

A COMPARATIVE STUDY OF PARENTAL SATISFACTION WITH THE QUALITY OF EDUCATION ACCORDING TO THEIR DEMOGRAPHICS IN PALINA KINDERGARTEN, BANGKOK, THAILAND

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Abstract: The main purpose of this thesis was to compare parental satisfaction with the quality of education according to their demographics in Palina Kindergarten, Bangkok, Thailand. The research objectives were (1) to identify parental satisfaction on the quality of education, and (2) to determine if there was a significant difference between parents' satisfaction with the quality of education according to their demographics. The research was constructed on the theoretical support from customers' satisfaction, quality of education. In terms of questionnaire, there were two main parts. First part was the parents' demographic. Second part was the parents' satisfaction with the quality of education and there were eight indicators of quality of education which was guided from the Interactive School Polls' Conceptual Model of Parents' School Satisfaction. It consisted of (1) Physical facilities (2) Teaching-learning and play materials, (3) Safety and Security (4) Teacher-Child Ratio (5) Teacher Quality (6) School Feeding Programme (7) Teaching-Learning Process, and (8) Learning Outcome. A total of 185 surveys were given to the parents, a valid 134 respondents participated. The result found that the overall level of parents' satisfaction was high according to the finding analysis and based on five-point likert scale. Each dimension of quality in education presented high. In terms of hypothesis testing, it was found that there was a statistically difference in parents' satisfaction on the quality of education, according to their age, income and education except the number of children which was no difference in parental satisfaction on the quality of education

Keywords: Education, Quality of Education, Satisfaction, Parent, Kindergarten

Introduction

The word "Kindergarten" in German literally means "children's garden". In an educational context, kindergarten was a form of education for young children aged under 6 or 7 or children in emergent literacy stage. In addition, kindergarten was a type of preschool for children that serve as a transition from children's home environment to more formal school education. All children should be able to access to high quality early learning environments in kindergarten in order to be prepared for achieving success in the future (Irwin, 2015). Establishing parents' level of satisfaction with the quality of education offered to their children was important because parents' views were usually unheard. The satisfaction of parent was very important for school.

Research Objectives

The objectives of this research are as follows:

1. To identify parental satisfaction toward the quality of education in Palina Kindergarten, Bangkok, Thailand.

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2. To determine if there is significant difference between parental satisfaction toward the quality of education according to their demographics (age, education, the number of children in the family and income in Palina Kindergarten, Bangkok, Thailand).

Framework

This research is based on The Interactive School Polls' Conceptual Model of Parents' School Satisfaction by by Moses Omondi (2008). The model presented that the parental satisfaction toward the quality of education can depend on the parental experiences in quality of education. According to the on The Interactive School Polls' Conceptual Model of Parents' School Satisfaction that there are eight domains of quality of education and described as in the following next-sections;

