

Service Quality Provided by Kindergartens from the Perspective of Parents: A Study Using (Servequal) Scale

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Abstract

The study aimed at identifying the gap between the perceptions of parents in Al-Ahsa Governorate in KSA, and their expectations for the level of service quality provided by the kindergartens in which their children had been enrolled. A random sample of parents was selected, and it included (147) individuals. The study used SERVQUAL scale to measure the service quality developed by (Parasuraman et al,1988), after it had been translated and developed to meet the requirements of the service quality in kindergartens. After its development, the scale included (30) sub-items measuring (5) dimensions of service quality in kindergartens. The results of the study showed that there were no statistically significant differences at the level of (0.05) attributed to each of the two variables of the kindergartens' category (public – private) and the variable of gender (male-female) from the perspective of parents in all dimensions of the service quality provided. The results of the study also showed that there was an impact attributed to the difference of the educational qualification of the parents of children, and this difference was statistically significant at the level (0.05) in the first dimension of tangibles in favor of post-graduate studies, and at the level (0.05) in the second dimension of reliability in favor of post studies, and in the questionnaire as a whole in favor of the bachelor. There was no impact attributed to the difference in the educational qualifications of the parents of the children in the dimensions of response, safety and empathy.

Keywords: Service quality -Parents - Kindergarten–SERVEQUAL.

Introduction

The concept of quality was widely associated with industrial products and the service sector, as they had given enterprises a high level of economic competitiveness. Quality was also associated with Japanese products that had improved their reputation and had invaded world markets by being able to exceed the expectations of the beneficiaries. Therefore, since 1990, service organizations of different nature have started to use service quality as a strategic instrument in response to the competitive work environment that required the provision of high quality services that led to the satisfaction of beneficiaries. In addition, it was imperative for organizations to respond by developing a strategy to bridge this gap between what the beneficiaries perceived about the service and their actual perceptions, so this approach was used to identify imbalances between customer expectations and perceptions with a broad range in measuring service quality (Engelland et al, 2000).

The education sector was one of the largest and most important types of services, as it was a fundamental need for the development of other types of services and was critical for the growth and progress of societies. The service quality in general and the quality of educational institutions in particular became an important area for research and studies because of their impact on the cost and motivation of learning and loyalty to the educational institution (Subrahmanyam, 2017). In childcare centers, service quality has become a growing focus of attention for researchers since the beginning of the last decade. Studies and researchers found that service quality had an impact not only on ensuring the development of children's capacities in the right ways and the required direction and reducing the cost of errors and risks, but also had a direct positive impact on the psychological status of children and their parents, which contributed to improving children's learning and increased their parents' satisfaction about the educational services provided.

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The Concept of Quality

Based on literature review of the concept of quality, the concept of quality is multidimensional and Multivariate. Both (Reeves and Bednar,1994) identified four different types of definitions :

- (1) Quality and excellence.
- (2) Quality as a value.
- (3) Quality and conformance to specifications.
- (4) Quality and meeting and/or exceeding customer's expectations

Service Quality (SQ)

The concept of service quality raised a great deal of interest in modern literature as a result of the growing global interest in quality and associated economies and discussions in the definition and measurement of its concept, as the service quality represented not only outputs, but also included the way in which the service was performed . Studies and literature indicated that there were many definitions of service quality , including :

The service quality is defined as the product of interaction of three basic dimensions (Lewis,1990) as follows :

The physical quality which is related to the environment surrounding the provision of the service, and **the quality of the institution**, which is the mental image of the service provider institution, and **the interactive quality**, which is the product of interaction between the users of the service .

There were those who defined the service quality as the extent to which the fulfillment or meeting the needs or expectations of the beneficiaries from of the service (Lewis & Mitchell, 1990).

(Parasuraman et al, 1988)saw that the service quality was the difference between the expectations of the beneficiary and the actual performance of the service .This was confirmed by (Zeithmal et al, 2003) who identified that the service quality represented the evaluation of the perceptions of the beneficiary towards some dimensions within the service . As the expectations indicate to the ideas that reflect the aspirations and desires of beneficiaries regarding the service association with number of advantages. However, the perceptions are the processes by which the beneficiary regulates and interprets the information available in the surrounding environment .Others stated that the concept of service quality could be defined by the difference between the perceptions of service beneficiaries and the perceived quality. If the perceptions are higher than the performance of the institution offering the service, then the perceived quality received by the beneficiary will be below the level of satisfaction, and that will cause a low satisfaction or dissatisfaction of the beneficiaries (Parasuraman et al, 1988) .The concept of quality in the service sector has a different meaning compared with the quality of product“**the commodity**”. The service quality includes many of intangible items , which are the most difficult to measure and more objective, and which are represented by the human relations(Urban, 2010).

