

UNIVERSITY OF CAPE COAST

EXAMINING SERVICE QUALITY, CUSTOMER SATISFACTION AND
BRAND EQUITY IN PRESBYTERIAN BASIC SCHOOLS IN TEMA

BY

ELIZABETH GYAPOMAA

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DECLARATION

Candidate's Declaration

I hereby declare that this dissertation is the result of my own original research and that no part of it has been presented for another degree in this university or elsewhere.

Candidate's Signature:..... Date:.....

Name: Elizabeth Gyapomaa

Supervisor's Declaration

I hereby declare that the preparation and presentation of the dissertation were supervised in accordance with the guidelines on supervision of dissertation laid down by the University of Cape Coast.

Supervisor's Signature:..... Date:.....

Name: Mr. Innocent Senyo Acquah

ABSTRACT

Customer satisfaction plays an important role in business strategy and acts as a key factor in the sustainable development of organisation. It is regarded as a fundamental determinant of long-term organization's success and widely accepted that satisfied consumers are not concerned on price, less influenced by competitors attack and loyal to the firm longer than dissatisfied customers. The study examined service quality, customer satisfaction and brand equity in Presbyterian basic schools in Tema. The descriptive design was employed. Proportional stratified random sampling method was used to sample a total of 255 respondents. Data obtained from respondents were coded and analyzed using descriptive statistics such as frequencies, percentages, means and standard deviation with Statistical Product and Service Solutions (SPSS) version 22. Questionnaires were employed in the collection of data to address the research objectives. The study found that most parents disagreed that Presbyterian basic schools in Tema provide a full range of up-to-date academic facilities in bid to promote the quality of non-academic service rendered. The study further recorded a statistically significant strong positive association between the quality of non-academic services and academic services rendered by Presbyterian Basic Schools in Tema. The study recommends that authorities of the school should liaise and partner with stakeholders (parents, the Presbyterian Church and others) to provide a full range of up-to-date academic facilities to aid of teaching and learning.

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DEDICATION

To my children: Joel, Judy, Jerome and Janelle.

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CHAPTER ONE

INTRODUCTION

Customer satisfaction plays an important role in business strategy and acts as a key factor in the sustainable development of organisation. It is regarded as a fundamental determinant of long-term organization's success and widely accepted that satisfied consumers are not concerned on price, less influenced by competitors attack and loyal to the firm longer than dissatisfied customers (Kim, Chang, Park & Lee, 2015). The study of customer satisfaction drew considerable attention globally from practitioners and academics a in the early 1980s due to the structural change from a production to a service dominated economy of late (Kumar, Pozza, & Ganesh, 2013; Tajeddini, 2011).

Background to the Study

Understanding customer satisfaction is a central objective of any organisation or institution. Some studies (Aspizain, 2016; Orel & Kara, 2014; Caniago, Suharyono, Arifin, & Kumadji, 2014; Sangeetha & Mahalingam, 2011) have emphasized the importance of service marketing and satisfied customers which demonstrates how customer satisfaction arises, how it is influenced, how it relates to service quality and also to include customer mind-set, as well as product market and financial market outputs related to brands.

The relevance of customer satisfaction has increased in the education sector in recent years due to the rising number of private schools. Some studies suggest a positive connection between customer satisfaction and brand equity (Bonsu, 2016; Makasi, Govender & Madzorera, 2014; Aaker, 2012). Branding plays a significant role in marketing and remain one of the most

relevant strategic tools in positioning products and services in the minds of consumers. And as such, branding is applicable to all sorts of goods and services, organizations, schools, commodities and personalities in corporate institutions as a result of its efficiency and its major contribution to the attainment of set goals and objectives (Opuni, Baffoe, & Adusei, 2013).

Organizations consider improved customer satisfaction as being a principal strategy for gaining loyalty, improving willingness to pay, and enhancing the lifetime value of the customer to the organization i.e. customer equity. The more loyal the organization's customers, the less vulnerable that organization is to competitive pressures. The education sector is gradually being acknowledged as a service industry with the aim of meeting parents' educational needs, desires and expectations for their children (Hogan, Katherine & Barak, 2013).

All over the world, education has been accepted as the process by which individuals acquire knowledge, skills and attitudes which enable them to develop their complete abilities (Acheampong, 2012). It has also generally been accepted that a benefit of good education is the ability of an individual to contribute to the development and improvement in the quality of life of a community. Parents have more choices today than in decades past: they may send their children to the public school or opt for a private school. Their varied choices may depend on a number of factors including the cost of pupils education and ease accessibility to educational institutions. To therefore maintain and grow enrollment, school leaders need to know whether parents are satisfied with the education their children are receiving and the learning environment in which it takes place.

Atakpa (2010) noted that family engagement in schools improves students' achievement, reduces absenteeism and restore parents' confidence in their children's education. Pupils with involved parents or guidance earn higher grades and test scores, have better social skills and show improved behavior. For this reason, educational institutions owing to more intensive competition, the development of modern infrastructure and information technology and knowledge of their customers are looking for loyal customers. For service quality of education to be mirrored in improvement of pupils' academic achievement, family engagement remains very critical.

It has therefore become particularly important for private schools which include Presbyterian basic schools in Tema to keep tabs on the satisfaction of parents (customers) through service quality which in turn improves the schools' brand image and consequently attract more students in order to reap the resulting benefits. It is crucial to track, maintain, and improve service quality of educational lessons in order to understand what parents of these schools think and how they perceive this quality and brand image (Kweitsu, 2017). To be able to gain these insights, this study seeks to identify the indicators that can be used to judge and assess this perceived service quality, its effect on customer satisfaction and the brand equity of Presbyterian basic schools in Tema.

Statement of the Problem

Over the past few decades, the educational sector has witnessed noticeable changes due to socio-cultural and environmental forces. These changes range from innovation, technological advancement, increasingly demanding and sophisticated consumers, as well as escalating competition.

With these changes, there is need for many educational institutions to revamp their existing educational strategies. One of these strategies is development and safeguarding of one's brand. The brand image of a school is very important like services offered. Most of the business organisation or institution consider a brand image as a powerful asset for their success. A trusted and recognized brand identity provides confidence for customers to use the products or service offered by that brand (Yan, Yurchisin, & Watchravesringkan, 2011).

A school's brand has been increasingly recognized as an important determinant of parents' choice of a school though a particular consequence is that perceived risk is generally higher in a service selection decision because consumers find services more difficult to evaluate in advance of purchase (Mohammad, 2017; Bonsu, 2016; Makasi, Govender & Madzorera, 2014; Aaker, 2012). Education is considered as one of the major tools for eradicating poverty and preventing ignorance among citizens (Acheampong, 2012). As a result, many governments across the world devote a lot of resources into the education sector.

As a result of the importance of education, governments in Africa have initiated various policies aimed at increasing enrollment within the education sector. While government initiatives continues to increase, evidence on the ground suggest that not much has been achieved in terms of the quality of pupils produced from the various educational institutions. For instance, records from the West African Examination Council (WAEC) indicate that 50% of BECE candidates who sat for the 2012 examinations failed and are therefore not eligible to be admitted into senior high schools. Also results

obtained from the 2014 WASSCE show that about 70% of students who wrote the examination failed (Kweitsu, 2017).

Similarly, The Eastern Regional Manager of Presbyterian Schools, Mrs Ivy Asantewaa Owusu, who was addressing an annual review meeting of heads of Presbyterian schools on the theme ‘Don’t compromise the Presbyterian principles of education in our schools’ stated that the standard of education and its outcomes as far as the Basic Education Certificate Examination was concerned had fallen considerably. She urged the heads and parents to put in efforts to identify the problems and resolve them to improve performance. She further asserted that the Presbyterian principles of education was firmly rooted in the spirit of Protestantism which upholds the centrality of the word of God, discipline, hard work, integrity, morality and democratic principles and must, therefore, be inculcated in all children who passed through a Presbyterian institution (Ghana News Agency, 2018).

The problem of this study is principally informed by above claims. Moreover there is very limited study in the area of customer satisfaction, service quality and brand equity in the educational sector in Ghana. Because little attention has been paid to the satisfaction of parents of students in private schools, the indicators that parents use to judge the quality of educational service units and how they perceive the school’s brand image, most parents keep changing their ward’s schools almost every term. Hence the need to examine service quality, customer satisfaction and brand equity in Presbyterian Schools in Tema.

Purpose of the Study

The purpose of this study was to examine how customer satisfaction arises and thus what the indicators that are used by parents are. It attempts to evaluate service quality offered, the effect of service quality on these said parents and how they perceive the brand of these said schools.

Objectives of the Study

1. Assess the level of service quality at Presbyterian Basic Schools in Tema;
2. Examine the level of customers (parents) satisfaction at Presbyterian Basic Schools in Tema; and
3. Ascertain the association between non-academic and academic aspects of quality of service at Presbyterian Basic Schools in Tema;
4. Analyse the effect of service quality and brand equity on customer (parents) satisfaction at Presbyterian Basic Schools in Tema.

Research Questions

1. What is the level of service quality at Presbyterian Basic Schools in Tema?
2. What is the level of customers (parents) satisfaction at Presbyterian Basic Schools in Tema?
3. What is the association between non-academic and academic aspects of quality of service at Presbyterian Basic Schools in Tema?
4. What is the effect of service quality and brand equity on customer (parents) satisfaction at Presbyterian Basic Schools in Tema?

Significance of the Study

The study would be a great source of literature for all who would want to conduct further studies into the issue of service quality, customer satisfaction and branding equity. The findings of the study will further help to enlighten parents and other stakeholders on the expected roles required of them by showing keen interest in the activities and programmes of the schools in ensuring smooth and conducive environment for their wards. Furthermore, the study will be an instrument for use by management and staff members of Presbyterian Schools Unit in the formulation of policies and programmes on service quality and branding equity as copies will be made available to them.