Conceptual Framework

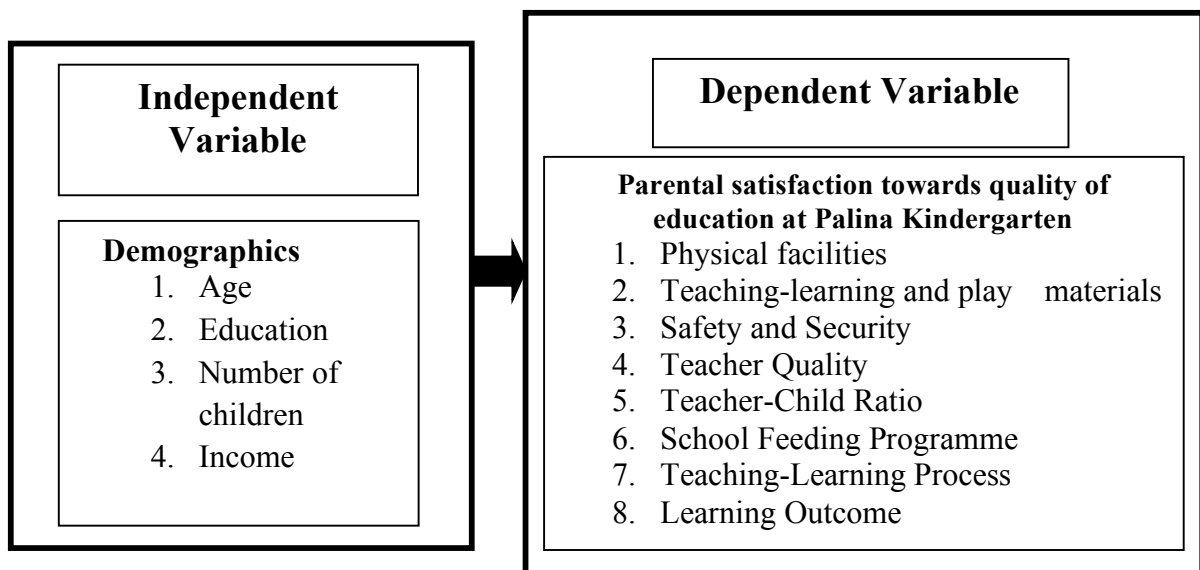


Figure 1. Conceptual Framework

Scope of the Study

The content of this research was about parental satisfaction towards school management in (term 1, year 2017) at Palina Kindergarten, Bangkok Thailand. The research covered the three main kindergarten levels in Palina Kindergarten as follows: K1 (5 Classes), K2 (4 Classes) and K3 (2 Classes)

Definitions of Terms

Kindergarten Child: Children who aged between three to five years and it could separate into 4 steps. Kindergarten 1 referred to students applying to Kindergarten must be 3 years old by May 1st of the 100otmail100e year. Kindergarten 2 referred to students applying to Kindergarten must be 4 years old by May 1st of the 100otmail100e year. Kindergarten 3 referred to students applying to Kindergarten must be 5 years old by May 1st of the 100otmail100e year.

Parents: A parent was the legal guardian, a person who was legally to responsible for the child.

Parents' Demographics: 1) Parental Age: refer to the age of a man or woman who were caregiving to one's child. 2) Parental level of education: The highest educational certificate that a pre- primary school parent possessed. 3). Number of children: The number of children of parent that enrolled in Palina kindergarten. 4) Parental income: The average wage or salary earned by a family monthly.

Parental Satisfaction refer to the degree of gladness that parents felt about the quality of kindergarten education depend on their awareness of the performance of school in important education quality instructure.

Satisfaction: Satisfaction was the performance in term of satisfying a need, desire, or appetite, or the feeling gained from such fulfilment.

Quality Education: The education with important indicators such as suitable physical facilities, adequate teaching-learning properties, suitable teacher-child ratio, quality of teachers, teaching learning in class, feeding program, safe and secure environment and learning outcome.

Eight Dimensions of Quality Education

1. Physical facilities referred to classrooms, restroom cleanliness, water supply, chairs and table in classroom at Palina kindergarten. It had been measured in the questionnaire part II question 1 to 5
2. Teaching-learning and play materials referred to educational materials that teachers used in the classroom to support their teaching and play material means materials. It had been measured in the questionnaire and play materials part II question 6 to 7
3. Safety and security referred to the exemption from hurt or damage; freedom from danger. Security meant the condition of being safe from or not exposed to risk; wellbeing. Safety and security had been measured in the questionnaire part II question 8 to 9
4. Teacher qualities referred to the regular teaching, the relationship between teacher and children, the commitment to work, interest in children needs. It had been measured in the questionnaire part II question 10 to 13
5. Teacher- child ration referred to the number of teacher and children per class. It had been measured in the questionnaire part II question 14 to 15
6. School Feeding Programme referred to the quality and quantity of meals. It has been measured in the questionnaire part II question 16 to 17
7. Teaching-Learning Process referred to the involvement of children in class, in play activities, the teaching of children how to read, write and teaching of children mathematics. It had been measured in the questionnaire part II question 18 to 22
8. Learning Outcome referred to the progress of children in reading, writing, mathematics. The questionnaire part II question 23 to 27

Significance of the Study

Scholastics were accused of constant educational modules change based, to some extent, on parent's input on appraisal. Along these lines it was basic to comprehend and catch parental satisfaction. They were most firmly educated by their satisfaction about evaluation of Physical facilities, Teaching-learning and play materials, Safety and Security, Teacher Quality, Teacher-Child Ratio, School Feeding Programme, Teaching-Learning Process, Learning Outcome.

Literature Review

The Concept of Quality in Education

UNESCO provides a definition of a quality education as one that satisfies basic learning needs and enriches the lives of learners and their overall experience of living and notes that efforts to expand access to education must be coupled with efforts to improve quality if children are to be attracted to school, remain in school, and achieve meaningful outcomes (2000). In general, quality is depicted in terms relating to excellence, value, conformance to specifications, and/or meeting customer expectations (Reeves and Bednar, 1994).