Measuring Service Quality

Many researchers conducted several studies on how to evaluate the quality level using multiple criteria in the evaluation process. Contemporary studies agreed that there were several models to measure the service quality ,including :

De-emphasizing Models: They are the models that perceive the service quality such as the difference between customer expectations and perceptions of the service that has already been provided . Some examples of this type of models were (Arnold & Sothini , 2018):

Model Gronroos (1984) : In this model , both functional and technical quality are viewed through a corporate image filter compared with the expectations of customers in order to reach a judgment. “It means that the image functions as a filter in service quality perception”.

SERVQUAL Model: This model is called the scale of expectations or perceptions or the gap scale because it measures the difference between the expectations of the customer care and the actual services provided (Gul and Bann, 2010). This model consists of 22 items grouped into five dimensions of service quality (Parasuraman & Others, 1988), as follows:

1. **Tangibles:** Measuring the suitability of the institution's building, equipment, means of communication, and employees to meet the needs and aspirations of the beneficiaries.
2. **Reliability Measuring :**the institution's ability to meet the needs and aspirations of beneficiaries.
3. **Responsiveness and Assurance:** Means the measurement of efficiency, tact, reliability and responsiveness in providing service to beneficiaries.

4. **Safety and security:** Measuring the extent of the institution's attention to employees and their knowledge of their jobs and their dealings with the beneficiaries .
5. **Empathy :** Measuring how the service is delivered, communicating with and understanding the beneficiaries.

SERVQUAL model, which has gained acceptance for its reliability and practical applicability (Idris, ١٩٩٦) is used as the instrument of measurement that enhances the capacity of institutions to improve the quality of services provided to the beneficiaries .SERVQUAL model includes a variety of applications to help a wide group of service institutions in assessing the expectations of beneficiaries about the quality of service and their perceptions, and helps organizations identify areas that require attention and managerial actions to improve the service quality.

Service Quality in Kindergartens

The concept of quality in education in general and kindergartens in particular was not sufficiently clear, but it became clear with the emergence of standards setting quality requirements and appropriate practices in childcare programs by the National Association for the Education of Young Children (NAEYC).

The process of measuring the service quality in kindergartens has many benefits as follows (Nawfal, ٢٠١٧):

- Achieve maximum training service in the shortest time and a lower cost.
- Measure the actual performance of the service to identify the reasons that lead to the dissatisfaction of the beneficiaries .
- Face problems in the measurement process of the effectiveness of service provided such as the lack of knowledge of what is specifically measured.

It should be noted from the above that the excellence in any educational institutions requires knowledge of the requirements of the beneficiary in order to meet his needs and to improve the service quality provided, that reflects the wishes of the beneficiary of this service, and requires the need to use the best method to explore the views of parents towards what is expected from this service and what is already perceived by using Servequal . Hence the problem of the study appeared to identify the service quality in kindergartens from the perspective of parents using the gap scale "Servequal“.

Study Problem and Questions:

The problem of the study is identified by the following questions:

1. What is the level of service quality perceived and expected in kindergartens in Al-Ahsa Governorate from the perspective of parents?
2. Are there statistically significant differences between the perceptions of parents and their expectations for the level of service quality provided by the kindergarten, in which their children were enrolled attributed to the variable of the kindergartens' category (public – private)?
3. Are there statistically significant differences between the perceptions of parents and their expectations of the level of service quality provided by the kindergartens in which their children were reenrolled attributed to the variable of gender?
4. Are there statistically significant differences between the perceptions of parents and their expectations of the level of service quality provided by kindergartens to their children attributed to the variable of the age of child?
5. Are there statistically significant differences between the perceptions of parents and their expectations of the level of service quality provided by kindergartens to their children attributed to the variable of educational level?

Significance of the Study

The significance of the study can be identified in the context of the importance of measuring the service quality provided by kindergarten in Al-Ahsa Governorate using the service quality scale(Servequal),as follows :

- 1)Enhance the culture of quality based on continuous work to bridge the gap between beneficiaries' perceptions and expectations in kindergartens.
- 2)Improve the service quality in kindergarten institutions by identifying strengths in order to build on them, and to enhance the opportunities of improvement to meet the expectations of beneficiaries .
- 3)The importance of the study results that helps educational decision makers and kindergarten managers find how parents perceive the service quality provided, and the important and prior dimensions that achieve their satisfaction.

Limits of the Study

The current study limits could be listed as follows:

Objective limits: Measure the service quality in kindergartens from the perspective of parents in the light of specific variables.

Spatial limits: This study was conducted in Al-Ahsa Governorate in Saudi Arabia.

Time Limits : This study was conducted during the academic year 2018/2019.

Terminology of the study

Quality: The degree to which – the needs and aspirations of beneficiaries of the service or product- are met (Ashok , 1996).

