FACTORS AFFECTING CUSTOMER EXPECTATIONS ON SERVICE DELIVERY IN AN ORGANIZATION: CASE STUDY OF WYNTON HOUSE OF MUSIC

BY
WINNIE WANGARI MUNUTHI

UNITED STATES INTERNATIONAL UNIVERSITY AFRICA

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WINNIE WANGARI MUNUTHI

A Project Research Submitted to the Chandaria School of Business in Partial Fulfillment of the Requirements for the Executive Master of Science in Organizational Development (EMOD)

UNITED STATES INTERNATIONAL UNIVERSITY AFRICA

SUMMER 2014
STUDENT’S DECLARATION

I, the undersigned, declare that this is my original work and has not been submitted to any other college, institution or university other than the United States International University Africa in Nairobi for academic credit.

Signed: ........................................ Date: .................................
Winnie Wangari Munuthi  (ID 622300)

This project has been presented for examination with my approval as the appointed supervisor.

Signed: ........................................ Date: .................................
Dr. Peter N. Kiriri

Signed: ........................................ Date: .................................
Dean, Chandaria School of Business
ACKNOWLEDGEMENT

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Finally, no words can sufficiently express my gratitude to Wynton House of Music for their support by allowing me to conduct my research at their institution.
ABSTRACT
The general objective of this study was to determine factors affecting customer expectations on service delivery of an organization and thus taking Wynton House of Music as the case study. The study had three Objectives. The first objective of this study was to examine factors affecting service delivery at a music school. The second objective of this study was to examine factors influencing customer satisfaction at a music school. The third objective of this study was to find out marketing strategies that affect service delivery at a music school.

The research design of this study was descriptive research design. The target population of this study was 150 potential respondents who were inclusive of 95 Wynton House of Music students, 25 institution administration staff and 30 teaching staff. Stratified random sampling technique was used and led the study to engage a sample of 18 administration staff, 22 teaching staff and 69 students. The tools for data collection that were used in the study included a questionnaire with closed and open ended questions. The data collected was analyzed using descriptive and inferential statistics. Specifically, frequencies and percentages were used as well as correlations and regression analysis. The data was presented using tables and figures. Statistical Package for Social Science (SPSS) version 20 was used to aid the data analysis.

Findings on service delivery at a music school indicated that WHM did not have the best interest at heart of their clients. Employees of WHM lacked the willingness to help customers, how prompt clients received services from WHM employees was wanting and minimal attention by WHM employees was given to their clients. It also indicated that for the realization of good, reliable and convenient service delivery, WHM needed to understand that the latter factors affect service delivery at Wynton House of Music.

Customer satisfaction at a music school found that majority the clients disagreed on the appeal of the appearance of personnel and facility premises, provision of adequate information, timely delivery of service and poor allocation of time required to deliver each service. This objective concluded by indicating that the statements that were under consideration did not influence customer satisfaction at WHM.
Marketing strategies that affect service delivery at a music school found that some respondents were unaware of marketing strategies at WHM while in some instances they were aware of the same. It indicated that WHM needed to have a clear marketing strategy that was conspicuous to the clients and well understood by the staff. The marketing strategies should have met the purpose of communicating the services delivered at WHM.

The study concluded that there was a progressive enrolment improvement of students at WHM and also majority of the respondents did not vary on agreeability of the statements under consideration on factors affecting service delivery, factors influencing customer satisfaction as well as marketing strategies affecting service delivery at WHM.

The objective on service delivery recommend that WHM employees should have the best interests of the clients at heart, WHM employees should be willing to assist their clients and the clients should receive prompt service from WHM employees. On the other hand customer satisfaction recommends for compliance on appearance of personnel, provision of adequate information, timely service delivery, allocating required time to deliver each service and meeting the schedule. Finally, marketing strategies recommends that WHM has to promote its services through word of mouth and social media as a marketing strategy, ensure quality of its service since taste affects the sale of a product.
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<tr>
<td>ABRSM</td>
<td>Associated Board of Royal Schools of Music</td>
</tr>
<tr>
<td>LCM</td>
<td>London College of Music</td>
</tr>
<tr>
<td>PHD</td>
<td>Doctor of Philosophy/ Doctorate</td>
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<td>SERVPERF</td>
<td>Service Performance</td>
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<td>SERVQUAL</td>
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CHAPTER ONE

1.0 INTRODUCTION

1.1 Background of the Study
A successful business leans on a solid business plan, but even then, it takes a lot more to keep the business afloat than it does establishing it. The objects of focus in strategic thinking when developing and sustain a business are the company, customer and competition which Ohmae (1983), crowns as the strategic triangle. Service delivery is a crucial determinant of the success of any business no matter how solid its business strategy is (Mason, Rowe & Dickel, 2007). According Prybutok & Landrum (2004), Service provision or delivery is an immediate output of the inputs into the business system, such as workforce, procurement and supplies and finances. Increased inputs should lead to improved service delivery and enhanced access to services (Firnstahl, 2008).