The Interactive School Polls' Conceptual Model of Parents' School Satisfaction

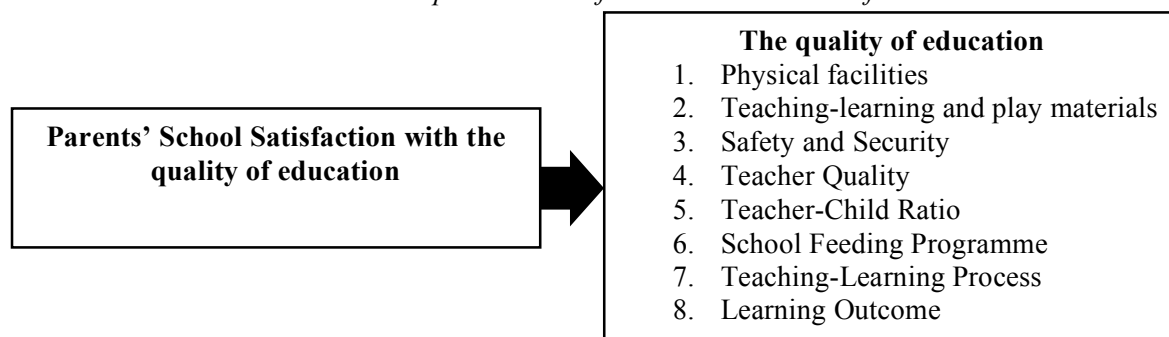


Figure 2: The Interactive School Polls' Conceptual Model of Parents' School Satisfaction

Figure 2 presented The Interactive School Polls' Conceptual Model of Parents' School Satisfaction. This model has 101otmail from the study in Kenya (Moses omondi, 2008) that explored the level of

parents' satisfaction with the quality of pre-primary education provided to their children. According to the model confirmed that the quality of education that has interaction with the parental satisfaction. Those 8 education quality indicators are important in evaluating parental satisfaction. This can support by Young Cost, Quality and Outcome Study Team (1999), the above indicators are very essential in determining the quality of Early Childhood Development (Moses omondi, 2008).

The Eight Dimensions of Quality in Education

1. Physical facilities- Okomolate and Adesua (2016) alluded to physical offices as the school plant, that was, the school structures, offices, workplaces and different materials and foundations that would likely inspire understudies towards learning.
2. Teaching-learning and play materials- There were essentially two sorts of instructing/learning materials, to be specific; printed and non-literary. Literary Materials incorporated written words.
3. Safety and Security-A sheltered and solid school condition was seen as basic to training.
4. Teacher-Child Ratio- taking a gander at the nature of a program included watching classrooms and the sorts of learning exercises in the classroom, and also the idea of the educator youngster cooperations (Bryant, Clifford, Early, and Little, 2005).
5. Teacher Quality- With an end goal to enhance students accomplishment, some instructive research had concentrated on the improvement of very qualified educators (Greenwald, Fences, 1996; Lain and Greenwald, 1994).
6. School Feeding Programme- School Feeding Program (SFP), otherwise called Food for Education program (FFE), was one such intercession that planned to address a portion of the nourishment and medical issues of school-age youngsters (Del Rosso 1999).
7. Teaching-Learning Process –There was a small research on instructing and learning forms that particularly characterized methods that would encourage educators' information and aptitudes including guardians in their youngsters' training.
8. Learning Outcome- Lopata, Christopher; Wallace, Nancy, Finn, Kristin (2005) recognized the five fundamental segments of perusing direction.

Parental Satisfaction with the Quality of Education

Parental satisfaction was influenced by the their expectation and what the school offered. Generally, parent would know their satisfaction after they interacted and felt what product or service that offered by the school. As customer satisfaction would happen when they compared the result with their expectation (Mattila & O'Neill, 2003).

Demographic Background and Parental Satisfaction with the Quality of Education

Parental age and parental satisfaction: The work of East, Harris, Willson and Lomax (1995) suggested that the level of satisfaction was seen higher in older citizen groups. Level of satisfaction was shown high from people with 25-44 of age and the rating continues to grow with the age increased.

Parental number of children and parental satisfaction: according to Gibbons and Silva (2009) presented that parents in families with larger number of children reported lower levels of satisfaction in school performances.

Parental education level and parental satisfaction: A study by Dasqupta et.al (2009) to measure the quality of education and health services using level of satisfaction data in Indonesia showed that most parents with higher educational levels had lower chances of satisfaction compared to those with lower academic backgrounds.