Service Quality: The services provided, whether the expected or perceived services, i.e. that the customers expect or perceive in practice, which is the key determinant of customer satisfaction or dissatisfaction, and it is at the same time one of the main priorities of the institutions that want to enhance the level of quality in their services (Malood & Hammoudi, 2013).

Perceptions of parents: They are the actual and tangible services that are provided to the parents by the kindergarten institution through direct and indirect communication, as they are normatively determined in accordance with the specified items included in the SERVEQUAL scale.

Expectations of Parents : They are the perceptions of parents about the desired or perceived service that they are looking for receiving it from the kindergartens, as they are normatively determined in accordance with the specified items included in the SERVEQUAL scale.

Literature Review/ Previous Studies

Many studies had dealt with the field of measuring the service quality in all service institutions including the field of education. The current study will try to show the studies that dealt with the field of measuring the service quality provided in kindergarten institutions from the perspective of parents as follows :

(Munther,2008) : This study aimed at determining the level of satisfaction of parents with the services provided to their autistic children in Syria. The results indicated that parents were generally satisfied with the services provided to their autistic children, and the results of the study did not show differences in the level of satisfaction of parents about the service provided to the children belonging to the first group (5 years and below) compared to the higher age groups .

(Lien, 2008) : This study aimed at verifying the relationship between the satisfaction of parents and the factors influencing the choice of the type of care provided to children, the results indicated that there were significant statistical differences between the parents with lower educational levels and the parents with higher educational level in terms of the factors related to learning activities and teacher training.

(Jang, 2008) : This study aimed at studying the considerations of Taiwan parents regarding the selection of kindergartens in terms of the quality and satisfaction provided by the kindergartens based on demographic characteristics, child age and kindergarten category (public , private) .This study used the Early Childhood Environment Rating Scale (ECERS). The results showed that there were statistically significant differences in the parents' choices according to the scientific level variable in the areas of (program standards, curricula, and teachers' qualifications) .The results also showed that there were significant differences between public and private kindergartens from the parents' standpoint except for "comfort "items. The study also showed that the parents with high-income (%^{٨٩}) favored choosing private kindergartens while the parents with low-income chose (%^{٦١}) public programs for their children. The results showed that there were statistical differences in the sub-measures when comparing the parents' choices attributed to the variable of the age group of the children.

(Zivotic & Mikanovic, 2013): This study aimed at analyzing the parents' satisfaction with the services provided by pre-school institutions. The study sample consisted of (^{٧٧٩٨}) parents, and the study used a questionnaire consisting of items to measure the satisfaction of beneficiaries .The results of the study showed that the parents with higher educational qualifications were less satisfied with the preschool education services .The results also showed that the parents living in urban areas and with higher economic and social status and contributing in paying the preschool expenses had higher expectations of preschool education and their ratings come with a lower level of satisfaction with the service provided.

(Zahra, 2014) : This study aimed to identify the degree of satisfaction of parents with the services provided by kindergartens in Lattakia Governorate in Syria in the light of the principles of Total Quality Management (TQM). The study used a questionnaire included (^{٧٨}) items.

The results of the study showed that there were no statistically significant differences on the degree of satisfaction with the services offered by kindergartens attributed to the variables of (the educational level of the father, and the level of focus on the beneficiary), and there were statistically significant differences in the kindergarten's relationship with the local community .

(**Barros & Leal, 2015**) : This study aimed to examine the perception of parents and teachers for the quality of early childhood education in Portugal. The study sample consisted of 110 parents and 110 teachers, where they assessed the importance of quality standards and the specific evaluation of the classroom by using the Infant/Toddler Environment Rating Scale Parent Questionnaire (ITERS-RPQ) and the Infant/Toddler Environment Rating Scale Teacher Questionnaire (ITERS-RTQ). The results showed the difference in the significance of items which were identified by the parents. The highest items were identified as follows: help children understand the language, the interaction of teamwork, discipline, safety, supervision on playing. The parents identified the least important items as follows: Use television and video, computers, play with sand and water, and the assessment of teachers and their training needs .The results of the study also showed that parents' assessment of quality in early childhood education was low for the parents with high educational levels.

(Al -Qyouti, Al-Smadi, et al. , 2015) : This study aimed to investigate the satisfaction of parents with the educational program in the childcare center at Sultan Qaboos University. The study used the scale of parents satisfaction consisted of (30) items distributed in five dimensions. The sample of the study included (34) parents (fathers, mothers). The results of the study showed that there were statistically significant differences with respect to the satisfaction of parents with the dimension of the second and fifth items and the total score was attributed to the nationality of the respondent, also the results of the study showed that there were statistically significant differences attributed to the scientific qualification of the fathers and mothers.

