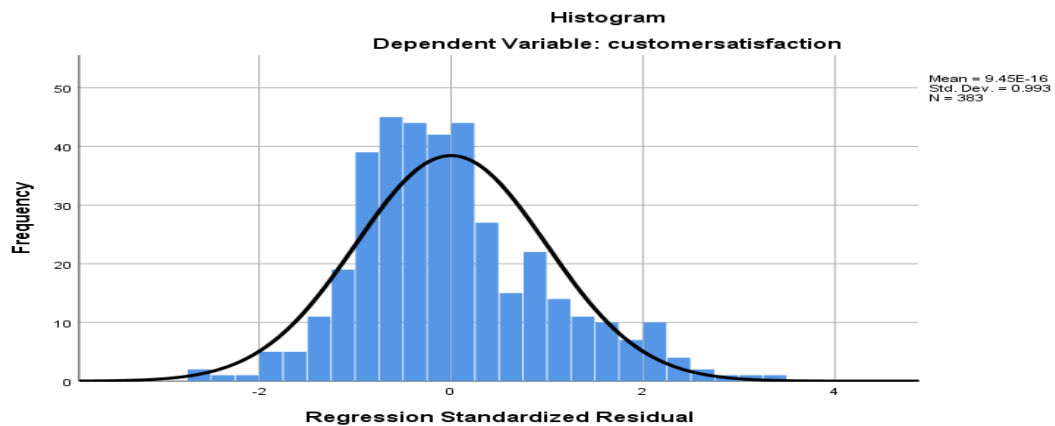
There is another useful graph that the researcher can inspect to see if a distribution is normally distributed is called a P–P plot (probability–probability plot). If a distribution is normal, the residual line will closely follow the diagonal (Hair et al., 1998). Therefore, as indicated in the figure below, the data were normally distributed.

**Figure 3. Normal P-P Plot**



Hair et al. (2006) also suggest that a histogram is another method to use for comparing the observed data values with a distribution approximating the normal distribution. It argued that the histogram of the research variables supports the expectation for the normal shape distribution of data. The following figure 3 shows the histogram generated for the study variables.

**Figure 4. Histogram**



Source: own survey,2025

#### 4.6.2 Multicollinearity Test of the data

There are two general procedures for assessing collinearity, including tolerance and variance inflation factor (VIF) (Pallant, 2007). Values of tolerance were greater than 0.2

rule and those of VIF were less than 4. This shows a lack of multicollinearity among independent variables.

Table 12 Collinearity statistics

Coefficients Model		Collinearity statistics	
		Tolerance	VIF
1.	Tangibility	.655	1.528
	Reliability	.737	1.357
	Responsiveness	.749	1.335
	Assurance	.867	1.153
	Empathy	.906	1.103

a. Variable dependent: Overall Customer Satisfaction

Source: own survey,2025

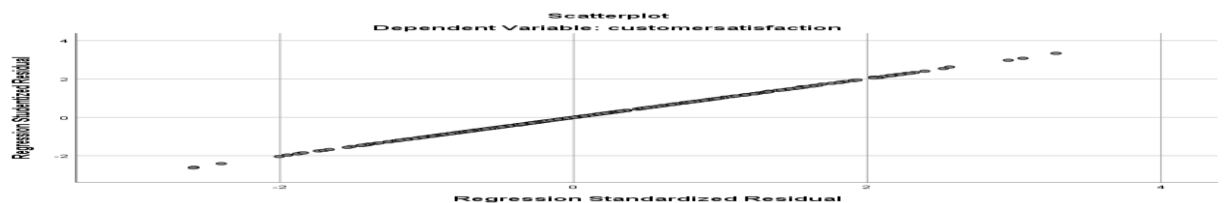
### Independent errors

This assumption can be tested with the Durbin–Watson test, which tests for serial correlations between errors. The test statistics vary between 0 and 4. As shown in Table 4.1.10 below, the Durbin-Watson test result is **0.981, which** is closer to the acceptable standard of 2.0 shows that there is no autocorrelation problem in the model.