Parental income level and parental satisfaction: Lucile Packard Foundation (2007) studied in Bay Area, USA showed parents with high income being more satisfied with the quality of education provided to their children than low income parents.

Relationship between Performance, Expectation, and Satisfaction

New idea on item execution and customer satisfaction made appeared by Myers, (1999). One class, expressive execution, would be related with acceptable things while in the second classification, instrumental execution would be related to dissatisfactory things. (Myers, 1999).

Research Design

This exploration was quantitative approach and the questionnaire were utilized as the apparatus to acquire the appropriate response from the parents and decide the accompanying objectives; first is to identify parental satisfaction towards quality of education in Palina Kindergarten, Bangkok, Thailand. Second is to determine if there is significant difference between parental satisfaction towards quality of education according to their demographics in Palina Kindergarten, Bangkok, Thailand.

Population and Sample

The population consists of all parents at Palina Kindergarten from K.1-K.3. The sample of all elementary parents based on 1 parent (any gender) per 1 child. The parent respondents were eligible if they were guardians or biological parents of the K.1 – K.3.

Table 1: The number of parent and classroom

Level	Classroom	Number of children per classroom	Number of Parents
K1	5 Classrooms	Classroom no. 1/1 = 15 children	81
		Classroom no. 1/2 = 13 children	
		Classroom no. 1/3 = 16 children	
		Classroom no. 1/4 = 15 children	
		Classroom no. 1/5 = 16 children	
K2	4 Classrooms	Classroom no. 2/1 = 16 children	69
		Classroom no. 2/2 = 15 children	
		Classroom no. 2/3 = 15 children	
		Classroom no. 2/4 = 16 children	
K3	2 Classrooms	Classroom no. 3/1 = 16 children	35
		Classroom no. 3/2 = 15 children	
		Classroom no. 3/3 = 17 children	
Total	11 Classrooms	185	185

Research Instrument

The questionnaire adopted from The Interactive School Polls' Conceptual Model of Parents' School Satisfaction. This model has adopted from the study in Kenya (Moses omondi, 2008).

Validity and Reliability

In this research, before designing the questionnaire that the researcher studied, the previous literature had to be utilized to know the theoretical basis of the concepts that related to this research. Furthermore, the discussion and approval should be held with the supervisor and other authorities for the researcher to approve the correctness before launching the questionnaire.

Table 3: Reliability Test Results

Item	Cronbach's Alpha Coefficients		
	No. of items	Abiero (2008)	Cronbach's Alpha based on this study
1. Physical Facilities	5	.92	.77
2. Teaching-learning and play materials	2	.90	.54
3. Safety and Security	2	.96	.95
4. Teacher-Child Ratio	2	.92	.71
5. Teacher Quality	4	.92	.78
6. School Feeding Programme	2	.87	.73
7. Teaching-Learning Process	5	.86	.84
8. Learning Outcome	5	.86	.79
All items	27	.90	.91

Collection of Data

The researcher getting the permission from Dr. Urairat Sumreungwong, Palina Kindergarten headmaster by using verbal communication.

Data analysis

For Research Objective 1, descriptive statistics is calculated the mean and standard deviation or SD, Frequency and Percentage

For Research Objective 2 and sub categories (2.1 – 2.4), the t-test and One – tailed Testing is used to compare the parents' satisfaction on the quality of education according to their demographic (age, education, number of children and income).

Findings

The return 134 parents of the number of sampling 185 respondents, from the questionnaire had 51 missing or 72 percent missing.

*Research Objective One**Demographic of Parent*

The main age of parents presented that most of them were more than 30 years old and hold higher than bachelor degree. Most of them had 1 child that study at Palina kindergarten school. The majority of parents has earned the income more than 55,000 THB per month

The Parental Satisfaction with the Quality of Education

Physical facilities: the minimum mean score of Parental satisfaction with the physical facilities is water supply. The maximum mean score presents as chairs in classroom. The tables in classroom shows mean score which is high and restroom was the lowest score. In overall, Parental satisfaction with the physical facilities at Palina kindergarten presents 4.16 in mean score interprets as high

Teaching-learning and play materials: the maximum mean score presents teaching-learning materials. The minimum mean score were play materials. In overall, number of children of parent that 104otma in Palina kindergarten Teaching-learning and play materials at Palina kindergarten presents 4.17 in mean score interprets as high.