(**Hu & Zhou, 2017**) : This study aimed to assess the quality of early childhood education from the perspective of Chinese parents . The study used a questionnaire to collect the perceptions of parents, and the sample of the study included (94) parents and (9) kindergartens .The results showed that the parents' income and their level of education had an impact on their perception of the quality of the early childhood education program of their children.

(Baltaher, 2017) : This study aimed to identify the level of satisfaction of kindergarten customers through studying the relationship between customer satisfaction and the five dimensions of quality. The study used a questionnaire addressed to parents in addition to the method of observation and interview with kindergarten managers. The sample of the study included (50) parents. The results showed that there were no statistically significant differences on the satisfaction of parents attributed to the variables of (number of children in kindergarten, age group of children, cost of service, and income).

(**Halima Quraish & Karimah Mudawar, 2017**): This study aimed to show the kindergarten's physical environment impact on the satisfaction of parents (customers). The study used questionnaire consisting of (31) items to collect the opinions of parents. The study sample included 110 Parents. The study found that there was no statistically significant differences between the physical environment of kindergarten and satisfaction of parents attributed to the demographic variables: (the father, the mother, the mother's career, the number of children in kindergarten, the cost of the service, and the income of parents).

(**Prayukvong & Sornprasith. et al., 2018**) : This study aimed to know the expectations of parents and their satisfaction with the overall services provided by the preschool centers and identify the factors that affect the satisfaction of parents in the part of Songhua Governorate in Thailand. The study sample consisted of (29) preschool centers. The results of the study showed that the overall satisfaction level was positive, while the satisfaction with the education and the knowledge and abilities of teacher assistants were below average .

Based on the results of the previous studies "literature review", it is clear that the parents' satisfaction is important to measure the service quality in kindergartens, and the opportunities offered by the measurement result so improve the service quality provided, and this importance is a common point of agreement with the current study . The results of the majority of these studies showed that there was variation in the level of satisfaction of parents in the sub-areas of service quality, such as : (Professional development of teachers and their assessment and qualifications of teacher assistants, educational curriculum, safety and security, places of rest). Some of these studies are : (Munther, 2008 ; Prayukvong & Sornprasith. et al, 2018; Zivotic & Mikanovic, 2013) . As well as the results of studies showed a difference in the impact of some variables on the level of satisfaction of parents about the service quality , the most important of these variables are the variable of educational qualification and economic situation.

The studies showed that the estimate of the level of service quality in the kindergarten was low from the viewpoint of parents who had high level of educational qualification, as well as the parents who had high economic level. Some of these studies are: (lien, 2008; Barros& Leal, 2015; Jang, 2008Hu & Zhou, 2017) .

The current study benefited from the previous studies “literature review” in the development of the study instrument and the methodology of its application, as well as the selection of appropriate methods and statistical treatment and discussion of the results.

Methodology and Procedures of the Study

Study Methodology:

This study used the descriptive analytical approach to address the problem of the study by description and analysis to show the gap between perceived quality and expected quality for studying the reality of the service quality provided in kindergarten institutions from the perspective of parents. The descriptive approach in research helps understand the present to guide the future (Melham ٨٧ ،٢٠٠١).

Study Population

The study population consisted of all parents who had their children enrolled in (122) kindergarten institutions in Al-Ahsa Governorate in the Kingdom of Saudi Arabia, during the academic year 2017-2018.

Study Sample

The study sample consisted of ١٤٦ members of fathers and mothers who had their children enrolled in (٣٠) kindergarten institutions in Al -Ahsa Governorate. The members of the sample had been selected randomly .The sample was distributed according to the independent variables of the study as shown in Table (١) :

Table (١) Distribution of the study sample according to the variables

Variables	Category	Repetition	percentage
subordination of kindergartens	public	٨	%٢٧
	private	٢٢	%٧٣
Gender	male	٧٧	%٥٣
	female	٦٩	%٤٧
Educational Qualification	Secondary	٤٣	%٢٩
	BA	٨٩	%٦١
	Postgraduate	١٤	%١٠
	Total	١٤٦	%١٠٠

Study Instrument:

The study used a service quality scale known as(SERVQUAL), which was developed by Parashuraman and his colleagues (Parasuraman& et el, 1988)because of his suitability to meet the goals of this study, as it is one of the most widely used scales to measure the quality of service .The researcher undertook several procedures to develop the study instrument as follows:

1. Translating the scale from the original source included in the study of Parashuraman and colleagues (Parasuraman& et el, 1988) . This scale consists of five main areas :(tangibles, reliability, responsiveness, safety, and empathy), and these dimensions consist of (22) sub-items.
2. The description of each major area ofthe scale to illustrate the concept of this area and its applications in the field of service in kindergarten institutions.
3. Some studies about the quality measurement in kindergartens from the viewpoint of parents have been consulted to use them in the preparation of sub-items and to ensure that they measure the same dimension for each major area (Hu& Zhou, 2017 ؛Zivotic& Mikanovic, 2013؛lien, 2008) , in addition to the benefits from the experience of the researchers and their working the field of education and the quality applications in education.
4. The5-point Likert scale was used to measure both the perceptions and expectations of parents about the service quality provided. To measure the expectations, the responses were as follows: (1= strongly disagree, 2= disagree, 3= somehow agree, 4= agree and 5= strongly agree) , and to measure the perceptions , the responses were as follows : (1= very little , 2 = a little , 3 = medium/midpoint , 4= high, 5= very high) .