Different businesses have different service delivery systems based on the nature of their business but at the end of the day a buyer and seller are involved making customer service, a component of service delivery, an inevitable part of the business structure. A seamless blend between the target market the customer, service concept the company and service delivery system design is often emphasized as a means to successfully implement business strategy and achieve excellent performance in customer satisfaction, retention, and profitability of the business (Dong, Zou & Evans, 2006). In support of this, Tong, Lee & Farley (2007), describe service delivery as an indicator of how well an organization is able to pull its operations managing processes and recourses to provide a service that meets the expectations of stakeholders and customers while business remains profitable with enough to accommodate self-improvement.

It is important to note that the nature of the industry and the laws that govern it, the market needs as well as the service delivery strategy competition’s need be clearly researched and understood in order for the company to remain profitable as it is designed (Harker, 2002).
In short, good founders of business strategies are encouraged to include regular market research for the sake of value engineering (VE) which he has defined as studies of purchased goods and services to test quality and reliability with reference to the product function and design as well as value analysis (VA) which establishes whether or not the cost of a product is reasonable in relation to competitive pricing in relation to its engineering value (Ohmae, 1983). This assessment is done in comparison to the competition's offer.

According to Harker (2002), for a clearer understanding of the processors and process of service delivery in an organization the service strategy triad focuses on three aspects of the business structure. The aspects include the target markets to establish “who” the right customer is, the service concept, regarded as what is being provided to the customer and third aspect is the service delivery procedure that is concerned with “how” the service concept aspect that is delivered to the customer and put emphases on the infrastructure such as skills guidelines to deliver the service model in place for this function and facilities and equipment (Harker, 2002).

Consumers are not only concerned with how a service is being delivered but most importantly with the quality of output they receive (Goetzinger, Park & Widdows, 2006). As established earlier, service delivery isn't limited to the industrial sector hence the education sector is no exception. Usually this nature of business involves both tangible and intangible goods. Positive perception on quality of services being delivered occurs when it exceeded customers’ expectations Gronroos (2010). In the effort of ensuring sustainability learning, institutions require them to continuously strive towards meeting and exceeding students’ expectations (Harker, 2002). In all levels of education, parents, guardians and the students themselves-those old enough to understand-are keen on the quality of education and the economic status, gender, racial or religious background, academic ability or other facet of diversity is a non-issue. The basic expectations from education institutions to include “attending school with peers to receive appropriate and quality programming with a support system in a Safe, comfortable and conducive environment which celebrates diversity minding the dignity of the child” (Department of Education of Newfoundland and Labrador, 2011).
The objective of education institutions has no option other than to be one that provides a learning environment where responsive teaching is practiced and where strategies, materials and resources used are adjusted to suit student profiles. This would involve identifying patterns of strengths and needs common to groups of students and could include cognitive, emotional, behavioral, medical, social, and/or physical (Department of Education of Newfoundland and Labrador, 2011).

According to UNESCO (2006), it confirmed the need to explore the role of Arts Education in meeting the need for creativity and cultural awareness in the 21st Century, with emphasis on the strategies required to introduce or promote Arts Education in the learning environment. It is therefore, key that all stakeholders be enlightened of the importance of Arts Education and its essential role in improving the quality of education. Just like any other business, service delivery via a relevant service delivery system is required to help realize this goal.

Music education as a component of the creative arts arm of education can be pursued as an independent course from the basic level to higher learning level. Expectations from its students may be similar to those discussed earlier in the general field of academia and it's needless to say that it too is expected to mind its service delivery to its subscribers to avoid disappointments for all parties concerned. Burke (2013), ushered in a creative policy i.e. Creative Australia expressing the important role that culture and creativity play in the social and economic life of a nation and that the new policy would allow Australians to enjoy their cultural wealth. There was no reason why any nation including Kenya shouldn't enjoy this privilege. Therefore this research came in handy to help Wynton House of Music be part of implementing this idea in the country.

Established in 2001, Wynton House of Music has been offering peripatetic instruction in western music to individuals, church groups, bands and international as well as local schools in primary, secondary and tertiary levels. The institution is affiliated to two universities in the United Kingdom namely The Associated Board of Royal Schools of Music (ABRSM) and The London College of Music (LCM) under the University of West London, hence its international accreditation (Wynton House of Music, 2013).
She currently has two branches in Nairobi-Village Market and Yaya Centre- in addition to her peripatetic instruction in several schools around the country.

This research mainly focused on service delivery in music education along with the importance of music education and the appropriate marketing strategies that can be employed to ensure quality education, service and profitability and growth of music education institutions. It is important to note that for purposes of this research, music education accommodates general knowledge, vocal and instrumental tuition.