The study is also beneficial because it adds to the numerous voices that supports the SERVQUAL dimensions. Above all, the study provides a formidable ground for other researchers who want to investigate the extent of service quality, customer satisfaction and brand equity at the secondary and tertiary levels of the educational sector in Ghana. Other academic professionals and practitioners at other Christian faith based basic schools in different locations who share similarities with Tema will also find the findings in this study useful for teaching and learning.

Scope of Study

The study is limited to concept of service quality, customer satisfaction and brand equity in Presbyterian Basic Schools in Tema. This study has been limited to Prince of Peace Presbyterian Basic School and Calvary Basic School. It is the expectation that findings from this study will be a baseline to further studies in all the Presbyterian Basic Schools across the country. The

findings pertain to these two schools, hence generalization cannot be made to other basic schools in the district.

Organization of the Study

The study is structured in five chapters as follows: Chapter one gives the introduction, background to the study, statement of the problem, purpose of the study, objectives of the study, research questions, significance of the study, scope of the study, organization of the study and chapter summary. Chapter two reviews existing literature and other academic works in line with the study objectives. In effect, this chapter summarizes other works, which are similar and relevant to the research work.

Chapter three discusses the research methods employed in executing the research work. In doing so the methods used in collecting and analyzing data collected were considered. Chapter four presented a detailed analyses and discussion of the data collected. Chapter five brings to focus the findings of the research work based on the analysis in chapter four. The chapter closes with recommendations based on the findings and suggestion for further studies.

Chapter Summary

Chapter one presented the background to the study which looked at service quality, customer satisfaction and brand equity in the global context and narrowed it down to the Ghanaian situation. It also highlighted the statement of the problem, purpose of the study, objectives of the study, research questions, significance of the study, scope of the study as well as the organisation of the study.

CHAPTER TWO

LITERATURE REVIEW

Introduction

This chapter looks at the literature review. Specifically it reviews the literature on theory of consumer behaviour, concepts of customer satisfaction, service quality, branding equity, models measuring service quality and empirical studies measuring service quality. The review provides the intellectual context for the study, acknowledging and examining prior knowledge on the topic and appreciating modes of presentation and discussions on research findings (Cano, 2013).

Theoretical Review

Consumer decision making has long been of interest to researchers. Beginning about 300 years ago early economists, led by Nicholas Bernoulli, John von Neumann and Oskar Morgenstern, started to examine the basis of consumer decision making (Galalae & Voicu 2013). This early work approached the topic from an economic perspective, and focused solely on the act of purchase (Grewal & Levy, 2010). The most prevalent model from this perspective is 'Utility Theory' which proposes that consumers make choices based on the expected outcomes of their decisions. Consumers are viewed as rational decision makers who are only concerned with self-interest (Kotler & Armstrong, 2013; Kotler & Keller, 2012).

Where utility theory views the consumer as a 'rational economic man' (Afolabi, Olufunke, Worlu, & Akinyemi, 2016), contemporary research on consumer behaviour considers a wide range of factors influencing the consumer, and acknowledges a broad range of consumption activities beyond

purchasing. These activities commonly include; need recognition, information search, evaluation of alternatives, the building of purchase intention, the act of purchasing, consumption and finally disposal. This more complete view of consumer behaviour has evolved through a number of discernable stages over the past century in light of new research methodologies and paradigmatic approaches being adopted.

Consumer Behaviour Theory

The consumer behaviour theory blends elements from the theories of behavioural psychology and sociology in its intuitions. It attempts to understand the buyer decision making process, both individually and in groups. It studies characteristics of individual consumers such as demographics, psychographics and behavioural variables in an attempt to understand people's wants. It also tries to assess influences on the consumer from groups such as family, friends, reference groups, and society in general (Afolabi, Olufunke, Worlu, & Akinyemi, 2016).

Theory of consumer behaviour involves more than just how a person buys a good but includes the purchase of services, time and ideas. The theory has varied applications in marketing strategy i.e., for making better marketing campaigns. For example, by understanding that consumers are more receptive to food advertising when they are hungry, we learn to schedule snack advertisements late in the afternoon. By understanding that new products are usually initially adopted by a few consumers and only spread later, and then only gradually, to the rest of the population, we learn that companies that introduce new products must be well financed so that they can stay afloat until their products become a commercial success and it is important to please

initial customers, since they will in turn influence many subsequent customers' brand choices (Ekereke, 2014).

This study is rooted in the theory of consumer behaviour in that customer choices are aided by their motivation and decision strategies and this differ between products that differ in their level of importance or interest that they entail for the consumer; and how organisation can adapt and improve their marketing campaigns and strategies to effectively reach the consumer. The theory also explains some behaviours of customers relative how consumers think, feel, reason, and select between different alternatives (e.g., brands, products).

Service Quality

Messay (2012) posits that different meanings could be attached to the word quality under different circumstances. It has been defined in a different way by various scholars. Some of the prominent definitions include quality is predictability, conformance to specification or requirements, fitness for use and customer's opinion. The yardstick for determining service quality is the expectations of customers. Amoah-Mensah (2012) explains that quality of service is the view of customers about how superior or excellent the service received or used is.

Bowen and Schneider cited in Amoah-Mensah (2012) stressed that the quality of the service will partially be based on the customer interactions with the organization rendering the service. They further indicate that customers who are willing to participate actively in the delivery of service are likely to expect to receive a better quality of service. The reasons are that, the service provider will understand the needs and circumstances. Also customers

involved in the service delivery process will have an insight into the impediments on the way of the service organization and therefore be sympathetic in their quality expectations.

Athanassopoulos as cited in Muyeed (2012) summarize the criteria customers used to measure the quality of services. Amoah-Mensah (2012) is of the view that the criteria used are complex and difficult to determine because of the features/characteristics of service listed below;

- Services are intangible
- Services are heterogeneous indicating that their performance often varies from provider to provider, from customer to customer and from context to context
- Services cannot be placed in a time capsule and thus be tested and retested over time
- Production of services is likely to be inseparable from their consumption

From the above discussion quality is seen as the expectations of customers. What the customer expected to receive and what was actually delivered. If the customer is able to receive what he/she was expecting to receive then quality has been delivered. When this expectation of the customer is met, it leads to satisfaction of the customer.

Brand Equity

Brand equity has received much attention in the literature and its measurement and assessment has been the subject of significant focus in recent times (Nyambane, & Ezekiel, 2014). Brand equity is described as an ultimate measure of brand success (Academy of Marketing Science & Spotts,

2014). However, it is important to note that there is no universal definition of brand equity and it means different things to different people.

Brand equity is therefore the power that a brand has in creating product/service demand and positively inducing consumer behaviour (Cant, Van, & Ngambi, 2010). Lasser, Mittal and Sharma as cited in Roberts-Lombard (2011) on the other hand, contend that brand equity is the overall superiority of a product carrying that brand name compared to other brands. Aaker (2012, p. 48), contends that brand equity “is a set of assets and liabilities linked to a brand, its name and symbol that add or subtract from the value provided by a product or service to a firm and/or to a firm’s customers” and categorizes brand equity as comprising of “loyalty”, “awareness”, “perceived quality”, brand associations, and “other proprietary assets”.

Similarly, Mohammad (2017) narrated that a strong brand has the advantages of providing a stage for new products, being a barrier to entry in certain markets, creates power for an organisation due to easier acceptability of the product and widespread distribution, amongst other things. If consumers perceive a particular brand favourably, then the firm may have a competitive advantage. Hence, it becomes vital for brand managers to have access to valid and reliable consumer-based brand equity instruments.

Customer Satisfaction

Customer satisfaction is a strategic issue and many researchers have recently acknowledged its importance (McColl-Kennedy, 2015; Hao, Yu, Law & Fong, 2015; Kärnä, 2014). Customer satisfaction is undoubtedly one of the strategic issues in recent decades. Now, the global economy, lead to survival of firm’s customers, enterprises can no longer be indifferent to the

expectations and demands of customers, they have all their activities and their abilities to realize customer satisfaction, because it is the only source of return on investment for customers. The first principle in the business world today is customer-friendly value creation (McColl-Kennedy, 2015).

Similarly, Hao, Yu, Law and Fong, (2015) observed that customer satisfaction is an asset contributing to repeat business and therefore created economic benefits for the organization. Tu, Wang, and Chang (2012) advocate that it is not always that satisfied customers would return to patronize the organization as the organization may not provide what customers need or want or not offer what customers require and may not be able to fulfil their (customers') expectations. The challenge with customer satisfaction though is that despite many attempts to define it, no consensus has been reached.

Parents Satisfaction

Kärnä (2014) notes that the customer satisfaction is the customers' perception that his or her expectations are met or surpassed. In other words, according to Kotler and Armstrong (2013) satisfaction is a state which is felt when a person has performance, experience or an outcome that meets her or his expectation. When a customer's expectations are met or exceeded by a product or service, the customer is generally satisfied. It is evident about the satisfaction that customers normally appreciate the services and goods if they feel special after purchasing. One of the critical issues in the success of any business system is the customer satisfaction. Today's market conditions require that any organization wants to be successful; it must be customer-centered and give superior.

In establishing customer relationship organizations must be adept. Satisfaction is considered as a central concept in marketing. Management of institutions must care the customer satisfaction if they want to survive. Customers are very important for successful business and they keep companies in existence. The satisfied customers repeat the purchase of the product or service and give positive messages about it to others (Kotler & Armstrong, 2013). On the other hand, the dissatisfied customers look for different alternatives. Therefore, the basic and significant role of any business is to fulfill the expectation and needs of its customer. The message is clear that business is improved by the satisfied customers and it is impaired by the dissatisfied customers.