Validity and Reliability of Study Instrument

In order to ensure the validity of the content, the study instrument was presented in its preliminary form to a group of arbitrators, whose number was (11) specialists in various disciplines, namely :Early Childhood and Kindergarten, Quality Management, Measurement and Evaluation, to explain their opinions about the items of the study instrument.

Where each paragraph that three or more arbitrators had agreed to amend it , it was amended , and the arbitrators agreed unanimously on the suitability of the sub-items to measure the service quality in kindergartens, and they proposed to add (3) items to enhance the relevance of the dimension of (reliability - empathy), and the study instrument was finalized of (34) items measuring (5) main dimensions of the service quality in kindergartens.

The correlation coefficients between each axis of the questionnaire axes were calculated together with each other and the total score of the questionnaire as a whole, and for the perceived aspect as shown in Table (2), and for the expected aspect separately as shown in Table (3).

Table (٢) The correlation coefficients between the axes of the service quality “ the perceived aspect”

Dimensions of quality of services	Axis of Empathy	Safety axis	responsiveness axis	Reliability axis	Axis of Tangibles
Tangibles					-
Reliability				.-	** ,٠٥٢
Responsive ness			.-	** ,٠,٢٨	** ,٠,٢٤
Safety		.-	** ,٠,٦٠	** ,٠,٢٤	٠,١١
Empathy	-Hey.	** ,٠,٦١	** ,٠,٥٤	* ,٠,١٧	٠,١٤
The questionnaire as a whole	** ,٠,٧٥	** ,٠,٧٨	** ,٠,٨٤	** ,٠,٥٤	** ,٠,٥٠

**Function at the level 0.01
Function at the level of 0.05

It is clear from the data of table (٢) that most of the correlation coefficients are statistically significant ؛ thus demonstrating the internal consistency between the axes of the questionnaire and their overall degree(Perceived aspect) , which confirms the validity of the questionnaire for thousand application in research .

Table (٣) correlation coefficients between service quality axes (expected aspect)

Dimensions of services quality	Axis of Tangibles	Reliability axis	Responsiveness axis	Safety axis	empathy axis
Tangibles	.-				
Reliability	** ,٠,٧٥	.-			
Response	** ,٠,٧٥	** ,٠,٧٦	.-		
Safety	** ,٠,٦٠	** ,٠,٦٣	** ,٠,٦٠	.-	
Empathy	** ,٠,٦٩	** ,٠,٦٩	** ,٠,٦٩	** ,٠,٦٨	.-
The questionnaire as a whole	** ,٠,٨٩	** ,٠,٨٩	** ,٠,٩٠	** ,٠,٧٨	** ,٠,٨٥

**Function at the level 0.01
Function at the level of 0.05

It is clear from the data of table (٣) that most of the correlation coefficients are statistically significant ؛ thus demonstrating the internal consistency between the axes of the questionnaire and their overall degree(expected aspect) , which confirms the validity of the questionnaire for thousand application in research .

Study Instrument Reliability :

To calculate the reliability of the questionnaire, alpha Cronbach's coefficient of reliability was used for each dimension of the questionnaire axes and the questionnaire as a whole. The results were also presented in the following table:

Table (٤) : Values of Alpha Cronbach coefficient of the questionnaire axes reliability and the questionnaire as a whole

Dimensions of the resolution	values of Alpha Cronbach coefficient	Number of items
Tangibles	٠,٦٠٦	٨
Reliability	٠,٦٠٧	٦
Responsiveness	٠,٦٩١	١٠
safety	٠,٧٤٩	٥
empathy	٠,٧٦٩	٥
The questionnaire as a whole	٠,٨٥٥	٣٤

The results of the table (4) indicate that the dimensions of the study instrument indicate to high reliability values , as the total score of the study instrument was (0.855), and the reliability values ranged from (0.660 to 0.6691). All these values indicate to the high level of consistency of questionnaire items, then the reliability and validity of applying these items.