1.2 Statement of the Problem

One of the major problems that face the school is a high turnover of students once they get to secondary level of education and a near absent presence of students in tertiary level of education. Follow-up on some of these students revealed that they and their parents felt that music wasn’t going to contribute to their performance in their secondary education in comparison to other subjects and consequently affect their options in higher education. Students in tertiary level of education argue that the relevance of music education concurrent with their studies is an unnecessary burden considering that music was of no consequences to their academic performance and its only function is fun. Another finding is that nearly all the students interviewed enjoy studying music. With this information, this research will help WHM understand her customers’ expectations in order to address their needs and at the same time enlighten them of the role of music education on their academic, social and cultural functions (Wynton House of music, 2013).

WHM faces a challenge in the consistency of her clients. A considerable percentage of her clients do not faithfully attend their music lessons according to the stipulated annual trimester system which allows them to adopt music as a lifestyle and increase their chances of fully enjoying the social-academic and financial benefits that come with it (Wynton House of music, 2013). This irregularity has affected the sustainability of some if her programs such as hosting her own concert performances for her students due to the irregularity of her operations income (Wynton House of Music, 2013).
In as much as WHM focuses on western music, one of her teaching methodologies is interpreting this style of music from a multi-cultural perspective where the main culture of focus is dependent on the nationality and cultural background of the student in addition to other relevant cultures. This is possible because lessons are on an individual level and group lessons are formed on the basis of common goals of students (Wynton House of Music, 2013). Based on this service available at WHM, there is concern over the low rate of local-Kenyan-students who enroll for music lessons in comparison to the international students who do so in large numbers. This manifests the small percentage of Kenyan students that are learning their country's arts, heritage and cultural wealth through music (Wynton House of Music, 2013).

Reviews of the literature reveal that little is known about the relationship between customer expectations and service delivery in music educational institutions. The closest study to this area is on background music influences on shoppers’ evaluations of the service provider and the shopping experience (Sawyerr, 2004). The idea that background music can be used to influence consumer behavior is derived from the concept of atmospherics (Ruszala, 2006). In general, the impact of service delivery in physical facilities on customer behavior and satisfaction has recently gained the attention of some services marketers thus making this phenomenon a particular attractive research area (Booms & Mary, 2006). The concerns shared above reveal the need for gaps in customer satisfaction and appreciation of the services to be filled thus rendering this research project viable.

1.3 General Objective
The objective of this study was to determine factors affecting customer expectations on service delivery of a music school.

1.4 Specific Objectives
1.4.1 To examine factors affecting service delivery at a music school.
1.4.2 To examine factors influencing customer satisfaction at a music school.
1.4.3 To find out marketing strategies that affect service delivery at a music school.
1.5 Significance of the Study

1.5.1 Significance to Wynton House of Music
This study will collect baseline data that could be used in future to guide the growth process of Wynton House of Music curriculum for her students, influence marketing strategies and also propose ways to improve on her service delivery to ensure customer satisfaction, profitability and accommodate growth.

1.5.2 Significance to Academicians/Researchers
The results of this research can be used as a guideline by researchers and other organizations to explore further on the challenges hindering growth of the music education in learning institutions and strategic ways to mitigate them.

1.5.3 Significance to Parents/guardians, Teachers and Career Advisors
The findings of this research will give parents/guardians, teachers and career advisors a better understanding of music education and the influence it has on molding students for higher education as well as the influence it has on their career choice.

1.6 Scope of the Study
The study focused on Wynton House of Music, a music school located in Nairobi, Kenya. This study was conducted between January and June 2014, and it focused on the clients of Wynton House of Music (WHM). The research foresaw a couple of limitations to the study. First, this research focused on only one organization. It did not research other organizations as it was too broad and thus cause generalization.

The researcher conducted a case of Wynton House of Music so as to gather substantial feedback on the challenges that hinder her clients’ consistency in their service prescription, allow a better understanding of her clients’ expectations and identify corresponding marketing strategies to close the gap between the two parties. Another limitation was getting biased responses from the respondents so as not to give a bad image of WHM. To mitigate this, the researcher requested the respondents to be as honest as possible and assured respondent’s confidentiality of the information given.
1.7 Definition of Terms

1.7.1 Customer Expectations
These are beliefs about service delivery that serve as standards or reference points against which performance is judged (James & Kang, 2004).

1.7.2 Music Education
A field of study associated with the teaching and learning of music. It touches on all domains of learning, including the psychomotor domain (the development of skills), the cognitive domain (the acquisition of knowledge) and in particular and significant ways, the affective domain, including music appreciation and sensitivity. The incorporation of music training from pre-school to post-secondary education is common in most nations because involvement in music is considered a fundamental component of human culture and behavior. Music, like language, is an accomplishment that distinguishes us as humans (Lee, 2011).

1.7.3 Music School
An educational organization specialized in teaching various genres of music to students at different levels (Schuster & Finkelstein, 2008).