Satisfaction is the result of the study of an organization's administration as well as educational system's consistent performance. The most important customers of an educational institution are the parents of students in primary school. Parent satisfaction depends on different experiences of parents about school. Meeting the parents' expectations is considered to be necessary for creating customer satisfaction. It is expected that more participated parents in school activities are more satisfied. Also, it is expected that the parents of successful students are more satisfied than the parents of less successful students (Khan, Ahmed, & Nawaz, 2011).

Some aspects of schools such as teachers, employees and cafeteria have effect on the parent satisfaction. The satisfied parents feel better and informed about their children's school activities. They believe that their children are safe in the school and think that the school values their involvement. The dissatisfied parents can change easily their school decisions.

Therefore, they can send their children to private schools or they can move to different school areas. Increasing satisfaction of parents is thought one way of developing the quality of the schools (Kayastha, 2011).

Models Measuring Service Quality

Several models have been developed to measure service quality. The most widely used models in measuring service quality in the service sector are the SERVQUAL and SERVPERF models (Messay, 2012). Muyeed (2012) also use the performance model to measure service quality. Muyeed developed this model of importance/performance which uses a two dimensional grid in measuring service quality. The authors indicated that the four quadrants in the grid can provide in-depth information in each of the attributes tested. They described the items in the quadrants as concentrate here, keep up the good work, low priority and possible over kill.

Caniago, Suharyono, Arifin, and Kumadji (2014) also accentuates that the use of the performance measurement has been used to measure service quality in a number of industries including the food, housing and education and in the banking industry. Parasuraman, Zeithaml and Berry as cited in Bonsu (2016) stresses that service quality can be measured by identifying the gaps between customers' expectations of the service to be rendered and their perceptions of the actual performance of the service. SERVQUAL is based on five dimensions of service quality:

Tangibles: the physical surroundings represented by objects (for example, interior design) and subjects (for example, the appearance of employees).

Reliability: the service provider's ability to provide accurate and dependable services.

Responsiveness: a firm's willingness to assist its customers by providing fast and efficient service performances.

Assurance: diverse features that provide confidence to customers (such as the firm's specific service knowledge, polite and trustworthy behavior of employees).

Empathy: the service firm's readiness to provide each customer with personal
Each dimension is measured by four to five items. Each of these combined 21 items is measured in two ways: the expectations of customers concerning a service and the perceived levels of service actually provided.

Service Quality, Brand Equity and Customer Satisfaction

Hassan, Ilias, Rahman and Razak (as cited in Khan, Ahmed and Nawaz, 2011) studied service quality and parents satisfaction in Malaysia using a case study of private education institutions. The findings indicated that the SERVQUAL dimensions of tangibility, responsiveness, assurance, reliability and empathy had a significant positive relationship with student satisfaction. Malik, Danish and Usman (2010) investigated the impact of service quality on parents' satisfaction in education institutes of Punjab province in Pakistan. They used the SERVQUAL instrument and their findings showed that students and parents were satisfied with the tangibles, assurance, reliability and empathy but not with parking facilities, computer labs, cafeteria service and the complaint handling system.

Asaduzzaman, Moyazzem and Mahabubur (2013) also examined service quality and parents and student satisfaction in private institutions in Bangladesh using a sample of 550. They study used the SERVQUAL dimensions and the findings indicated a significant correlation among all the

dimensions with parents satisfaction. Van Schalkwyk and Steenkamp (2014) also explored service quality and its measurement for private education institutions in South Africa. A sample of 984 was used and the SERVQUAL instrument used to collect service quality data. The findings of the study indicated that the five dimensions of the SERVQUAL instrument had a significant influence on the satisfaction and perception of service quality.

Rentzou and Sakellariou (2013) studied parents' perspective on quality and similar results came up. Both studies showed that parents' ratings were higher than ratings of trained observers or researcher. Rentzou and Sakellariou (2013) talk about positive response bias which means that parents' evaluation on quality tends to be better than actual service provided. This is assumed to be the result of the lack of information, limited possibilities to participate and make decisions. Parents also tend to trust that their children receive qualified child care.

In this context Hujala, Fonsén, and Elo (2012) suggest that by improving the communication and by making the educational practices visible parents can have better understanding on quality. According to Kayastha (2011) one essential element in the definitions of quality by parents was a rapport between practitioners and family. In her interviews, parents mentioned good communication with the families as a key element of quality. In the same study parents also mentioned professionalism and training as important aspects of quality. Identical elements appeared in study by Ijaz, Irfan, Shahbaz, Awan and Sabir (2011) where in parents' opinion trained and educated practitioners were considered to be competent and able to provide an appropriate and high-quality care.

Professionalism was not mentioned to be a key element but again it was discussed among the parents (Malik, Danish, & Usman, 2010). In a study by Ijaz, Irfan, Shahbaz, Awan and Sabir (2011) parents of preschool aged children highlighted individual support as a crucial element of service quality. Also Fenech (2012) ascertains that parents emphasized the individual and additional support of the child as a key aspect of quality care in the school. In addition to individual support, parents mentioned possibility to learn as an aspect of quality. This was also noted in a study by Ijaz, Irfan, Shahbaz, Awan and Sabir (2011).

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

Conceptual Framework

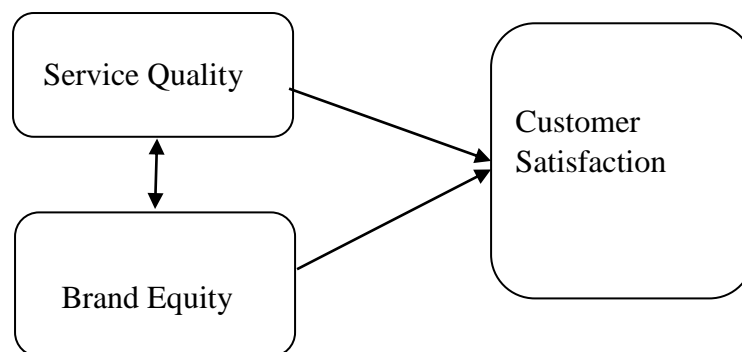


Figure 1: Conceptual framework for service quality, brand equity and customer satisfaction

Source: Authors construct, 2018

The conceptual framework argues that customer satisfaction are determined or influence by service quality and brand equity. Since customer satisfaction has been considered to be based on the customer's experience on a particular service encounter (Cronin & Taylor, 2012). It is in line with the fact that service quality is a determinant of customer satisfaction, because service quality comes from outcome of the services from organizations. Regarding the relationship between customer satisfaction and service quality, Kim, Chang, Park and Lee (2015) first suggested that service quality would be antecedent to customer satisfaction regardless of whether these constructs were cumulative or transaction-specific. Some researchers (Kumar, Pozza, & Ganesh, 2013; Orel, & Kara, 2014) have found empirical supports for the view of the point mentioned above; where customer satisfaction came as a result of service quality.

Brand equity and consumer satisfaction are foremost among the most valuable but intangible marketing assets a firm can have and these constructs have continued to be important subject matters of research in marketing. Brand equity, will introduce the brand to the product, as an added value or added profit margin (Opuni, Baffoe, & Adusei, 2013). The added value of customers and other staff members can be seen as a financial asset and a set of desired relationships and behaviors (Zahid, & Raja, 2014). Each brand equities are indicative of the consumer's perception and imagination about the brand, so that this image can help him/her in deciding to buy.

Customer satisfaction aims at satisfying the desires of the consumer (Bonsu, 2016). Satisfaction is a person's feelings of pleasure or disappointment resulting from comparing a product's perceived performance

or outcome in relation to his or her expectations. If the performance matches the expectations, the customer is satisfied. But if the performance exceeds expectations, the customer is highly satisfied or delighted, hence a positive relationship between brand equity and satisfaction (Kotler & Keller, 2012).

As service quality is identified as a dimension of brand equity, such dimensions of service quality have the potential to contribute differentially to brand equity. More specifically, quality perceptions on both dimensions of service are likely to be positively associated with customers' behavioral intentions on a specific brand (or organization) and their likelihood of remaining a customer (Aspizain, 2016). Figure 1 therefore shows the relationship between service quality, brand equity and customer satisfaction.

Chapter Summary

Service quality a reflection of organizational performance is known as ultimate measure of customer's satisfaction especially in the services sector. The literature reviewed the theory of consumer behaviour and how it relates to service quality and customer satisfaction. From the review of literature it is concluded that service quality enhance customer satisfaction. Quality measures the expectation of the customer so as satisfaction. These two concepts are also seen as important concepts to academic researchers studying consumer evaluations and to practitioners as a means of creating competitive advantages and customer loyalty. A review of the literature revealed that the way consumers behave may also be influenced by the quality of service and brand equity.

Various models of measuring service quality were identified but at the heart of such models is the SERVQUAL model, which forms the basis of all

those models used in measuring service quality. The review of literature also established a relationship between service quality and satisfaction. It revealed that if service quality meets the expectation of the customer it is likely to lead to satisfaction and enhance brand equity.

CHAPTER THREE

RESEARCH METHODS

Introduction

This chapter presents the methods and techniques that were used to carry out the research. It includes a description of the research philosophy, research approach, study design, population, sample size and sampling techniques, sources of data, data collection procedures and methods of data processing and analysis.