Statistical Processing:

To verify the study hypotheses,

the researchers entered the data in the SPSS “Statistical Package for the Social Sciences” (Version, 16.00), and they used the following statistical methods :Pearson correlation coefficient, Alpha-Cronbach coefficients, T-Test, and Analysis of variance (ANOVA).

Study Results and Discussion

First :the results of the first question, which stated that: Are there statistically significant differences between the perceptions of parents and their expectations for the level of service quality provided by the kindergarten, in which their children were enrolled, attributed to the variable of the kindergartens' category (public – private)? To answer this question, T-testswereused on the research's sample to estimate the extent to which their responses differed in their perception and expectation about the service quality level provided to them by kindergartens in which their children were enrolled, attributed to the variable of the kindergarten category (public - private). This is evident in the results shown in Table 5 below.

Table (٥) : Differences in the level of service provided between the perceived and expected attributed to the variable of the kindergarten category (public- private) by using the T-test :

Dimensions of services quality	category of kindergartens	The number	Perceived side			Expected aspect		
			arithmetic mean	standard deviation	The value of " T "	arithmetic mean	standard deviation	The value of " T "
Tangibles	public	٦١	٢١,٢	٢,٩١	٠,٣٤	٣٠,٩٧	٦,٢٥	٤,٢٣
	private	٨٥	٢١,٣٤	٢,١٨		٣٤,٦٦	٤,٢٩	
Reliability	public	٦١	١٤,٨	٢,٤١	٠,٨	٢٢,٤١	٤,٧	٣,٤٧
	private	٨٥	١٤,٥٣	١,٧١		٢٤,٨٦	٣,٨٢	
Responsiveness	public	٦١	٢٥,٣٩	٤,٣٦	١,٠١	٣٦,٢٥	٦,٧٥	٤,٣٧
	private	٨٥	٢٦,١٣	٤,٣٣		٤٠,٦	٥,٢٧	
Safety	public	٦١	١٢,٤١	٣,٧١	١,٣٦	١٤,٩٨	٤,١٢	٣,٤٥
	private	٨٥	١٣,١٤	٢,٨		١٧,١٣	٣,٣٨	
Empathy	public	٦١	١٣,٢٣	٣,٣٦	٠,٢٤	١٦,٨٩	٣,٨٦	٣,٧١

	private	٨٥	١٣,١١	٢,٨٥		١٩,٠١	٣,٠٥	
The questionnaire as a whole	public	٦١	٨٧,٠٣	١٢,٥٧		١٢١,٤٩	٢٢,٥٥	
	private	٨٥	٨٨,٢٥	٩,٤	٠,٦٧	١٣٦,٢٦	١٦,٣٩	٤,٥٨

It can be seen from the table of (٥) in the perceived side that there were no statistically significant differences at the level of (٠,٠٥) attributed to the variable of kindergarten category (public- private) from the perspective of parents in all dimensions of service quality provided by kindergarten in which their children were enrolled as well as in the questionnaire as a whole. This may be attributed to the fact that their views about the service provided in the public and private sectors were highly consistent, and this may be attributed to the holistic approach of quality promotion policies in kindergartens that the Ministry of Education had recently worked through the qualification and training policies for teachers and managers, and through enhancing accountability procedures and emphasizing quality standards for both sectors (public-private). These results were consistent with the results of the study (Zahra, 2014), which showed that there were no statistically significant differences in the parents' estimates of the service quality attributed to the kindergarten category (private – public), whereas they differed from the results of (Jang study, 2008) that showed that there were significant differences between early childhood care services in the public and private sectors, and this difference might be attributed to the difference in service environments.

As shown in the Table (٥) above -in the expected side- that there were statistically significant differences at the level of (٠,٠١) attributed to the variable of the kindergarten category (private – public) from the point of view of parents in all dimensions of the service quality provided to them by the kindergarten in which their children had been enrolled, as well as in the questionnaires as a whole, in favor of the kindergarten category (public-private). That might be attributed to the fact that their views about the service provided in the public sector were lower than the service provided in the private sector in form or content, and that might be attributed to the large number of students enrolled in public schools because of the economic situation. Furthermore, The physical environment in terms of the availability of means of supporting the process of teaching and learning was little and sometimes was not available in the public sector schools, which were characterized by inflexibility and the application of the system compared with the private sector schools, which were more flexible in handling. These findings are consistent with the results of both studies : (Novell, ٢٠١٧) which showed the results that the service quality in the expected side were lower than the female teachers in the public schools attributed to the weakness of work of promoting the professional capability and the performance level of female teachers , where these results differed from the results of the study (Munther, 2008) , which indicated that there were no differences among parents attributed to the (public- private) variable .

Third : The results of Question(3) which stated that : " Are there statistically significant differences between the perceptions of parents and their expectations about the level of service quality provided to them by the kindergartens in which their children were enrolled attributed to the gender variable ? .