### 4.6.3 Linearity Test

The linearity of the relationship between the dependent and independent variable represented the degree to which the change in the dependent variables is associated with the independent variable (Hair et al., 1998). The linearity assumption can easily be checked using scatter plots and visually inspected from figure 4.

Figure 5. Scatter plot



Source: own survey, 2025

#### 4.6.4 Multiple Linear Regression Analysis

The reason for using multiple regression analysis was to assess the direct effect of tangibility, reliability, responsiveness, empathy, and assurance variables on customer satisfaction.

Table 13- Model Summary Of customer satisfaction					
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.891 <sup>a</sup>	.793	.791	.497	.981
a. Predictors: (Constant), empathy, responsiveness, assurance, reliability, tangibility					
b. Dependent Variable: customer satisfaction					

Source: own survey, 2025

R (Multiple Correlation Coefficient) = 0.891 Indicates a very high positive correlation of the combined predictors (service quality dimensions) with customer satisfaction. 89.1% variation in customer satisfaction is explained by the predictors.  $R^2$  (Coefficient of Determination) = 0.793, the model explains 79.3% variance in customer satisfaction, with high predictive capability, this is a high figure compared to typical customer satisfaction models (e.g., [1] obtained an  $R^2$  value of 0.394). Adjusted  $R^2$  = 0.791 Small difference from  $R^2$  suggests the model is not over fitted and will hold well for new data. Std. Error of the Estimate = 0.497 Average forecast error is  $\pm 0.497$  units on the customer satisfaction scale (specific scale context needed for exact interpretation). Durbin-Watson Statistic = 0.981 Impies positive autocorrelation in residuals (values below 1.0 indicate high autocorrelation [1]). Violates assumptions of regression, which may indicate potential omitted variables or temporal patterns in the data.

**Table 14-- Interpretation of ANOVA table for Regression model**

ANOVA <sup>a</sup>						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	357.710	5	71.542	289.677	.000 <sup>b</sup>
	Residual	93.108	377	.247		
	Total	450.819	382			

a. Dependent Variable: customer satisfaction
b. Predictors: (Constant), empathy, responsiveness, assurance, reliability, tangibility
Source: own survey,2025

The ANOVA table above determines whether the dependent variable (customer happiness) is significantly predicted by the regression model overall. It contrasts the unexplained variability (Residual SS) with the variability described by the model (Regression SS). The variance in customer satisfaction that can be accounted for by the five predictors (empathy, responsiveness, assurance, reliability, and tangibility) is represented by the regression sum of squares (SSR), which is 357.710. The variance in customer satisfaction that cannot be explained by the model (error or residuals) is represented by the residual sum of squares (SSE), which is 93.108. The overall variance in customer satisfaction is 450.819, or the total sum of squares (SST). Freedom Levels (df) Regression df = 5 (predictor count) (Total observations - predictors - 1 = 383 - 5 - 1) Residual df = 377382 (total observations minus 1) is the total df. MS stands for mean squares.  $357.710 / 5 = 71.542$  is the mean square regression (MSR) calculated as  $SSR / df$ . MSE is equal to  $SSE / df = 93.108 / 377 = 0.247$ . When compared to a model without predictors, the F-value determines if the regression model explains a considerable amount of variance in customer satisfaction.  $F = MSR / MSE = 71.542 / 0.247 = 289.677$ . Significance (Sig.) Sig. = .000 (sometimes expressed as  $p < 0.001$ ), which is the likelihood that the observed F-value would have happened by chance if the null hypothesis (no relationship) were correct. We reject the null hypothesis and determine that the regression model is statistically significant because  $p < 0.001$ .

**4.6.5 The Regression Coefficient**

It explains the average amount of change in the Customers’ Satisfaction of Beteseb Academy private elementary school that is caused by a unit change in Tangibility, Reliability, Responsiveness, Assurance, and Empathy.