1.7.4 Organization
An organization is a system of interdependent actors who collectively share same goals for creating and realizing value through their interactions (Sanchez & Heene, 2004).

1.7.5 Organizational Growth
Organizational growth refers to a business that generates significant positive cash flows or earnings, which increase at significantly faster rates than the overall economy (Roberts, 2004).
1.7.6 Peripatetic Instruction
Travelling from place to place, in particular working or based in various places for relatively short periods: (of a teacher) working in more than one school or college: *a peripatetic music teacher* (Selesho & Naile, 2014).

1.7.7 Service Delivery
“Process by which the organization delivers products and services in a way that allows the customer to access them in the most efficient, fair, cost effective and humanly satisfying and pleasurable manner possible (Speer, 2004).

1.7.8 Strategy
A company’s strategy is management’s game plan for growing the business, staking out a market position, attracting and pleasing customers, competing successfully, conducting operations and achieving targeted objectives (Thompson et al., 2005).

1.7.9 Strategy Implementation
Strategy implementation describes the concrete measures that translate strategic intent into actions that produce results (Harvard Business Essential [HBE], 2005).

1.7.10 Wynton House of Music
Wynton House of Music is a music learning institution and it draws its name from her proprietors, Winnie and Tony, hence Wynton. It is a co-incidence that the school shares the name with Wynton Marsalis, described as one of the most outstanding jazz musicians and trumpeters the generation. Wynton offers instructions in playing the recorder, piano, and the guitar in addition to music theory and voice training (Wynton House of Music, 2013).

1.8 Chapter Summary
This chapter presents the background of service delivery. The chapter outlines the purpose of the study which is to determine the effects of customer expectations on service delivery of a music school.
Specifically the study sought to determine the effects of customer expectations on service delivery at a music school, factors influencing customer satisfaction at a music school and the marketing factors that affect service delivery at a music school.

Chapter two of this study focused on the various literatures on service delivery and customer expectations and particularly discussed factors affecting service delivery, factors influencing customer satisfaction and marketing strategies that affect service delivery. Chapter three of this study provided the research methodology employed in this study. The Methodology employed in this study involved research design, population and sampling design, data collection methods, research procedures and finally data analysis methods. Chapter four of this study presents the data collected and the analysis. The chapter is sub-divided into sections covering the demographic of respondents, factors affecting service delivery, factors influencing customer satisfaction, marketing strategies that affect service delivery as well as examining other issues that are affecting service delivery at Wynton House of Music. To conclude this study, chapter five of concentrated on the discussion, conclusion, recommendation of the study, summary of the research methodology and summary of the major findings based on the research objectives.
CHAPTER TWO

2.0 LITERATURE REVIEW

2.1 Introduction
This chapter covers the literature review on factors affecting customer expectations on service delivery of a music school. The literature review derived was segmented to suit the research topic and specific objectives. In so doing factors affecting service delivery, factors influencing customer satisfaction and marketing strategies that affect service delivery are thus the major sub-topics for the literature review in this chapter.

2.2 Factors Affecting Service Delivery
According to Parasuraman, Valarie, Zeithaml & Berry (1985), service delivery is objective when it is related to external tangible features which can be measured factually (Brown, et al., 2006). Subjective service delivery is rated when a customer’s imagination, personal experiences, emotions, expectations and attitudes are taken into account (Hopeniene, 2004). The most common reason for displeasure is the difference between an objective and the subjective evaluation of service delivery (Hopeniene, 2004). According to Parasuraman et al, (1985), Service Delivery processes assist staff in tailoring services to meet the specific business needs at a price the business can afford.

2.2.1 Training of Employee
Training is the process of growing knowledge and skills of an employee for doing particular jobs. It is an organized activity designed to create a change in thinking and behavior of people and to enable them do their jobs in more efficient manner. It is also imparting technical knowledge, manipulative skills, problem solving ability and positive attitudes (Salem, 1997).

The purpose of training is to improve information, skills and change attitudes. It is one of the most imperative motivator and is the key to improved organizational performance. It helps to reconcile the gaps between what should happen and what is happening. New skills and aptitudes are required to operate effectively top the new techniques and equipment (Salem, 1997).
Workers have to be trained for new jobs and for handling the present jobs more effectively. New employees must be trained properly so that they may become efficient. Existing employees must be trained for taking up high level jobs. Training is useful not only for the organization but also for employees. Effective training enhances knowledge, skill and behavior of the people and improve their performance. Improved performance will lead to increased productivity, increased profits for the organization and therefore good results of investing in training (Mullins, 2002). Any organization that wants to succeed and continue to succeed has to recruit and maintain a workforce consisting of people who are willing to accept change and to learn and develop continuously (Mullins, 2002). A properly designed and conducted training course can bring about increased executive management skills, development in each executive of a broad background and appreciation of the company’s overall operations and objectives. Greater delegation of authority because executives down the line are better qualified and able to ensure increased responsibilities. Training can be undertaken internally by using special structure or externally through courses (Malcom & Lesly, 1992).