Safety and Security: the maximum mean score presents security. The minimum mean score were safety. In overall, Parental satisfaction with the Safety and Security at Palina kindergarten presents in mean score interprets as very high.

Teacher quality: the maximum mean score presents the relationship between teacher and children. The minimum mean score were the teacher about commitment to work and teacher about interest in children needs. In overall, Parental satisfaction with the Teacher quality at Palina kindergarten presents in mean score interprets as very high.

Teacher – child ratio: the maximum mean score presents the number of teachers to the number of children in your child's class. The minimum mean score were the number of children in the class. In overall, Parental satisfaction with Teacher – child ratio at Palina kindergarten presents in mean score interprets as very high.

School Feeding Programme: the maximum mean score presents Quantity of meals. The minimum mean score were quality of meals. In overall, Parental satisfaction with the quality of education toward school feeding programme at Palina kindergarten presents in mean score interprets as high.

Teaching-learning Process: the maximum mean score presents the involvement of children in play activities. The minimum mean score the teaching of children mathematics. The involvement of children in class activities shown as very high and the teaching of children how to read presented as high level. Lastly is the teaching of children how to write presents in high level. In overall, Parental satisfaction with Teaching-learning Process at Palina kindergarten presents in mean score interprets as high.

Learning Outcome: the maximum mean score presents the progress of my child in taking care of self. The minimum mean score the progress of my child in mathematics. The progress of my child in the development of moral and spiritual values and the progress of my child in reading presents in high level. Lastly is the progress of my child in writing shows in high level. In overall, Parental satisfaction toward Learning Outcome at Palina kindergarten presents in mean score interprets as high.

Research Objective Two

Research objective two is to determine if there is significant difference between Parental satisfaction with the quality of education according to their demographics

Hypothesis testing 1, parental satisfaction towards quality of education one way analysis according to their age. The result presents that parental age has satisfaction on the quality of education.

Hypothesis testing 2, parental satisfaction towards quality of education t-test according to their education. The result indicates that higher than bachelor degree group had more parent's perceptions towards school management than bachelor degree group.

Hypothesis testing 3, parental satisfaction towards quality of education t-test according to their number of children. The result shows that number of children also did not differ in parental satisfaction towards quality of education.

Hypothesis testing 4, parents' parental satisfaction towards quality of education t-test according to their income. The result indicates that more than 50,000 THB group had more parental satisfaction towards quality of education than less than 50,000 THB group.

Conclusion, Discussion, And Recommendations

Summary of Findings

Demographic of parent: In term of age of parent at Palina kindergarten school There are only five respondents or 3.73% is under 30 years old while the majority of them are more than 30 years old (129 respondents or 96.27%). For an educational level, the result shows that there are 64 respondents (47.76%) have hold bachelor's degree and 70 respondents (52.24%) have hold higher than bachelor's degree. In tem of number of children of parent presents that there are one hundred and one respondents (75.37%) that have only 1 child enrolled in Palina kindergarten school and thirty-three respondents (24.63%) that have more than 1 child enrolled in the school. In term of income of parent, there are forty-six respondents or 35.82% earn less than 50,000 baht and eighty-eight respondents or 65.67% earn more than 50,000 baht.

Parental satisfaction toward the quality of education: In overall, parental satisfaction toward physical facilities at Palina kindergarten presents 4.16 in mean score interprets as high. In term of parental satisfaction toward teaching-learning and play materials. In this section, there were 2 items consists of teaching-learning materials and play materials at Palina kindergarten. In overall, parents' perception toward teaching-learning and play materials at Palina kindergarten presents 4.17 in mean score interprets as high. For parents' perception toward safety and security. In overall, parental satisfaction toward Safety and Security at Palina kindergarten presents 4.32 in mean score interprets as highest. In term of parental satisfaction toward teacher quality. In overall, parental satisfaction toward teacher quality at Palina kindergarten presents 4.33 in mean score interprets as highest. For parental satisfaction toward the quality of education teacher – child ratio. In overall, parental satisfaction toward Teacher – child ratio at Palina kindergarten presents 4.24 in mean score interprets as highest. For parental satisfaction toward school management school feeding programme. In overall, parental satisfaction toward school feeding programme at Palina kindergarten presents 4.04 in mean score interprets as high. In term of parental satisfaction toward teaching-learning process. In overall, parents' perception toward Teaching-learning Process at Palina kindergarten presents 4.15 in mean score interprets as high. Last part is parental satisfaction towards quality of education outcome. In overall, parents' perception toward Learning Outcome at Palina kindergarten presents 4.07 in mean score interprets as high.