**Table 15- Summary of Customer Satisfaction**

Coefficients						
Model		Unstandardized coefficient		Standardize coefficient	t	Sig.
		$\beta$	Std.error	Beta		
	(constant)	-.863	.191		-4.528	.000
	Tangibility	.573	.036	.454	15.708	.000
1	Reliability	.456	.030	.415	15.217	.000
	Responsiveness	.270	.027	.271	10.016	.000
	Assurance	-.119	.025	-.122	-4.838	.000
	Empathy	.059	.024	.060	2.449	.015

a. dependent variable : overall customer satisfaction

Source: own survey ,2025

Valuation in Mathematics

$Y_i$  is equal to  $\beta_1 + \beta_2 X_2 + \beta_3 X_3 + \beta_4 X_4 + \beta_5 X_5 + \beta_6 X_6$ .

where  $Y$ , or customer happiness, is the dependent variable.

The explanatory variables, often known as the regressors, are  $X_2$ ,  $X_3$ ,  $X_4$ ,  $X_5$ , and  $X_6$ . Although its mechanical interpretation is the average value of  $Y$  when the specified independent variables are set to zero,  $\beta_1$  is the intercept term, providing the mean or average effect on  $Y$  of all the variables omitted from the equation.

The coefficients of each independent variable, denoted by the letters  $\beta_2$ ,  $\beta_3$ ,  $\beta_4$ ,  $\beta_5$ , and  $\beta_6$ , indicate how much the mean value of  $Y$  changes for every unit change in the independent variables.

$$= -.863 + .573X_2 + .456X_3 + .270X_4 + -.119X_5 + .059X_6$$

$X_2$  stands for Physicality

$X_3$  stands for dependability.

The symbol for responsiveness is  $X_4$ .

Assurance is represented by X5.

X6 stands for empathy.

The significance level (P-value) for tangibility, reliability, assurance, responsiveness, and empathy is .000, .000, .000, and .015, respectively, as shown in the above table. With the exception of the responsiveness dimensions, their p-values are therefore below 0.05. In the context of Beteseb Academy private elementary schools, this suggests that responsiveness is not significantly correlated with customer satisfaction, but all other independent factors are.

Because it lets us compare the relative strength of each independent variable's effect on the dependent variable, the beta value ( $\beta$ ) is helpful. The preceding table shows that when all independent variables are equal to zero, the intercept is -.863.

According to the regression analysis's findings, tangibility ( $\beta=0.454$ ) is the most significant factor that influences customer satisfaction and has the most weight when it comes to describing it. According to this finding, assuming all other factors remained the same, a one-unit increase in tangibility would result in a 0.454-unit (45.4%) rise in customer satisfaction. Similarly, assuming all other factors remained the same, a one-unit improvement in responsiveness would result in a 0.271 unit (27.1%) rise in customer satisfaction. Regarding the empathy dimension, if all other factors remained same, a one-unit improvement in reliability would result in a 0.415-unit (41.5%) rise in customer satisfaction. Finally, -12.2% of customer satisfaction is attributed to the assurance component.

Thus, at a 95% confidence level, the tangibility, reliability, responsiveness, and assurance aspects of service quality have a major impact on consumers' pleasure at Beteseb Academy Private Elementary School. On the other hand, in the case of Beteseb Academy, a private primary school, the empathy component has a comparatively smaller impact on customer satisfaction. Therefore, improved quality of service is facilitated by greater performance on the most important aspects, namely tangibility, assurance, responsiveness, and reliability. On the other hand, factors like empathy could not have a big impact on how satisfied customers are.