The smooth and efficient running of an organization depends directly on how well its employees almost invariably need some form of training before they can keep up their work while the older employees will require training to keep them abreast with technological development. They must from time to time be assisted to perform better in their existing positions through some form of training and also be prepared for possible promotions and transfers (Malcom & Lesly, 1992). Though training has different models and frameworks, each covers broadly the same cycle but there is no single best approach to training since the most suitable method depends on the purpose of the training, its subject matter, and size of audience and finances available (Madhurima & Sakina, 2008).

According to Cole (1997), the benefits of training are minimize learning costs, improve individual team and corporate performance in terms of output quality, speed and overall productivity. It also improves operational flexibility through multi-skilling.
Training creates an attraction for high quality employees by offering learning and development opportunities as well as increasing their level of competence, enhancing their skills thus enabling them to achieve more job satisfaction, to gain higher rewards allowing them to progress. It also increases employee commitment by encouraging them to identify with the mission and objectives of the organization, provide knowledge and skills that help employees manage change. Training helps develop a positive culture in the organization to provide higher levels of service to customers (Cole, 1997). It requires a logical systematic approach otherwise, it can be wasteful. After every training program there should be an evaluation to measure its cost benefits.

2.2.2 Employee’s Motivation

In the study by Applebaum (2003), employee motivation affects service delivery in a music school. Employee’s motivation to work consists of all drivers, forces and influences, conscious or unconscious that causes the employee want to achieve certain aims. Employees should be induced to work harder, faster, and more efficient and with greater enthusiasm. Organizations reward systems may be applied to the first motive and job design to the later. A person’s motivation could be greatly influenced by his or her unconscious mind. Skinners’ theory implied that motivation emerges from the interplay of stimulus and response (Applebaum, 2003). For example poverty causes the search for work and once the individual obtains employment, works hard so as to maximize income. Handy developed another of the process theories of motivation. He suggested that for an individual decision there is a conscious assessment of three factors, which he terms the motivational calculus. The factors are; the individual’s needs, the desires results and the expenditure factors (E factor). He recommended motivation in organization be increased when intended results are made clear and when there is feedback on performance. Also he suggested that individuals are more committed to specific goals which have helped to set themselves (Applebaum, 2003).

According to Maslow (1967), the strength of the ensuing behavior will vary directly with the magnitude of the perceived inequity.
People are motivated to satisfy five categories of needs and these are: Physiological needs; the need for food, water, shelter, clothing and air. Safety needs; the need for security and protection. Social needs; need for friendship, affection, acceptance and love. Esteem needs only once social wants are met; they develop esteem needs like recognition and status. Self-actualization; these are the feelings of self-fulfillment and realization of one’s potential (Adams, 1971).

Maslow sought to explain why different people are driven by particular needs at particular times. His answer was that human needs arranged in hierarchy from the most pressing to the least. People will try to satisfy their most important needs first, after which they cease to be current motivator and so the person moves on to satisfy the next important need. Maslow suggested that individuals are motivated by five levels of needs. Physiological needs- The need for food, water, air shelter. Security: These include the need for security and protection. Social needs- Most people desire affection. They want to belong to a community and feel wanted e.g. they seek groups, religion and culture. Esteem needs-They are needs for recognition, authority and influence over others. Self-actualization-are feelings of self-fulfillment and realization of one’s potential (Maslow, 1967).

2.2.3 Job Satisfaction

Job satisfaction is the key to a happy work life. It leads the way to advancement in career. Job satisfaction is a subjective indicator that indicates how content an individual feels while performing his/her duties. Onstroff (1992) said that job satisfaction in a consequential factor in service delivery. It is subjective in the sense that it cannot be defined by a single measurement alone. Job satisfaction is a derivative of a multitude of factors involving opportunity, stress, leadership, work standards, fair rewards and adequate authority (Onstroff, 1992). Job satisfaction is a positive, emotional reaction to one’s work that results from the meeting or exceeding of individual worker wants and needs. It is the alignment between the person and circumstance that achieves this positive regard. A work situation that is experienced as satisfying to one-person will not necessarily be experienced as satisfying to another person.
Not only are the psychology and goals of individuals unique, but work situations entail a multitude of factors that impact satisfaction such as norms goals, values, rewards, involvement and effort (Locke, 1976).

According to Applebaum (2003), job satisfaction is defined as the difference between the amount of rewards workers receive and the amount they believe they should receive. It results when there is a fit between job requirements and the wants expectations of employees. Job satisfaction emerges as an employee gains more and more information about the work place (Applebaum, 2003). Job satisfaction is a general attitude of the workers constituted by their approach towards the wages, working conditions, control, promotions related with the job, social relations in the work, recognition of talents and some similar variables, personal characteristics and group relations apart from the work life (Naylor & Blum, 1968).