Research Philosophy

Philosophy has played important roles in social academic research (Pring, 2012) to the extent that various ideological wars are perceived to exist among academicians. This is evident in how the entire inquiry is fashioned out, its mechanics and conclusions. At the academic front, two major traditional groups with different epistemology and ontology about reality, nature of knowledge and how to know have been identified. These philosophical paradigms are the positivist (positivism) and the interpretivists (interpretivism). The research design should be influenced by the research philosophy of the researcher.

A central tenet of positivism is that researchers can take a 'scientific' perspective when observing social behaviour, with an objective analysis possible (Travers, 2001). More importantly however are its epistemological assumptions; positivism assumes that knowledge is generated deductively from a theory or hypothesis. Formulation of hypotheses developed from the researcher's conceptualization of a particular phenomenon.

Research based on a positivist philosophy tends to be based on deductive theorizing, where a number of propositions are generated for testing, with empirical verification then sought (Babbie, 2007). According to Ghauri and Gronhaug (2012), the deductive approach is characterized by drawing conclusions through a pattern of logical reasoning; hypotheses are built from existing knowledge and literature and then subjected to empirical scrutiny to draw conclusions. The study adopted the objectivism (positivism) approach.

Research Approach

The study adopted the quantitative research approach in conducting the study. Among the many advantages of quantitative research approach is its ability to enhance speed of conducting a research. Further, it offers a broader coverage of a series of events where statistics are combined from a larger sample (Creswell, 2014). In addition, quantitative approach enhances the use of statistical data analysis methods, thus, making it easier to generalise the findings from the study. Quantitative is a logical and linear structure in which hypothesis take the form of expectations about likely causal links between the constituent variables.

In addition, quantitative approaches take the guesswork to a more concrete conclusion. This is because the results are usually based on quantitative measures rather than mere interpretation and therefore enables future application and comparison with other works. According to Creswell (2014), the choice of research approach should be based on the researcher's discretion, depending on the nature of a particular study. Therefore, given the purpose and nature of this study where most of the analyses are quantitative in

nature, quantitative research approach was deemed the most appropriate and therefore adopted.

Research Design

The research employed the descriptive survey design. According to Neuman (2014), descriptive survey design has the advantage of producing good responses from a wide range of people. It is considered to be the most appropriate design because it will aid the researcher to draw significant conclusions from the findings of the study. The rationale of the design is to observe, describe and document aspects of a situation as it naturally take place (Neuman, 2014). Descriptive survey will be used in this study to describe service quality, customer satisfaction and brand equity in Presbyterian basic schools in Tema.

According to Gay and Airasian (2010), a survey is an attempt to collect data from member of a population in order to determine the current status or describe the population. In a simple survey, generalization is drawn based on a fraction of the population. Simple generalization rest on the assumption that, what has been found in the characteristic of the sample data actually observed will also be characteristic of the whole body of data of the rest of the population not observed. The descriptive survey has been recommended for the purpose of generalizing from a sample to a population so that inferences can be made about some characteristics, attributes or behaviour of a population.

Similarly, Best and Kahn (2012), stressed that descriptive survey is a method that focuses on the collection, presentation and characterization of a set of data in order to properly describe the various features of that set. They

further state that descriptive survey has the following research objective; description of phenomena or characteristics associated with a subject population, estimates of the proportions of a population that have these characteristics, discovery of associations among different variables and lastly, discovery and measurement of cause and effect relationship among variables.

Study Institution

Prince of Peace Presbyterian Basic School in Tema is one of the Presbyterian Church of Ghana basic school. The school was established in 1985. The school started with a student population of 29 pupils and 2 teachers in a chapel. From 2007 to date, consistently for so eleven years, the school scored 100% distinct distinction in the BECE. It was ranked among the best 100 schools in the nation based on the 2008 BECE. It ranked 1st out of over 2000 Presbyterian Basic Schools in the nation in 2008 and also 1st in the Ga Presbytery in 2008, 2010 and 2017.

In 2008, Prince of Peace Presbyterian Basic School was rated 5th position among the Ga Presbytery. It was ranked 4th in 2009, 3rd in 2010, and 2nd position in 2013, 1st in 2014, 3rd in 2016 and 2nd in 2017 BECE in the Tema Metro. The School placed 2nd position at the Regional level during musical Festival organized for Presbyterian schools in 2008, 2009, 2010, 2011 and 2012 consecutively. The school upholds the following core values; the centrality of the Word of God; discipline; hard work; integrity; humility; unity; upholding democratic principles; godly leadership and skills development; sound moral principles and upholding democratic principles as advanced by the Presbyterian church values.

Calvary Presbyterian basic school was initially owned privately at a different location Bethlehem in Tema. It was acquired by Presbyterian Church, Calvary congregation in 1997. The school started with few students from nursery to primary 3 and 5 teachers. Currently it has 17 teaching staff. Calvary Presbyterian basic school has been performing well in BECE over the past few years. The schools were selected primarily because of their persistent improvement in academic performance in recent years and has become a first choice schools for most parents within the communities.

Population

Fink (2013) explain that study population is the total of all items in the group of items in which the researcher is interested in. He further opines that the members or units of the group should possess material facts relevant to the study and the researcher. As far as this study is concerned, the target population consist of parents of pupils at the Prince of Peace Presbyterian Basic School and Calvary Presbyterian Basic School. The records available at the schools' administration and parents' and teacher association show that Prince of Peace Presbyterian Basic School has a total number of 450 parents and Calvary Presbyterian Basic School has 220 parents as presented in Table 1.

Table 1: Target Population

School	Number of Parents
Prince of Peace Presbyterian Basic School	450
Calvary Presbyterian Basic School	220
Total	670

Source: Schools Record, 2018.

Sampling Procedure and Sample Size

According to Neuman, (2014), sampling is the procedure of choosing adequate number of elements or units called sample from a given population in such a way that by studying the sample, and by understanding the properties or characteristics of the sample subjects, it would be possible to generalize the properties or characteristics of the population. Sample is thus the representative portion of the population that is selected for investigation.

With respect to the sampling method, the researcher employed the proportional stratified sampling method of the probability sampling technique to select the 255 respondents from the given population as shown in Table 2. Proportional stratified sampling method was chosen because the researcher wanted to observe the existing relationships between the two schools. Also with this technique, you have a higher statistical precision compared to simple random sampling. This is because the variability within the subgroups is lower compared to the variations when dealing with the entire population.

In determining the sample size for a survey it is necessary to take into account the resources available. It is important that in designing the survey, the sample size has to be manageable operational for all the survey activities. The sample size should also be representative enough of the total population in terms of the characteristics of the target population. The study adopts the sample size formula for finite population proposed by Krejcie and Morgan. They stressed further that there is no need of using sample size determination formula for 'known' population since the table has all the provisions one requires to arrive at the required sample size.

Using the target population of 670, the researcher employed the proportional stratified sampling method to show how the 255 customers (parents) of Presbyterian basic schools are selected to form a complete stratified sample. This sampling method allows for each customer (parent) from the two schools to have equal and independent chance of being selected, making it more accurate and representative. Table 2 present the sample size distribution.

Table 2: Proportional Stratified Sampling Method

Schools	Population	Workings	Sample Size
Calvary Presbyterian Basic School	220	$(220/670)*255$	85
Prince of Peace Presbyterian Basic School	450	$(450/670)*255$	170
Total	670		255

Source: Author's construct, 2018.

Data Collection Procedure

In research, certain tools have to be used in order to obtain the necessary information or data to achieve the required result. There are many meaningful instruments which are used, including questionnaire and interviews schedules (Kitchenham & Pfleeger, 2012). Questionnaire were used to collect data from the respondents. The questionnaire items were designed by the researcher to elicit information from the respondents in examine service quality, customer satisfaction and brand equity in Presbyterian Basic Schools in Tema. The questionnaire is designed in a way so as to provide specific responses to answer the research questions formulated in Chapter One.

The questionnaire were mainly close ended items. Closed ended items were used because it is easier and quicker for the parents to answer looking at their busy schedule. Moreover, the responses of different respondents can be compared easier, answered can also be coded easier and statistically analyzed. The questionnaire consists of 61 items which are sub-divided into three sections: 'Section A' collects background information of respondents (six items); 'Section B' focuses on assessment of factors of service quality (46 items), 'Section C' captures assessment of satisfaction (eight items). Statements that make up Sections B to C on the questionnaire are measured on a seven-point Likert scale with score '1' indicating 'absolutely disagree' and score '7' indicating 'absolutely agree' with the statements provided under them'.

Validity and Reliability of Research Instruments

Validity and reliability of a study are two key elements in ensuring that the study is valid and scientific. A pre-test of the instrument was done to test validity while a test retest technique was carried out to test the reliability of the study.

Validity of research instruments

A pre-test to establish the instrument's validity was carried out on 25 customers (parents) with an aim to improve the use of the primary data (see Appendix B). The 25 questionnaires issued to the respondents were all recovered. This sample size is in line with Kitchenham and Pflieger, (2012) minimum criteria of 10 for pilot studies. The pre-test falls in line with explanation by Pallant (2011) who intimated that pre-test study allows errors to be discovered enabling effective revision as it results in determination of

respondents interest, discovering if the items have meaning for the respondents, checking for the respondents modification of the items intent and whether what the researcher is measuring is what was intended to be measured. The instrument was found to measure what the study intended to measure, however, some reconstruction was done on two items since some respondents did not understand the two questions. The research instrument was developed with the assistance of my supervisor in the form of expert judgment.

Instrument reliability

In order to validate internal consistency of the research constructs, the researcher used SPSS version 22 to generate Cronbach's alpha co-efficient for the constructs on the pre-test data. Research has shown that scales with Cronbach's alpha co-efficient of 0.70 or more are considered reliable according to Pallant (2011). The results from the pre-test Cronbach's Alpha of 0.944, 0.911, and 0.906 for each service quality, brand equity and customer satisfaction respectively suggests that all the three constructs of the study have good internal consistency reliability (see Appendix B).