## 4.7 Hypothesis Testing

Table 16: Summary of Research Hypotheses based on Multi linear Regression analysis

Hypothesis	Reason	Result
H1: Tangibility has a positive and significant effect on customer satisfaction	B=.573, P<0.05	H1:Accepted
H2: Reliability has a positive and significant effect on customer satisfaction	B=.456,P<0.05	H2: Accepted
H3: Responsiveness has a positive and significant effect on customer satisfaction	B=.270,P<0.05	H3: Accepted
H4: Assurance has a negative and significant effect on customer satisfaction	B=-.119,P<0.05	H4:Accepted
H5: Empathy has a positive and significant effect on customer satisfaction	B=.059,P<0.05	H5:Accepted

Source: own survey ,2025

The study investigated the effect of five dimensions of service quality—tangibility, reliability, responsiveness, assurance, and empathy—on customer satisfaction at Beteseb Academy Private Elementary School. The results indicate the following:

- **Tangibility ( $\beta = 0.573$ ,  $p < 0.05$ ):** Tangibility has a strong positive and statistically significant effect on customer satisfaction. This suggests that the physical aspects of the school, such as facilities, teaching materials, and staff appearance, play a crucial role in shaping parents' satisfaction levels.
- **Reliability ( $\beta = 0.456$ ,  $p < 0.05$ ):** Reliability also has a significant positive impact on customer satisfaction. This means that consistent and dependable service delivery, such as timely communication and fulfilling promises, greatly influences how satisfied parents are with the school.
- **Responsiveness ( $\beta = 0.270$ ,  $p < 0.05$ ):** Responsiveness shows a positive and significant effect, though somewhat smaller than tangibility and reliability. This

implies that the school's ability to promptly address inquiries and concerns from parents contributes meaningfully to satisfaction.

**Assurance ( $\beta = -0.119$ ,  $p < 0.05$ ):** Interestingly, assurance has a statistically significant but negative effect on customer satisfaction. This unexpected result may indicate that aspects related to staff competence, courtesy, or trustworthiness are perceived negatively or may not meet parents' expectations, thereby reducing satisfaction. This finding suggests a need for further investigation and improvement in assurance-related service elements. the followings are reasons assurance negative happened can we get value of assurance negative as Beteseb Academy private elementary school?

- Pressure and high expectations: Private schools value academic success and high performance, and this can lead to pressure and stress for parents and students. If Assurance (trust, confidence in staff, and perceived competence) is connected with demanding or stressful policies, it can reduce satisfaction rather than enhance it.
- Selective and exclusive environment: Private schools are more likely to be selective in admissions and have less socioeconomic diversity, which may lead to social isolation or dissatisfaction even if quality is ensured.
- Mismatch between service perception: Parents anticipate highly superior assurance in terms of safety, care, and communication. If these are not entirely fulfilled or are felt as shortfalls, Assurance can turn negative for satisfaction.
- Lack of support services: Private schools may not have widespread support services like public schools have, and this can affect Assurance in terms of care and response.
- Contextual and measurement issues: Assurance in the study or survey can catch dimensions like strictness or perceived inflexibility, which can negatively impact satisfaction scores.

#### Summary

Within the case of private schools, Assurance sometimes results in customer dissatisfaction when the provision or experience of Assurance does not meet high parental expectations or is associated

with selectivity, pressure, or weak support services. Such contextual fineness is responsible for the fact that Assurance might receive a negative coefficient in certain research studies even when overall effects are positive in broader service quality studies.

#### References:

- [1] Drawbacks of private schools like pressure and exclusivity (chsonline.org.uk)
- [2] Insurance and risk considerations in private elementary schools (bitnerhenry.com)

1. <https://www.chsonline.org.uk/blog/7-biggest-drawbacks-of-private-schools>
2. <https://bitnerhenry.com/insurance-considerations-for-public-and-private-elementary-schools/>

- **Empathy ( $\beta = 0.059$ ,  $p < 0.05$ ):** Empathy has a positive but relatively weak yet significant effect on customer satisfaction. This indicates that personalized attention and understanding of individual parent and student needs contribute positively, albeit to a lesser extent compared to other dimensions.