Robbins (2008) defines job satisfaction as an individual’s over-all attitude towards his or her job. He further elaborates that it represents an attitude rather than a behavior. Robbins disposes the belief that satisfied employees are more productive than the unsatisfied employees. He states although much evidence questions that assumed causal relationship, it can be argued that advanced societies should be concerned not only with the quality of life that is concerns such as higher productivity and material acquisitions but also with its quality.

According to him researcher with strong humanistic value argues that satisfaction is a legitimate objective of an organization and it is an accomplishment in a human life (Robbins, 2008). The nature of co-worker’s environment off the job indirectly influences his or her feelings on the job. Similarly, since a job is an important part of life for many workers, job satisfaction influences general life satisfaction. The result of that is a spillover effect that occurs in both directions between job and life satisfaction. To the worker, job satisfaction brings a pleasurable emotional state that often leads to appositive work attitude. Attitude is generally acquired, innovative and loyal. For the organization, job satisfaction of its workers means a work force that is motivated and committed to high quality performance.
Increased productivity, the quantity and quality of output per hour worked seems to be a by-product of improved quality of working life (Robbins, 2008). Job satisfaction is a self-reported positive emotional state resulting from the appraisal of one job or from job experience (Locke, 1976). This attitude towards work is thus necessarily within the context of the work environment, which includes not only the job and organizational characteristics but also the interaction of the two with worker characteristics (Rousseau, 1978).

2.3 Factors Influencing Customer Satisfaction

Both the quality of services and customer satisfaction have many definitions: quality is often understood as an attitude, while a customer’s evaluation of a service and his satisfaction is considered to be the measure of a transaction (Hopeniene, 2004). Either way, quality is the main construct forming satisfaction and making the background of customer’s perceived value; therefore, it is useful to take an in-depth look at the nature of quality.

SERVQUAL is an instrument developed by Parasuraman, (1988). It is used to measure service quality. This software has been developed in a market margin and it is also used in libraries and information centers (Nitecki, 1994). Given that since Parasuraman, (1988) there have been completed frequent changes to SERVQUAL, some were in reply to troubles recognized by other researchers. For example, in 1994 they reported on three dissimilar SERVQUAL formats; they suggested that researchers use a format that divided client anticipation scores into open-mindedness zones.

Researchers have persisted to use SERVQUAL instruments. Dyke, Prybutok & Kappleman (1999) employed SERVQUAL in an Information System perspective, while Banwet & Datta (2002) distinguished Information Technology service excellence in a library service, as did Landrum & Prybutok (2004). At a standstill, some investigator explored the suitability of using SERVQUAL in an information technology background; others vary about whether the service quality should be the divergence sandwiched between expected and imaginary service. Parasuraman et al (1988) acknowledged that since service quality depends on the association of customer outlook with customer perceptions, it is proper to determine service quality by subtracting anticipated from alleged service.
One then achieves and generally calculates of service quality by averaging the scores of all items (Churchill, Brown, & Peter, 1992). Nevertheless, this practice gives also gives rise to two issues: the first is disparity over what in reality is creature calculated in SERVQUAL with outlook and the second is the challenging nature of the consequential variation scores. These two issues are determined if one follows Taylor & Cronin (1992) and Teas (1993), who suggested that anticipation ratings be eliminate on the whole.

In account, Liljander (1994) states that there is more maintain for concert simply models than for the disconfirmation representation of service quality. Drew & Bolton (1991) also indicated that assessments of largely service quality are exaggerated only by perceptions of show levels. They suggested that direct measures of disconfirmation are more significant than future prospect. Zeithaml (1993) also suggested that perceptions alone manipulate overall service quality. In addition, other studies recommended that SERVQUAL has wobbly magnitude. Some illustration by Carr (2002), used four dimensions in their study, while Prybutok (2004) used five. Nitecki (1996) projected a three-dimensional SERVQUAL reproduction, as opposed the five dimensions recommended by Zeithaml et al (1990). As we have well-known, these issues are all determined if customer potentials are eradicated from the mock-up.

The presentation only move toward to service quality utilizes the five of the seven SERVQUAL dimensions the five performance dimensions. Cronin & Taylor (1992) called this presentation only compartment tool SERVPERF. When Cronin & Taylor (1992) compared SERVPERF to SERVQUAL, their consequences supported the dissenters: routine scores alone explanation for more difference in service quality than performance in deficiency opportunity. Performance alone provides better prognostic power than SERVQUAL which is gap-based on Taylor, Brady, Cronin & Brand (2002) and Cronin (1992). Other studies show that performance scores alone display improved trustworthiness and strength than differentiation scores (Zhang et al., 1992; Brady et al., 2002; Landrum & Prybutok, 2004; Landrum, Prybutok & Strutton, 2008).
Thompson & Cook (2000) investigated the trustworthiness and strength of SERVQUAL tool in the circumstance of library service. They originated that SERVQUAL displayed three approachable magnitudes, rather than the five scope for merely projected by Parasuraman et al. (1988). As a result, they concluded that responsive, empathy and assurance dimensions overlapped in this particular service domain. Hernon & Nitecki (2000) used SERVQUAL to appraisal library services at Yale University and established that between the five proportions of SERVQUAL, respondents measured trustworthiness the most significant and understanding least significant surrounded by the five quality scopes (Zhang, 2008). In this regard on factors influencing customer satisfaction this section focused on serviceability of equipment and communication style and emotions.