To answer this question-tests were used for the research sample to estimate the extent to which their responses differed in their perception and expectation of the level of service quality provided to them by kindergartens in which their children were enrolled, attributed to the variable of gender (male - female). This is evident in the results shown in Table 6 below.

Table (٦): Differences in the level of service provided between the “perceived and expected” attributed to the variable of gender “ males – females” by using T-test

Dimensions of services quality	Gender	number	Expected aspect			Perceived side		
			arithmetic mean	standard deviation	The value of " T "	arithmetic mean	standard deviation	The value of " T "
Tangibles	Males	٧٧	٣٣,٥٥	٤,٢	١	٢١,٦١	١,٧١	١,٦٩
	Females	٦٩	٣٢,٦٤	٦,٦٥		٢٠,٩١	٣,١٤	
Reliability	Males	٧٧	٢٤,١٣	٣,٢٧	٠,٨٦	١٤,٨٧	١,٥٩	١,٤٣
	Females	٦٩	٢٣,٥١	٥,٣٥		١٤,٣٩	٢,٤١	
Responsiveness	Males	٧٧	٣٩,٣٩	٤,٧٩	١,٢٤	٢٦,٤٤	٤,٠١	١,٨٣

	Females	٦٩	٣٨,١	٧,٦١		٢٥,١٣	٤,٦٣	
Safety	Males	٧٧	١٦,٢٥	٣,٩	٠,٠٥	١٢,٧٧	٣,٤١	٠,٢٧
	Females	٦٩	١٦,٢٢	٣,٨		١٢,٩١	٣,٠١	
Empathy	Males	٧٧	١٨,٣٩	٢,٩٦	٠,٩٦	١٣,٢١	٣,١١	٠,٢١
	Females	٦٩	١٧,٨٣	٤,١٣		١٣,١	٣,٠٣	
The questionnaire as a whole	Males	٧٧	١٣١,٧	١٥,١٣	١,٠١	٨٨,٩	٨,٥٨	١,٣٧
	Females	٦٩	١٢٨,٢٩	٢٥,١٤		٨٦,٤٥	١٢,٨	

As shown in table (٦) above - in the perceived side – there were no statistical significant differences at the level (٠,٠٥) attributed to the variable of gender (male- female) from the perspective of parents in all dimensions of service quality provided to them by the kindergartens in which their children were enrolled, as well as in the questionnaire as a whole.

That might be attributed to the fact that their views on the service provided in the public or private schools were consistent with the levels of their children, and they met the need-know principle, as the goal of both sectors (public and private) was to educate children, advance them and prepare them for the future. These findings differ from the results of the study (Jang, 2008) which indicated that there were no significant differences between public and private kindergartens from the point of view parents.

As shown in the table above - in the expected side - there were statistically significant differences at the level (٠,٠٥) attributed to the variable of gender (male- female) from the perspective of parents in all dimensions of service quality provided to them by the kindergartens in which their children were enrolled, as well as in the questionnaire as a whole. That might be attributed to the fact that their views about the service provided in the public or private schools were positive. This might be attributed to the fact that the school administration – when accepting the student - did not distinguish between males and females and that the care, service, and education provided in the kindergarten were available to all of them in the same manner and at the same time and for both genders (females and males). This result varies from the results of the study (Al-Qayouti & Al-Smadi, 2015) which had found that there were differences attributed to the variable of gender.

Fifth : The results of question(5) which stated that: Are there statistically significant differences between the perceptions of parents and their expectations about the level of service quality provided by kindergartens to their children attributed to the variable of the educational qualification level?

To answer this question, one-way analysis of variance(ANOVA) was applied on the research sample to estimate the extent of differences in their responses in their perception and expectation of the service quality level provided to their children by the kindergartens in which their children were reenrolled attributed to the variable of the educational qualification levels (secondary - bachelor - postgraduate). This is evident in the results as shown in the table (٧) below :

Table (7) :Differences in the level of service provided between the perceptions and expectations attributed to the variable of educational qualification using one-way analysis of variance(ANOVA).