Data Processing and Analysis

The data will go through data clearing and assessment in order to find out if the collected data are of good quality. Quantitative techniques are used in analyzing and presenting the data. Quantitative data obtained from the questionnaires are coded and analysed with the help of Statistical Package for Service Solution (SPSS) for windows, version 22. Codes were also assigned to the response categories in the scale before data input. The quality of data input determines the quality of information output. Accurate data entry was

achieved through effective coding, efficient data captured and its entry and assuring quality through validation.

In order to minimize errors in data entry and data processing the data entered was checked by two different SPSS experts to ensure that there were no errors. Descriptive statistics such mean and standard deviations was used to analyse objective one and two because descriptive statistics simply describes what the data shows based on the sample (Adam, 2015). An important characteristic of the mean is that it reflects every score in the distribution, and it gives one figure on the average which would be used to describe the given situation. Knowing this average figure could aid in decision making. Also the scale of measurement used for this objective which is continuous also permits the use of the mean.

Objective three was analysed using Pearson product-moment correlation coefficient because the objective wanted to test the strength of the association between quality of non-academic and academic service rendered by Presbyterian Basic Schools in Tema. Objective four was analysed using the standard multiple regression because the objective sought to analyse the extent to which service quality and brand equity predict customer (parents) satisfaction at Presbyterian Basic Schools in Tema.

Ethical Consideration

Ethical consideration in research is very relevant and necessary for both the researcher and the subject in the study. According to Neuman (2014), ethical research is done by balancing the value of advancing knowledge against the value of non-interference in the lives of others. This will be done by seeking consent, ensuring anonymity and confidentiality. The research took

into consideration the following ethical consideration in the process of collecting the data for the study. The respondents for the study were allowed to participate voluntarily in the research without being coerced. The reason for the observance of this is that if they are not allowed to participate out of their own volition they would give false information that would mar the objective of the research.

The respondents for the study were told the objectives of the study, the possible implication and the effect of the research. As a result of this, the information given was based purely on informed consent. The researcher introduced a clause in the introductory paragraph of the questionnaire assuring respondents of anonymity and confidentiality. In addition, the time required for filling the questionnaire was mutually agreed between the respondents and the researcher.

Chapter Summary

This chapter articulated the chosen research design and justified it in terms of the research objectives and questions. It also discussed the study institution, the sampling procedure and sample, the data collection instrument, data processing and analysis. The next chapter encompasses result and discussion of the study.

CHAPTER FOUR

RESULTS AND DISCUSSION

Introduction

Chapter three presented the research methods employed in addressing the research objectives and questions. Chapter four, however, focuses on the data collected, analyzed and presented in accordance with the research purpose. This chapter begins with presentation of the background information of the respondents and then follows with the analysis of the main research objectives. Descriptive statistics such as frequencies, percentages, means and standard deviations were employed whereas regression was used in the inferential analysis.

Background Information of Respondents

The background information of respondents studied included sex, age range, religious affiliation, number of wards or children in the school and the number of years that parents have been with the school. In order to put the study into proper context, background information of respondents were studied to serve as the basis for differentiation and comparison relative to service quality, customer satisfaction and brand equity in Presbyterian Basic Schools. Analysis of the background information of respondents is presented in Table 3.

Table 3: Background Information of Respondents

Background Information	Frequency	Percent (%)
<i>Sex</i>		
Male	125	49.0
Female	130	51.0
Total	255	100.0
<i>Age Range(years)</i>		
less than 20	7	2.7
20-29	12	4.7
30-40	82	32.2
40 and above	154	60.4
Total	255	100.0
<i>Religious Affiliation</i>		
Christian	242	94.9
Muslim	13	5.1
Total	255	100.0
<i>No. of Wards/Children in the School</i>		
One	144	56.5
Two	77	30.2
Three	26	10.2
Four	8	3.1
Total	255	100.0
<i>How long have you been a stakeholder</i>		
5 years and below	176	69.0
6-10 years	66	25.9
11-15 years	6	2.4
16-20 years	7	2.7
Total	255	100.0

Source: Field survey, Gyapomaa (2018)

From Table 3, majority 130 (51%) of the respondents are females, while 125 (49%) are males. The Table further shows that majority 154 (60.4%) of the respondents age fell within 40 years and above, this was

followed by 82 (32.2%) of the respondents who indicated that their ages fell within 30-40 years. About 12 (4.7%) of the respondents indicated that their ages fell within 20-29 years.

Majority 242 (94.9%) of the respondents belong to the Christian faith while 13 (5%) share the Islamic faith as presented in Table 1. About 144 (56.5%) of the respondents indicated that they have only ward/child in the school. About 77 (30.2%) did indicate they have two children/wards in the school. Eight respondents which represents about three percent indicated that they have four children/wards at the school. With respect to the number of years that respondents have been stakeholders in their respective school, majority 176 (69%) of the respondents stated that they have been stakeholders between one to five years. This was followed by a quarter of the respondents who reported that they have been stakeholders for the periods 6-10 years.

Level of Service Quality at Presbyterian Basic Schools in Tema

The first research objective sought to examine the level of service quality at Presbyterian Basic Schools in Tema. The research formulated twenty eight close-ended items to elicit information on this issue. In order to examine the views of the respondents, means were used to interpret the responses.

An important characteristic of the mean is that it reflects every score in the distribution, and thus gives one figure on the average which would be used to describe the views expressed by the respondents. The calculated means have been rank ordered from highest to lowest. Table 4 presents the views of respondents on non-academic assessment factors of service quality.

Table 4: Non-Academic Assessment Factors of Service Quality

<i>Non-Academic</i>	Mean	Std
Student unity	5.84	1.31
Knowledge	5.70	1.28
Caring and courteous	5.69	1.38
Accurate and error-free	5.67	1.29
Communication	5.65	1.55
Convenient	5.62	1.44
Secure and confident	5.53	1.46
Confidentiality	5.51	1.39
Respect	5.39	1.50
Easily contacted	5.26	1.58
Individualized attention.	5.23	1.58
Excellent counselling service	5.16	1.55
Personal attention.	5.13	1.63
Modern academic facilities	4.87	1.59
<i>Overall mean</i>	5.45	1.47

Source: Field survey, Gyapomaa (2018)

From Table 4, respondents agreed that the school encourages and promotes student unity in promoting quality of non-academic service as per the mean and standard deviation respectively (Mean = 5.84, Std = 1.31). Respondents further agreed that administrative staff have good knowledge of the school's systems and procedures in promoting quality of non-academic service offered by the school (Mean = 5.70, Std = 1.28). The respondents

agreed to the issue that administrative staff are caring and courteous to them as presented by the mean and standard deviation respectively (Mean = 5.69, Std = 1.38). The above findings support the study of Ijaz, Irfan, Shahbaz, Awan and Sabir (2011) which maintained that one essential element in the definitions of quality by parents was a rapport between practitioners and family. As well as staff knowledge of the school's systems and procedures.

Respondents expressed agreement on the issues that administrative offices keep students records that are accurate, error-free and are easy to retrieve in expressing their view on the quality of non-academic service in the school (Mean = 5.67, Std = 1.29). It is also evident from Table 4 that most respondents agreed that administrative staff of the school communicate well with parents (Mean = 5.65, Std = 1.55).

On the issue as to whether the opening hours of offices by the school are convenient to them, the respondents expressed some form of agreement as shown by the mean and standard deviation respectively (Mean = 5.62, Std = 1.44). Most respondents further agreed that they feel secure and confident with their ward's support staff behaviour in commenting on the quality of non-academic service (Mean = 5.62, Std = 1.44). The above findings is consistent with Malik, Danish, and Usman (2010) view, who noted that professionalism and effective communication are key elements in service quality within the school.

Most respondents agreed that the school administration staff respect their confidentiality when they disclose information to them in expressing opinion on the quality of non-academic service as per the mean and standard deviation respectively (Mean = 5.51, Std = 1.39). Respondents further agreed

that the school treats students equally and with respect relative to the quality of non-academic service rendered by the school (Mean = 5.39, Std = 1.50).

From Table 4, it can be observed that most respondents affirmed that school administration staff are easily contacted by telephone as shown by the mean and standard deviation respectively (Mean = 5.26, Std = 1.58). Respondents agreed that school administration staff give them care and individualized attention in expressing an opinion on the quality of non-academic service offered by the school (Mean = 5.23, Std = 1.58). The findings agree with Hujala, Fonsén, and Elo (2012) study which suggested that by improving the communication and by making the educational practices visible parents can have better understanding on quality. They further noted that respect their confidentiality promotes service quality in schools.

The results from Table 4 further shows that most respondents agreed that the school promotes excellent counselling service in enhancing the quality of non-academic service rendered by the school as shown by the mean and standard deviation respectively (Mean = 5.16, Std = 1.55). In a similar vein, most respondents agreed that class sizes are kept to a minimum or small sizes to allow personal attention (Mean = 5.13, Std = 1.63).

The respondents further agreed that a full range of up-to-date academic facilities are provided by the school in bid to promote quality of non-academic service rendered by the school as per the mean and standard deviation respectively (Mean = 4.87, Std = 1.59). The overall mean appears to show that respondents expressed a strong level of agreement relative to the quality of non-academic service offered by the school (Mean = 5.45, Std = 1.47). The findings are consistent with Alasuutari, Karila, Alila and Eskelinen (2014)

study, which showed that most parents valued personnel characteristics and qualified and educated personnel, excellent counselling service, and modern academic facilities as a strength of the school setting.