2.3.1 Serviceability of Equipment

In the growing service sector there is still the most problematic challenge of how to deal with service quality equipment serviceability. Equipment serviceability is one of the most expected aspects observed by customers for a quality service (Urban, 2009). Facilities serviceability is geared towards providing quality service, hence, its contribution to an organization may be difficult to identify in concrete terms; there is no end product that can be held up and shown up to the customer. The implications of this intangibility can be far reaching, especially in terms of the client’s assessment of the facilities department’s performance. The serviceability of facilities is likely to revolve around the client’s perception of the service received compared with the client’s expectation. Thus the facilities serviceability helps managing the client’s initial expectation and managing the client’s perception of the service rendered (Baldry & Barrett, 2007).

Whereas service quality is known to be based on multiple dimensions, there is no general agreement as to the nature or content of the dimensions (James & Kang, 2004). Considerable research has focused on identifying the dimensions or components of service quality, i.e., those aspects that consumers evaluate to form overall judgments about a service. However, a review of various service quality studies shows that European scholars have defined service quality in terms of physical quality, interactive quality and corporate (image) quality.
Physical quality relates to the tangible aspects of a service (Hopeniene & Bagdoniene 2004; Vengriene & Langviniene 2005). Interactive quality involves the interactive nature of services and refers to the two-way flow that occurs between the customer and the service provider and/or his representative. Corporate quality refers to the image attributed to a service provider by its current and potential customers, as well as other publics (Kang & James, 2004). Although this distribution is still discussed a lot, empirical arguments show that there are two service quality dimensions (Barrett & Baldry, 2007; Kang & James, 2004; Langviniene & Vengriene, 2005).

According to Barrett et al (2005), equipment serviceability promotes technical (external) and functional (process) execution of service delivery. Technical quality is what the customer gains during the service’s delivery process. Technical quality is concerned with “what” is done and includes how well the problems were solved and the systems and techniques used. This is the area that facilities managers would normally be mostly concerned with. Functional quality is the service delivery method. The functional factors revolve around “how” the service was rendered. This includes items such as the appearance of the staff, their attitude towards clients and how accessible and responsive the facilities department was to the client (Baldry & Barrett, 2007).

There is a growing body of research which indicates that when clients judge the quality of a service, they give unexpectedly high weight to the functional factors as well as the technical factors. A customer’s opinion about the quality is formed by the service’s delivery method, the supplier’s behavior and other aspects which influence the way the service achieves its goal. It is worth mentioning that positive and negative influence can be made by other customers using the same or similar services. For some services the “what” (or technical quality) might be difficult to evaluate. Lacking an ability to assess technical quality, consumers rely on other measures of quality attributes associated with the process (the “how”) of, for example, health’s care delivery. It is therefore important for facility managers to think through how they deal with the core business as an important, and quite separate, issue from what they do to solve the technical problems that they are faced with (Baldry & Barrett, 2007; James & Kang, 2004; Vengriene & Langviniene, 2005).
Equipment serviceability is often timed so that customer organization and employees hardly ever meet the maintenance. In this situation, the output is just barely or not at all quality. The end-users become active actors only when a service failure occurs and vice versa (Gelsberg & Rasila, 2007). Most maintenance activities are conducted outside the customer perception and even if they are aware of the service processes, they may not have the skills and knowledge to assess the technical quality (Martin et al, 2008).

Equipment serviceability is composed of two dimensions observed maintenance quality and service recovery quality and that both of them need to be evaluated when talking about customer degree of satisfaction (Gelsberg & Rasila, 2007). Thus, the facility manager should be careful not to overstate what the facilities department is capable of delivering. If this occurs, it is obvious that the client is likely to be unsatisfied with the service provided. However it is important to portray a positive, rather than a negative, image (Baldry & Barrett, 2007).