#### Summary

Overall, all five service quality dimensions significantly affect customer satisfaction at Beteseb Academy. Tangibility and reliability are the strongest positive predictors, followed by responsiveness and empathy. The negative impact of assurance highlights an area of concern that requires management's attention to enhance trust and confidence in the school's service delivery. These insights provide a clear direction for Beteseb Academy to prioritize improvements in physical facilities, consistent service, prompt communication, and personalized care to boost parental satisfaction and competitive advantage.

## CHAPTER FIVE

### 5. SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

This chapter is composed of recommendations, summary, and a conclusion. The introductory sections, problem statement, literature, methods, and findings of the current study are placed in the summary section. After the summary, conclusions based on the study's findings are presented. The recommendation section proposes additional activities informed by the study's findings.

#### 5.1 Summary of Findings

The study examined how service quality affects customer satisfaction at Beteseb Academy Private Elementary School by applying the five SERVQUAL dimensions: tangibility, responsiveness, reliability, assurance and empathy. The research gathered data from 384 parents through convenience sampling, and from teachers through census sampling. According to the descriptive statistics, parents were most satisfied with the tangibility dimension that includes the upkeep of the facilities and the professional appearance of the staff alongside the teaching materials, and the servicing them. Following that, they were satisfied with the reliability, responsiveness, and assurance. Empathy scored the lowest.

Every service quality dimension and customer satisfaction were positively and significantly correlated, as tangibility had the strongest association and empathy the lowest. Using multiple regression analysis confirmed that all service quality dimensions together significantly influence customer satisfaction, explaining 79.3% of its variance ( $R^2 = 0.793$ ). Despite this finding, it revealed that the effect of empathy was statistically insignificant and negative. Regression also confirms that the strongest positive effect was from tangibility.

Overall, while most respondents expressed satisfaction with the school's service quality, the mean customer satisfaction score (6.12/10) was below the industry benchmark of 7.5. Key areas for improvement include consistency in service delivery, timely communication, and personalized attention to student and parent needs.

## **5.2 Conclusions**

The results indicate that service quality is one of the factors that determines customer satisfaction in private elementary education. All of the factors considered in this study, namely, tangibility, reliability, responsiveness, and assurance, have a positive effect on satisfaction. Moreover, tangibility has the greatest effect. In contrast, empathy was found to have an inconsequential impact.

This study was executed while keeping in mind the parent/customer perspective. Therefore, it focuses exclusively on the aspects of service quality where Beteseb Academy is falling short from a parental expectation perspective. Beteseb Academy manages well in meeting the expectations of parents from a service quality perspective; however, there is a gap in service regarding consistency, communication, and attention to detail. This gap needs to be filled in order to preserve the school's image in the face of increasing competition.

## **5.3 Recommendations**

To further enhance customer satisfaction at Beteseb Academy, it is recommended to improve service tangibility by providing training to staff to ensure consistent presentation of teaching materials, staff appearance, and school facilities, while standardizing processes related to teaching and staff interactions. Enhancing reliability can be achieved by streamlining communication through text messaging applications, setting clear turnaround time expectations, and delegating prompt action responsibilities among staff. Fostering responsiveness requires customer service training focused on active listening and proactive follow-up with parents and students to ensure timely and effective responses. Strengthening empathy involves actively engaging with parents and students on an individual level and implementing feedback frameworks that capture diverse

concerns, guiding sustained, personalized improvements. Additionally, implementing regular feedback mechanisms such as surveys and focus groups will allow the school to gather and analyze customer insights for continuous service enhancement. Through these targeted actions, Beteseb Academy can effectively close service quality gaps, increase customer satisfaction, and enhance its reputation as a leading private elementary school. Effective management of service quality will support the school's long-term success and adaptability to evolving customer needs.

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Appendix's



SEEK WISDOM, ELEVATE YOUR INTELLECT AND SERVE HUMANITY!