Table 5: Academic Assessment Factors of Service Quality

<i>Academic</i>	Mean	Std
Appearance	6.16	1.07
Sufficient knowledge	6.00	1.12
Service	5.96	1.11
Educated and experienced	5.95	1.16
Communication	5.88	1.19
Positive attitude	5.82	1.16
Secure and confident	5.75	1.27
Caring and courteous	5.74	1.18
Feedback	5.73	1.39
Assistance	5.58	1.36
Confidence	5.55	1.26
Sincere interest.	5.42	1.43
Sufficient and convenient time	5.33	1.49
Personal attention	4.78	1.89
<i>Overall mean</i>	5.69	1.29

Source: Field survey, Gyapomaa (2018)

Table 5 presents the mean distribution of respondents view on academic assessment factors of service quality. From the table majority of the respondents agreed that teachers are neat in appearance, as part of respondents

expressing opinion on the quality of academic service offered by the school (Mean = 6.16, Std = 1.07). Respondents further agreed that teachers' impact sufficient knowledge relating to content or subjects they teach as shown by the mean and standard deviation respectively (Mean = 6.00, Std = 1.12). It is apparent from the table that most respondents agreed that academic staff have good knowledge in service as per the mean and standard deviation respectively (Mean = 5.96, Std = 1.11).

It can be seen from the data in Table 5 that most respondents agreed that academic staff of the school are educated and experienced in their respective fields (Mean = 5.95, Std = 1.16). The results further show that respondents agreed to the issue as to whether the teachers in the school communicate well in class as per the mean and standard deviation respectively (Mean = 5.88, Std = 1.19). Most respondents again agreed that teachers in the school show positive attitude towards students in expressing their view on the quality of academic service offered by the school (Mean = 5.82, Std = 1.16).

The findings above corroborates Khan, Ahmed and Nawaz (2011) study which noted that parents mentioned good communication with the families, appearance and competence of teachers and positive attitudes of teachers as key element of quality. In the same study parents also mentioned professionalism and training as important aspects of quality.

From Table 5, most of the respondents agreed that they feel secure and confident when dealing with their ward's teachers in commenting on the quality of academic service offered by the school (Mean = 5.75, Std = 1.27). The results further show that most respondents agreed that teachers relate with students in a caring and courteous manner in promoting quality of academic

service offered by the school (Mean = 5.74, Std = 1.18). Respondents agreed with the issue that teachers give feedback to parents on their ward's performance in assignment and exams on time (Mean = 5.73, Std = 1.39).

It is worth noting that most respondents agreed with the issue that teachers respond to parents request for assistance for their ward promptly as indicated by the mean and standard deviation respectively (Mean = 5.58, Std = 1.36). Most respondents agreed that the behavior of teachers instill confidence in students in bid to promote quality of academic service offered by the school (Mean = 5.55, Std = 1.26). Most respondents affirmed their agreement on the issue that academic staff have a sincere interest in solving parents ward's problem (Mean = 5.42, Std = 1.43).

The findings above agrees with Malik, Danish and Usman (2010), (1991) which intimated that parent satisfaction depends on different experiences of parents about school. Meeting the parents' expectations is considered to be necessary for creating customer satisfaction. It is expected that more participated parents in school activities are more satisfied. Also, it is expected that the parents of successful students are more satisfied than the parents of less successful students.

The results from Table 5 further shows that most respondents agreed that teachers allocate sufficient and convenient time for consultation as part of their efforts in promoting quality academic service offered by the school (Mean = 5.33, Std = 1.49). Respondents agreed that their ward's class size is minimal or small to allow personal attention in expressing their opinion on the quality of academic service offered by the school as per the mean and standard deviation respectively (Mean = 4.78, Std = 1.89). The overall mean appears to

suggest that respondents expressed a strong level of agreement relative to the quality of academic service offered by the school (Mean = 5.69, Std = 1.29).

Level of Parents Satisfaction at Presbyterian Basic Schools in Tema

Research objective two sought to assess the level of customers (parents) satisfaction at Presbyterian Basic Schools in Tema. Eight close-ended items were formulated to elicit information on this issue. In order to examine the views of the respondents, means were used to interpret the responses.

An important characteristic of the mean is that it reflects every score in the distribution, and thus gives one figure on the average which would be used to describe the views expressed by the respondents. The calculated means have been rank ordered from highest to lowest. Table 6 presents the mean distribution of respondents on the level of customers (parents) satisfaction.

Table 6: Level of Parents Satisfaction at Presbyterian Basic Schools in Tema

	Mean	Std
First choice	5.89	1.18
Future relationship	5.82	1.23
Needed schooling	5.72	1.25
Encourage friends and relatives	5.58	1.26
Importance	5.48	1.34
Recommendation	5.15	1.49
Loyal	4.95	1.78
Non-withdrawal	4.78	1.72
Overall mean	5.42	1.41

Source: Field survey, Gyapomaa (2018)

From Table 6, respondents agreed that they will consider Presbyterian basic school as their first choice for school if they needed schooling for their wards in expressing their level of satisfaction as per the mean and standard deviation respectively (Mean = 5.89, Std = 1.18). Respondents further expressed agreement on the issue that they will have a future relationship continuation with the Presbyterian basic school (Mean = 5.82, Std = 1.23).

The above finding is consistent with Budiarti et al., (2013) views, as they intimated that the relationship between customer's satisfaction and customer's loyalty is very sensitive and important. Because when a customer is dissatisfied, the customer will distance himself or herself from the institution and its service, tell bad story to other. However, when the customer is satisfied, repeatedly it will patronize the service and will provide positive comments to others.

The data as shown in Table 6 further shows that respondents agreed with the issue that they would encourage friends and relatives to send their wards to the Presbyterian basic school as shown by the mean and standard deviation respectively (Mean = 5.58, Std = 1.26). From the table respondents opined that the relationship with Presbyterian basic school is important to them in affirming their level of satisfaction with the school (Mean = 5.48, Std = 1.34).

As illustrated in Table 6, most respondents agreed with the statement that they would recommend Presbyterian basic school as the best school in their area as presented by the mean and standard deviation respectively (Mean = 5.15, Std = 1.49). Most of the respondents further agreed that they are very loyal to the Presbyterian basic school in expressing their level of satisfaction

as per the mean and standard deviation respectively (Mean = 4.95, Std = 1.78). Respondents again agreed that they are not thinking of removing their wards from the school in the foreseeable future (Mean = 4.78, Std = 1.72). The overall mean appears to show that respondents expressed a strong level of agreement relative to their level of satisfaction of service rendered by the Presbyterian basic school in Tema (Mean = 5.42, Std = 1.41).

The above findings confirm the assertion by Bayraktar et al., (2012), who posited that the main reason for the strong emphasis on customer satisfaction is that as the institutions or organizations increase customer satisfaction, it can be in a stronger competitive position, increase the market share, reduce cost of services, reduce risk and reduce the cost of attracting new customers.

Association between Quality of Non-academic and Academic Service at Presbyterian Basic Schools in Tema

Research objective three sought to analyse the association between the quality of non-academic and academic service at Presbyterian Basic Schools in Tema. The association between the quality of non-academic and academic service rendered by Presbyterian Basic Schools in Tema was investigated using Pearson product-moment correlation coefficient. The correlational analysis was employed to test the strength of the association between the two variables. A p-value of less than 0.05 was required for significance.

As a guide to the interpretation of the correlation coefficients, Cohen as cited in (Sud & Thelwall, 2014), suggests that; $r = 0.10$ to 0.29 (small or weak), and $r = 0.30$ to 0.49 (medium or moderate), and $r = 0.50$ to 1.0 or (large

or strong). Table 7 provides the result of Pearson r correlation coefficients between quality of non-academic and academic service.

Table 7: Correlation between Non-academic and Academic Service at Presbyterian Basic Schools in Tema

	Non-academic service	Academic service
Non-academic service Pearson	1	.831**
Correlation		
Sig. (2-tailed)		.000
Observations	255	255

Source: Field survey, Gyapomaa (2018)

Correlation is significant at the 0.05 level (2-tailed).

The correlation coefficient figure of 0.831 between the quality of non-academic and academic service recorded in Table 7 indicates that there is a significant strong positive association between the quality of non-academic and academic service rendered by Presbyterian Basic Schools in Tema. This means that high values on quality of non-academic services were associated with high values of quality of academic service. This appears to reason that as Presbyterian basic schools in Tema promote or enhance the quality of non-academic service, it further enhances its quality of academic service significantly too.

Service Quality and Brand Equity on Parents Satisfaction at Presbyterian Basic Schools in Tema

The fourth research objective sought to determine the effect of service quality and brand equity on customer (parents) satisfaction at Presbyterian Basic Schools in Tema. In order to determine the extent to which service

quality and brand equity predict customer (parents) satisfaction at Presbyterian Basic Schools in Tema, the multiple regression was found to be more appropriate. The results of the multiple linear regression conducted are presented in Tables 8, 9 and 10. The validity of regression results hinges on the correct specification and estimation of the model. These are tested by analyzing the model summary and diagnostics of the model. Table 8 accordingly shows the model summary of the regression estimation.

Table 8: Model Summary of Relationship and Amount of Variation Test

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.679 ^a	.461	.457	.76176

Source: Field survey, Gyapomaa (2018)

- a. Predictors: (Constant), service quality and branding equity
- b. Dependent variable: customer (parents) satisfaction

The R (.679) shows a strong positive correlation between the predictive variables (service quality and branding equity) and the dependent variable (customer satisfaction). The R Square from the results in Table 8 explains the amount of variation that exists in the dependent variable caused by the independent variables. Therefore, the results indicate that there is 46.1 percent variation in customer satisfaction being the dependent variable explained by the independent variables, thus (service quality and branding equity). The remaining 53.9 percent of the variation in customer satisfaction is explained by the residual i.e. other factors apart from service quality and branding equity.