To determine if there is significant difference between parental satisfaction towards quality of education according to their demographics in Palina Kindergarten: H1, parental satisfaction towards quality of education one way analysy according to their age. The result presents that parental age has satisfaction on the quality of education. H2, parental satisfaction towards quality of education t-test according to their education. The result indicates that higher than bachelor degree group had more parent's perceptions towards school management than bachelor degree group. H3, parental satisfaction towards quality of education t-test according to their number of children. The result shows that number of children also did not differ in parental satisfaction towards quality of education. H4, parents' parental satisfaction towards quality of education t-test according to their income. The result indicates that more

than 50,000 THB group had more parental satisfaction towards quality of education than less than 50,000 THB group.

Discussion

Notwithstanding, predictable with discoveries from past reviews, parents put overwhelming worries on wellbeing and medical problems at the preschool level (Cryer and Burchinal, 1997; Foot et al., 2000). In this thesis however exhibited that the most astounding score is Teaching-learning and play materials. At Palina kindergarten connected Montessori and a preschool that uses Montessori's strategies gives guideline that spotlights on key formative stages, energizes agreeable play, has youngster focused discovering that shows self-restraint, has a classroom situation that shows arrange, incorporates lessons that are hands on and motivate inventiveness, and has a framework that is individualized to address every understudy's issues (Lillard, 2013). In term of parental satisfaction and their demographic, it has play important role in term of parental satisfaction. However, according to Schwantz (1996) and Ilias, Hasan, Rahman and Yaso (2008) concentrate on an advanced education organization did not find significant differences in the effect of some of the demographic variables. The first result present age which is presented that the parents who are age more than 30 years old tend to have more satisfaction than other age. As indicated by Pandraud, Laurent, & Lapersonne, (2005) clarify that more seasoned clients have limit set of thought and they have a tendency to choose since quite a while ago settled brands. As Palina kindergarten is a since quite a while ago settled school, one might say that parents with more established gets less influenced with the adjustments in satisfaction (Mittal and Kamakura, 2001). Number of child had no varied between parents who have 1 child or more than 1 child. It is conceivable to state that the majority of parents appear to have a similar observation is that their children needs to increase great nature of adapting regardless of what number of they have at least 1 than 1 child. The school needs to care for each understudy in a similar standard. So in this review did not found the distinction between those gatherings of parents. In term of Income, this study found that parents who earn more than 50,000 THB they had more satisfaction toward the quality of education compare the parents who earn less than 50,000 THB. In the review from Gagliano and Hathcost (1994) likewise said that people statistic attributes of race, conjugal status, and wage gave huge contrasts amongst desires and discernments for reliability and convenience.

Recommendations

For Palina kindergarten

To the School. Physical Facilities, from the outcome that parents were concur level for physical offices; the most minimal mean is water supply at Palina kindergarten among five inquiries. In this manner the school needs to give careful consideration about this issue. Teaching-Learning and Play Materials, general translate abnormal state of understanding yet play material displayed most reduced mean. School may need to check the play material which makes parents not happy with this. Safety and Security had great satisfaction but the most reduced mean is wellbeing. Teacher Child Ratio, two issue picks up the most minimal imply that is educator about responsibility regarding work and educator about enthusiasm for child's needs. School may need to think back about instructor execution that cannot conveyance about sense of duty regarding work. Teacher Quality likewise increase great satisfaction from parent however the quantity of children in the (class measure) have the least mean. Subsequently, school may need to do the overview and request that the parent due class size can influence how much time and consideration an educator can provide for individual understudies. School Feeding Program, quality and amount of suppers displayed that marginally unique. It is essential for school that needs to truly check as the vast majority of parent rate as concur level. So the parents may believe that quality and amount of suppers may not adequate for their children. Teaching-Learning Process the most reduced mean introduced in the instructing of youngsters science. School may need to bolster the teacher for the material or book for enhancing the subject. Eighth, Learning Outcome, advance of my tyke in science got the least mean. It is conceivable to state that educating of children science additionally have the most reduced score and after that come the Learning Outcome is likewise appeared in least mean.

For Further Research

To concentrate other perspective that related with instructing and learning, creative showing techniques, and so on to build up understudies' accomplishments. And also to lead the subjective research to get all the more unmistakably or meetings with center gathering notwithstanding the appropriation of survey to get inside and out data.

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