**Addis Ababa University**

**College of Business and Economics**

**Department of Management**

**Research Questionnaire**

***The Effect of Service Quality on Customer Satisfaction: A Case Study of Beteseb Academy Private Elementary School***

*Dear Respondent,*

Thank you for taking the time to participate in this research. The purpose of this questionnaire is to assess how the quality of services provided at Beteseb Academy Private Elementary School impacts customer (parent/guardian) satisfaction. Please answer the following questions based on your experience with the school. Your responses are confidential and will be used only for academic purposes.

**part I. Personal Information:**

**Gender:** Male  Female

**Age:** 18-25   
26-35  36-45  46-55  55 & above

**Educational Level:** 1. Primary School

2. High School

3. Certificate

4. Diploma

5. First Degree and Above

6. Other please specify

**Part II: questions related to topic:**

**1. Your role:**

- Parent
- Guardian
- Other (please specify): \_\_\_\_\_

**2. How long have you been associated with Beteseb Academy Private Elementary School?**

- Less than 1 year
- 1–3 years
- 4–6 years
- More than 6 years

**3. How often do you interact with the school (in-person, through phone, email, or other communication)?**

- Daily
- Weekly
- Monthly
- Occasionally

Rarely

**Part III. Service Quality Factors**

*Please rate the following aspects of service quality at Beteseb Academy Private Elementary School. Use the measurement scale provided, where:*

1 = strongly Disagree

2 = Disagree

3 = somewhat disagree

4 = Neutral

5 = somewhat agree

6. Agree 7. Strongly agree

SN	Statement	1	2	3	4	5	6	7
	Questions related to Tangibility(Physical Facilities							

	and Equipment)							
	The physical facilities at Beteseb Academy are visually appealing.							
	The classroom equipment is modern and well-maintained							
	The cleanliness of the school environment meets my expectations.							
	The school's signage and materials are clear and informative.							
	The overall ambiance of the school enhances my experience.							
	Questions related to Reliability(Ability to Deliver Promised Services)							
	Beteseb Academy consistently meets my expectations for service delivery							
	I can rely on the school to provide timely information and support.							
	The school follows through on its promises regarding educational services.							
	I have confidence in the school's ability to handle issues effectively.							
	The school demonstrates a commitment to delivering quality education consistently.							
	Questions Related to Responsiveness (Willingness to Help Customers)							
	The staffs at Beteseb Academy are always willing to help when I have questions.							
	I receive prompt responses to my inquiries about school services							
	The school is proactive in addressing concerns raised							

by parents.								
There are sufficient channels for communication with the school administration.								
The school staff is approachable and easy to communicate with.								
Questions Related to Assurance(Knowledge and Courtesy of Employees)								
The teachers at Beteseb Academy are knowledgeable about their subjects.								
Staff members treat parents and students with respect and courtesy.								
I feel confident in the abilities of the school's staff to provide quality education.								
The school provides adequate information about its educational programs.								
The staff's professionalism enhances my overall satisfaction with the school.								
Questions Related ToEmpathy(Caring and Individualized Attention)								
The school shows genuine concern for the individual needs of students.								
I feel that my child receives personalized attention at Beteseb Academy.								
The school encourages feedback from parents and students.								
The staff are attentive to the emotional and cademic needs of the students.								
I believe that the school values the input of parents in decision-making.Overall satisfaction								
I am satisfied with the overall service quality								

provided by Beteseb Academy.							
The staffs at Beteseb Academy respond promptly to my inquiries and concerns.							
Beteseb Academy consistently delivers high-quality educational services as promised.							
The staff at Beteseb Academy show genuine care and concern for my child's individual needs.							
The communication from Beteseb Academy regarding my child's progress and school events is clear and effective.							

**Section V: Open-Ended Questions**

25. What do you think are the strengths of Beteseb Academy Private Elementary School in terms of service quality?

---

26. What areas do you believe need improvement at Beteseb Academy Private Elementary School to increase customer satisfaction?

---



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27. How would you describe your overall experience with the school's services?

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Thank you for your participation!

**Thank you!**