ANOVA was estimated to see if there is a linear relationship between the variables identified and whether the variation in the dependent variable can

be explained by the predictive variables. Table 9 presents the output from the ANOVA results of the linear regression.

Table 9: ANOVA (Linearity Test)

Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	125.302	2	62.651	107.967	.000 ^(b)
Residual	146.231	252	.580		
Total	271.533	254			

Source: Field survey, Gyapomaa (2018) p-value < 0.001

a Predictors: (Constant), service quality and branding equity

b Dependent Variable: customer (parents) satisfaction

The results in Table 9 show that the F-statistics of the ANOVA is statistically significant at 5% level (F-statistic = 107.967, $p < 0.05$). Therefore the null hypothesis is rejected. Hence it could be concluded that the variation in the dependent variable can be explained by the linear regression model specified. This shows that there is a linear relationship between the dependent variable and the predictors or independent variables. Further, the test for coefficient regression results is shown in Table 10.

Table 10: Regression Coefficient

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta (β)		
(Constant)	1.058	.301		3.514	.001
Service quality	0.585	0.107	0.510	5.457	.000
Brand Equity	0.204	0.101	0.188	2.014	.045

Source: Field survey, Gyapomaa (2018)

a. Dependent Variable: customer (parents) satisfaction

The β value indicates that service quality has relative significant positive influence on customer (parents) satisfaction at the Presbyterian basic schools in Tema ($\beta= 0.510$, $p\text{-value} < 0.001$), expressed in percentage form as 51.0%. A $p\text{-value}$ of 0.000 associated with service quality rendered by the schools shows that its contribution to customer (parents) satisfaction is significant. This is because the $p\text{-value}$ of 0.000 is less than the acceptable margin error of 0.05. This further implies that a unit change in service quality rendered leads to about 0.510 positive change in customer (parents) satisfaction at the Presbyterian basic schools in Tema. The standardized coefficient value associated with service quality shows that, service quality is the highest predictor between the two variables.

The above finding is consistent with Swar and Sahoo (2012), views as they postulated that customers are satisfied when institutions are able to deliver services that meet the expectations of the customers. High perceived quality therefore, leads to a more satisfied customer. Additionally, Muyeed, (2012) pointed out that, customer satisfaction is highly dependent on service quality. Service quality is a very influential variable in customer satisfaction, and thus very crucial.

Results obtained from the analysis indicates that brand equity has a relative significant positive influence on customer (parents) satisfaction at the Presbyterian basic schools in Tema ($\beta= 0.188$, $p\text{-value} = 0.045$), expressed in percentage form as 18.8%. A $p\text{-value}$ of 0.045 associated with brand equity shows that its contribution to customer (parents) satisfaction is significant. This is because the $p\text{-value}$ of 0.045 is less than the acceptable margin error of 0.05. This further implies that a unit increase in brand equity leads to about

0.188 positive increase in customer (parents) satisfaction at the Presbyterian basic schools in Tema.

The above findings confirms Nam, Ekincy, and Whyatt (2011), which established that the brand equity positively affects, customer satisfaction. They noted that satisfaction that comes you are able to meet different needs of customers. Thus people are satisfied at the beginning of a particular brand and they express their satisfaction. Then be loyal to.

Similarly, Kumar, Pozza, and Ganesh (2013) found that brand equity positively affect customer satisfaction. These benefits are derived when a company brands or rebrands, since the focus of rebranding is to provide more value for stakeholders such as customers. Rasheed and Abadi (2014) noted that if the customers are satisfied with the services offered by a brand then they have more willingness to recommend the services to others; have less probability to switch other brands, and more likely to repurchase from the same brand.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Introduction

The purpose of this chapter is to present the summary, conclusions and recommendations of the study. The summary presents a brief overview of the study which includes the research objectives, research methods and findings while the conclusions captures the overall outcomes regarding the findings of the study in light of the formulated objectives. The recommendations also present specific remedies to be implemented by the school. The chapter also concludes with a suggestion for future research.

Overview of the Study

The study examined service quality, customer satisfaction and brand equity in Presbyterian basic schools in Tema. Specifically, the first objective sought to assess the level of service quality at Presbyterian Basic Schools in Tema. The second sought to assess the level of customers (parents) satisfaction at Presbyterian Basic Schools in Tema. The third sought to assess association between non-academic and academic quality of service at Presbyterian Basic Schools in Tema. While the last research objective sought to analyze the effect of service quality and brand equity on customer (parents) satisfaction at Presbyterian Basic Schools in Tema. The study employed descriptive design.

Data obtained from respondents were coded and analyzed with Statistical Product and Service Solutions (SPSS) version 22. Descriptive statistics such as means, standard deviations, frequencies, and percentages were used to describe the data. Tables were constructed for items to support

the analysis and further aid further discussion. Inferential statistics employed were the correlational analysis and multiple linear regression.

Summary of Key Findings

1. Most parents disagreed that Presbyterian basic schools in Tema provide a full range of up-to-date academic facilities in bid to promote the quality of non-academic service rendered.
2. There was high levels of agreement relative to the quality of non-academic service offered by Presbyterian basic schools in Tema in general. They further articulated strong levels of agreement relative to the quality of academic service offered by Presbyterian basic schools in Tema in general.
3. The parents affirmed stronger levels of satisfaction regarding the overall quality of service provided by the Presbyterian basic schools in Tema.
4. The study recorded a statistically significant strong positive association between the quality of non-academic services and academic services rendered by Presbyterian Basic Schools in Tema.
5. Service quality and brand equity have significant positive influence on parents satisfaction at the Presbyterian basic schools in Tema.

Conclusions

1. It can further be concluded that the Presbyterian basic schools in Tema offer quality service for its clients hence its reflection in the academic improvement of the pupils in recent times. Parents of Presbyterian basic schools expression of higher levels of agreement on the quality of non-academic and academic services offered by the schools implies

that the schools are trying their possible best in achieving their core mandate relative to instilling discipline, hard work, skills development and providing sound moral principles in the children given the available resources at the schools' disposal.

2. Parents' stronger levels of satisfaction implies most parents are satisfied with the schools administration effort in promoting and advancing educational needs of their children. When given the needed support from parents they can achieve more.
3. The statistically significant strong positive association between the quality of non-academic services and academic services rendered by Presbyterian Basic Schools in Tema implies that high values on quality of non-academic services were associated with high values of quality of academic service renders. Which means that as Presbyterian basic schools in Tema significantly enhance their quality of non-academic service, it also enhances its quality of academic service significantly.
4. The relative significant positive influence of service quality and brand equity on customer (parents) satisfaction at the Presbyterian basic schools means that increases in service quality and brand equity lead to increase in customer (parents) satisfaction significantly.

Recommendations

In view of the findings made and conclusions drawn, the following recommendations are put forward to further enhance and promote good service delivery, brand equity and customer satisfaction at Presbyterian basic schools in Tema.

1. The study recommends that authorities of the school should liaise and partner with stakeholders (parents, the Presbyterian Church and others) to provide a full range of up-to-date academic facilities to aid of teaching and learning.
2. The study further recommends that class size of the school children should be minimized to allow for personal attention from teachers and facilitators.
3. The school authorities should organise regular forum with parents and other stakeholders to keep stakeholders informed about the current happenings in the schools.
4. School authorities should constantly collaborate with the Presbyterian Church to continuously imbibe the core values of discipline; hard work; integrity; humility; unity; godly leadership, skills development; sound moral principles and democratic principles as advanced by the Presbyterian Church.

Suggestion for Further Studies

It is recommended that a further studies should be carried out to establish the effect of service quality, brand equity and consumer loyalty on customer satisfaction of the other faith based basic schools in Tema and its environs.

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APPENDICES

APPENDIX A

**QUESTIONNAIRE FOR PARENTS
QUESTIONNAIRE ON SERVICE QUALITY, CUSTOMER
SATISFACTION AND BRAND EQUITY IN PRESBYTERIAN
SCHOOLS IN TEMA**

Questionnaire Code No _____

Instructions

- For absolute confidentiality **DO NOT** give your name anywhere on this questionnaire.
- Please feel free and be honest as possible. There is no right or wrong answers.
- Mark in the box/the answer that best suits your view and where necessary, indicate in writing in the space provided.

Definition: The term customer denotes all parents whose ward(s) school(s) in any of the selected Presbyterian schools in Tema.

SECTION C: RESPONDENTS' PROFILE

This section ask for factual information which will be used for statistical purposes. All data will be treated as confidential. Please answer all questions by circling the chosen response.

1. Name of School:
2. Sex:
a. Male [] b. Female []
3. Age:
a. Less than 20 years [] b. 20 – 29 years []
c. 30 – 40 years [] d. 40 years and above []
4. Your religious affiliation
a. Christian [] b. Moslem [] c. Other []
5. If Christian, please state your denominations as parents
Mother.....
Father.....

6. How many wards/children do you have in the school currently? Please state the number
7. Please state the class(es) in which you currently have a child(ren) in the school
 - a. Child 1
 - b. Child 2
 - c. Child 3
 - d. Child 4
8. For how long have you been a stakeholder (parent) of the school? Please state the number of years.....

SECTION B: ASSESSMENT OF FACTORS OF SERVICE QUALITY

Different Presbyterian schools customers expect different quality of service from the schools their ward attend. As you are also a customer of your ward’s school, please look at the following statement and mark/circle by indicating how you agree or disagree with aspects related to the services offered by your ward’s school. You may use the scale of 1 to 7 where 1 is Absolutely Disagree and 7 is Absolutely Agree.