Source of Variation	Dimensions of service quality	Perceived side				Expected aspect			
		Total squares	Degrees of freedom	Average of squares	Values P	Total squares	Degrees of freedom	Average of squares	Value P
Between groups	tangibles	٠,٩٧	٢	٦٤,٤٤٨	٠,٨	٠,١٤٣٨	٢	٠,٧١٩	٠,٣٥
Within groups		٢٨	١٤٣	٦٨,٠٥	٥٦	٣٧	١٤٣	١٩	٠,٢
overall variation		٠,٨١٢	١٤٥			٠,٢٩٣٦	١٤٥	٥٤,٠٢٠	
		٢٠				٦٥			
Between groups	Reliability	٠,٣٤	٢	١٤,٠١٧	٠,٤	٠,٧٩١	٢	٠,٣٩٥	٠,٢٨
Within groups		٢٨	١٤٣	٩٣,٠٣	٣٧	٢٨	١٤٣	٦٤	٦٢
overall variation		٠,٥٦١	١٤٥			٠,١٩٧٦	١٤٥	٨٢,٠١٣	
		٢١				٧٨			
overall		٠,٥٩٥	١٤٥			٠,٢٧٦٨	١٤٥		

variation		٤٨				٠٦			
Between groups	Responsiveness	٤٨ ٣٤	٢	١٧ ٢٤	٢٨	١٠٤٠ ٨١	٢	٥٢٠ ٤٢	١٥ ٨٢
Within groups		٢٦٩١ ٠٣	١٤٣	٨٢ ١٨		٤٧٠٤ ١٥	١٤٣	٩٠ ٣٢	
overall variation		٢٧٣٩ ٣٧	١٤٥			٥٧٤٤ ٩٩	١٤٥		
Between groups	Safety	٥٨ ٩١	٢	٤٦ ٢٩	٩٢	٤٧٤ ٨١	٢	١٠٧ ٦٠	٩ ٤٨
Within groups		١٤٤٣ ١٤	١٤٣	٠٩ ١٠		١٦٦٥ ٢٧	١٤٣	٣٥ ١١	
overall variation		١٥٠٢ ٦٠	١٤٥			٢١٤٠ ٨٠	١٤٥		
Between groups	Empathy	١٤ ٥٤	٢	٢٧ ٧	٧٧	٢١٥ ٢٠	٢	١٠٧ ٦٠	٩ ٤٨
Within groups		١٣٤٦ ٨٤	١٤٣	٤٢ ٩		١٦٢٢ ٥٩	١٤٣	٣٥ ١١	
overall variation		١٣٦١ ٣٨	١٤٥			١٨٣٧ ٧٨	١٤٥		
Between groups	The questionnaire as a whole	٧٢٥ ٢١	٢	٣٦٢ ٦١	٢٠	١٨٠٩٢ ٦٢	٢	٩٠٤٦ ٣١	٣٠ ٢٨
Within groups		١٦٢٣٠ ٩٠	١٤٣	١١٣ ٥٠		٤٢٧٢١ ٢٦	١٤٣	٢٩٨ ٧٥	
overall variation		٥٦١٦٩ ١١	١٤٥			٦٠٨١٣ ٨٤	١٤٥		

As shown in table (V) - in the perceived side - that there was statistically significant impact of the difference in the educational qualification of parents at the level (0,01) in the first dimension of tangibles in favor of postgraduate studies, and at the level of (0,05) in the second dimension of reliability in favor of postgraduate studies. This result is attributed to the fact that the parents with high achievement urge and encourage their children to learn and follow -up the achievement by providing the necessary guidance and assistance to them, and they are aware of their important role. This result is consistent with the result of the study(Hh& Zhou, 2017) which indicated that there were significant differences attributed to the variable of educational level of parents, and in the questionnaire as a whole, in favor of the bachelor attributed to the fact that the members of the study sample of the bachelor level was bigger than the other samples, as they represented the majority of the study sample and also they had a keen to follow up their children, but often the economic conditions were an obstacle to the provision of all services that contributed to raising the achievement level of their children such as computers and other devices. There was no statistically significant impact attributed to the difference of the educational qualification of parents in the dimensions of responsiveness, safety and empathy. This was attributed to the fact that all members of the study sample, as well as the members of administrative bodies and teaching staff sought always to provide the best, and they focused on the empathy and provision of security and the response for meeting the needs of students. The results agreed with the results of study (Munther, 2008) which found that the parents were satisfied.

As shown in the previous table - in the expected side - that there was statistically significant impact because of the difference of the educational qualification of parents at the level (0,01) in all dimensions of service quality provided to by the kindergartens in which there were as well as in the questionnaire as a whole, and the dimensions of tangibles, reliability, safety, and the questionnaire as whole were in favor of postgraduate studies, and the dimensions of the responsiveness and empathy were in favor of the variable of bachelor. This may be attributed to the fact that their views about the service provided was always renewed, as they sought constantly to get more quality and distinctive services for their children in order to achieve the best.

Recommendations of the Study:

Based on the findings, the study recommends the following:

- 1- Deepening the human relations between parents and the administrative bodies and teaching staff in educational institutions.
- 2- Training the service provider on how to deal with students in all educational institutions and how to solve the problems facing them.
- 3- Develop methodology to measure the service quality in kindergartens to bridge the gap between the expectations and perceptions of beneficiaries.
- 4- Develop an integrated system to measure and analyze all items of the instructional process to achieve quality standards.

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