Non-Academic Aspect – relates to duties carried by non-academic staff and are essential to enable students fulfill their study obligations.	1	2	3	4	5	6	7
9. Administrative staff are caring and courteous to you							
10. A full range of up-to-date academic facilities are provided							
11. Class sizes are kept to a minimum/small sizes to allow personal attention.							
12. Administration staff give me caring and individualized attention.							
13. The administrative offices keep students records that are accurate, error-free and are easy to retrieve							
14. The opening hours of offices are convenient to you.							
15. Administrative staff communicate well with parents							

16. Administrative staff have good knowledge of the school's systems /procedures.							
17. I feel secure and confident with my ward's support staff behavior							
18. The school treats students equally and with respect.							
19. The administration staff respect my confidentiality when I disclose information to them							
20. Administration staff are easily contacted by telephone							
21. The school promotes excellent counselling service							
22. The school encourages and promotes student unity							

Academic Aspects – factors related to responsibilities of academics.	1	2	3	4	5	6	7
23. Teachers are neat appearing							
24. Teachers impart sufficient knowledge relating to content of /subjects they teach							
25. The academic staff are educated and experienced in their respective fields							
26. Teachers relate with students in a caring and courteous manner							
27. Teachers respond to my request for assistance for my ward promptly							
28. Academic staff have a sincere interest in solving my ward's problem.							
29. Teachers show positive attitude towards students							
30. Teachers communicate well in class							
31. Teachers give feedback on my ward's performance in assignment and exams on time.							
32. Teachers allocate sufficient and convenient time for consultation							
33. My ward's class size is minimal/small to allow personal attention							

34. The behavior of teachers instill confidence in students							
35. I feel secure and confident when dealing with my ward's teachers							
36. Academic staff have good knowledge in service							

Reputation – ability of the institution to project a professional image.	1	2	3	4	5	6	7
37. The school has a visually appealing professional appearance/image							
38. The school has visually appealing and up-to-date academic facilities							
39. The school's recreational facilities are adequate							
40. The school has an ideal campus location and layout							
41. The academic staff are well educated and experienced							
42. The school's services are provided within reasonable time frames.							
43. The school's health facilities are adequate							
44. The school values and welcome feedback for improvement of its service performance							

Access – relate to such issues as approachability, ease of contact, availability and convenience.	1	2	3	4	5	6	7
45. The school gives parents fair amount of freedom to contact teachers at times convenient to them.							
46. The school's staff are available at all times to assist parents.							
47. The school has convenient operating hours							
48. The school treats parents equally and with respect							
49. Staff behavior makes you feel you can trust them and have confidence in							

them.							
50. The school's staff can easily be contacted by telephone, face to face, email etc.							
51. Complete and accurate information about your ward is provided to you in a good time.							
52. A flexible service is provided to meet your individual needs.							
53. Your complaints are constructively handled							

SECTION C. ASSESSMENT OF SATISFACTION

Please indicate your degree of **satisfaction** with respect to each of the following items in relation with the overall services provided by your university, by placing a check **x** in a relevant box below. The scale is as indicated: 1 = Completely Dissatisfied, 7 = Completely Satisfied.

54. The relationship with Presbyterian basic school is important to me	1	2	3	4	5	6	7
55. I am very loyal to the Presbyterian basic school							
56. I would encourage friends and relatives to send their wards to the Presbyterian basic school							
57. Future relationship continuation with Presbyterian basic school							
58. I consider the Presbyterian basic school as my first choice for school							
59. Presbyterian basic school would be my first choice if I needed schooling for my wards							
60. I would recommend Presbyterian basic school as the best school in my area							
61. Overall, I am not thinking of removing my ward from the school in the foreseeable future							

Thank you for taking time to complete this questionnaire.

APPENDIX B

RELIABILITY RESULTS

Reliability for Service Quality

Case Processing Summary

		N	%
Cases	Valid	25	100.0
	Excluded(a)	0	.0
	Total	25	100.0

a Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.944	.947	28

Item Statistics

	Mean	Std. Deviation	N
Q9. Administrative staff are caring and courteous to you	5.24	1.763	25
Q10. A full range of up-to-date academic facilities are provided	4.92	1.552	25
Q11. Class sizes are kept to a minimum/small sizes to allow personal attention.	5.40	1.555	25
Q12. Administration staff give me caring and individualized attention.	4.72	1.904	25
Q13. The administrative offices keep students records that are accurate, error-free and are easy to retrieve	5.40	1.528	25
Q14. The opening hours of offices are convenient to you.	5.48	1.711	25
Q15. Administrative staff communicate well with parents	5.24	1.665	25
Q16. Administrative staff have good knowledge of the school's systems /procedures.	5.56	1.446	25
Q17. I feel secure and confident with my ward's support staff behavior	5.20	1.756	25
Q18. The school treats students equally and with respect.	5.20	1.607	25

Q19. The administration staff respect my confidentiality when I disclose information to them	5.60	1.323	25
Q20. Administration staff are easily contacted by telephone	5.44	1.710	25
Q21. The school promotes excellent counselling service	5.00	1.555	25
Q22. The school encourages and promotes student unity	5.92	1.115	25
Q23. Teachers are neat appearing	6.20	.816	25
Q24. Teachers impart sufficient knowledge relating to content of /subjects they teach	5.76	1.363	25
Q25. The academic staff are educated and experienced in their respective fields	5.56	1.474	25
Q26. Teachers relate with students in a caring and courteous manner	5.92	1.115	25
Q27. Teachers respond to my request for assistance for my ward promptly	5.68	1.314	25
Q28. Academic staff have a sincere interest in solving my ward's problem.	5.20	1.555	25
Q29. Teachers show positive attitude towards students	5.60	1.384	25
Q30. Teachers communicate well in class	5.80	1.384	25
Q31. Teachers give feedback on my ward's performance in assignment and exams on time.	5.52	1.295	25
Q32. Teachers allocate sufficient and convenient time for consultation	5.08	1.847	25
Q33. My ward's class size is minimal/small to allow personal attention	4.80	2.082	25
Q34. The behavior of teachers instill confidence in students	5.48	1.418	25
Q35. I feel secure and confident when dealing with my ward's teachers	5.64	1.411	25
Q36. Academic staff have good knowledge in service	6.08	1.038	25

Summary Item Statistics

	Mean	Minimum	Maximum	Range	Maximum / Minimum	Variance	N of Items
Item Means	5.451	4.720	6.200	1.480	1.314	.135	28
Inter-Item Correlations	.391	-.183	.813	.996	-4.430	.039	28

Scale Statistics

Mean	Variance	Std. Deviation	N of Items
152.64	716.407	26.766	28

Reliability for Brand Equity**Reliability Statistics**

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.911	.919	17

Item Statistics

	Mean	Std. Deviation	N
Q37. The school has a visually appealing professional appearance/image	5.12	1.236	25
Q38. The school has visually appealing and up-to-date academic facilities	4.56	1.417	25
Q39. The school's recreational facilities are adequate	4.20	1.683	25
Q40. The school has an ideal campus location and layout	5.00	1.683	25
Q41. The academic staff are well educated and experienced	6.04	.889	25
Q42. The school's services are provided within reasonable time frames.	5.36	1.254	25
Q43. The school's health facilities are adequate	4.24	2.006	25
Q44. The school values and welcome feedback for improvement of its service performance	5.20	1.080	25
Q45. The school gives parents fair amount of freedom to contact teachers at times convenient to them	5.56	1.530	25
Q46. The school's staff are available at all times to assist parents.	5.40	1.581	25
Q47. The school has convenient operating hours	5.52	1.262	25
Q48. The school treats parents equally and with respect	5.76	1.165	25

Q49. Staff behavior makes you feel you can trust them and have confidence in them	5.48	1.358	25
Q50. The school's staff can easily be contacted by telephone, face to face, email etc.	5.24	1.562	25
Q51. Complete and accurate information about your ward is provided to you in a good time.	5.32	1.547	25
Q52. A flexible service is provided to meet your individual needs.	4.64	1.777	25
Q53. Your complaints are constructively handled	5.84	.800	25

Summary Item Statistics

	Mean	Minimum	Maximum	Range	Maximum / Minimum	Variance	N of Items
Item Means	5.205	4.200	6.040	1.840	1.438	.282	17
Inter-Item Correlations	.399	-.160	.788	.948	-4.928	.040	17

Scale Statistics

Mean	Variance	Std. Deviation	N of Items
88.48	246.010	15.685	17

Reliability for Customers Satisfaction

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.906	.914	8

Item Statistics

	Mean	Std. Deviation	N
Q54. The relationship with Presbyterian school is important to me	5.92	1.077	25
Q55. I am very loyal to the Presbyterian	5.76	1.128	25
Q56. I would encourage friends and relatives	5.40	1.384	25
Q57. Future relationship continuation with	5.72	1.370	25
Q58. I consider the Presbyterian basic school	5.68	1.406	25
Q59. Presbyterian basic school would be my first	5.52	1.358	25
Q60. I would recommend Presbyterian basic school as	5.08	1.847	25
Q61. Overall, I am not thinking of removing my ward from the school	5.16	1.864	25

Summary Item Statistics

	Mean	Minimum	Maximum	Range	Maximum / Minimum	Variance	N of Items
Item Means	5.530	5.080	5.920	.840	1.165	.089	8
Inter-Item Correlations	.571	.259	.780	.522	3.015	.020	8

Scale Statistics

Mean	Variance	Std. Deviation	N of Items
44.24	81.607	9.034	8