2.3.2 Communication Style and Emotions

In the study by Blummberg (1991), the nature of customer-service employee interactions constitutes the heart of the customers’ evaluation of the service experience; thus, the service provider’s role in shaping a customer’s satisfaction cannot be overlooked. A service employee’s or provider’s communication style is likely to affect the quality of the service encounter by influencing the customer’s impression of the provider and the service firm. To enhance service delivery, employees are supposed to be approachable, warm, friendly, and helpful and display a positive attitude (Constantinides, 2002). Customers “catch” the displayed emotions of employees. This process is known as “emotional contagion.” Most of the validation of emotional contagion theory has focused on the transference of positive attitudes such as smiling and friendliness those with high job satisfaction have positive moods and emotions at work. These positive attitudes will spill over to customers (Blummberg, 1991).
Equally, negative attitudes are equally transferable (Williams et al. 2011b; Webster & Sundaram, 2009). There is a growing body of literature that suggests that positive and negative emotions associated with a service encounter play an important role in defining satisfaction and predicting future behavioral intentions. It is now widely accepted that customer satisfaction levels and longer-term behavioral intentions are influenced by emotions during the pre, actual and post-consumption stages of a service encounter.

It has also been suggested that consumers’ emotional bonding with a service provider is more strongly linked to their future purchase intentions than the more cognitive component of the satisfaction construct. The satisfaction construct cannot be fully understood or explained without accounting for affect in the form of consumer emotion. Perceived service quality and satisfaction are distinct concepts, and perceived service quality precedes satisfaction, which is closely related to the customer’s behavioral responses. While the debate continues regarding the precise nature of any relationship between emotion and satisfaction, it is now widely accepted that emotions may be one of the core components of the consumer satisfaction construct; therefore, any measurement of satisfaction should pay attention to the emotional aspect as well (Martin, et al., 2008).

2.4 Marketing Strategies that Affect Service Delivery
According to Cowell (2010), in music marketing like any other service provision, marketing strategies are prerogative. Marketing scientists and practitioners devote considerable attention to services marketing strategies and tactics, but their focus recently has intensified with the dual realization that all businesses are service businesses and that “competing through service” provides new perspectives and options for organizations that are striving to create value for customers and capture value for shareholders (Goldsmith, 2008). According to Goldsmith (2008), in the Journal of Retailing examines he indicated that “Competing through Service.” is a many challenges. Its publication is particularly timely because firms especially service lenders face significant competitive challenges. In the modern economic environment, markets are characterized by unclear boundaries that allow competitors to penetrate from adjacent market spaces.
However, advances in technology also offer new opportunities for firms to create such value for customers that would give them a differential advantage that is difficult for competitors to imitate. Shifting market demographics and consumer tastes, both locally and globally, serve to magnify these opportunities (Goldsmith, 2008). According to Goldsmith (2008), this special issue is entitled “Competing Through Service” because firms that leverage service can build strong relationships with customers that will generate barriers to competition, increase customer loyalty and switching costs, and make market activities more efficient. However, markets change, so firms must be attentive and innovative in creating and delivering value (Cowell, 2010). In this regard strategies for competing through service are considered to leverage fundamental marketing strategies include marketing four P’s and managing customers’ perceptions.

2.4.1 Marketing’s Four P’s
According to Kent (1986), marketing your business is about how you position it to satisfy your customer’s needs. There are four critical elements in marketing your products and business. They are the four P’s of marketing that includes product, price, place and promotion (Bennett, 2004).

This all entails the right product to satisfy the needs of your target customer, the right product offered at the right price, the right product at the right price available in the right place to be bought by customers and promotion informing potential customers of the availability of the product, its price and its place. Each of the four P’s is a variable controlled in creating the marketing mix that will attract customers to your business (Bennett, 2004).

2.4.1.1 Product
Product refers to the goods and services offered to customers (Constantinides, 2002). Separate from the substantial product itself, there are elements connected with product that customers may be fascinated by, such as the way it is packaged. Other product attributes include quality, features, options, services, warranties, and brand name. Therefore, one may think of what you present as a collection of goods and services. Your product’s manifestation, function, and support make up what the customer is in reality are purchasing.
Victorious managers pay close attention to the needs their product bundles address for customers (Cowell, 2010). Product package is supposed to meet the needs of a meticulous target market (Cowell, 2010). For instance, a luxury product should create just the precise image for “customers who have everything,” while many basic products must be situated for price mindful consumers.

Other important aspects of invention may include a correct product range, design, warranties, or a trademark name. Customer research is a key constituent in structure and successful promotion mix. According to Gronroos (2009), awareness of the target market and competitors will allow to offer a product that motivation appeal to customers and shun expensive mistakes.

2.4.1.2 Price
Price can be defined as the amount you charge for your product or service. How influential your product’s price can be complicated and even distressing (English, 2005). Many small business owners feel obliged to have the lowest price around. So they commence their business by creating a consciousness of negotiating pricing. Nevertheless, this may be a signal of low quality and not part of the image to display. Pricing approach should reflect the suitable positioning of your product in the market and allow the price that covers your expense per item and includes income margin (Constantinides, 2002).

According to Constantinides (2002), the outcome ought to neither be gluttonous nor timid. The previous will price you out of the market; pricing too low will make it not possible to develop. As a manager, you can pursue a number of unconventional pricing strategies. In the next column are eight common pricing strategies. Goi (2005) suggests that some price decisions may involve multifaceted reckoning methods, while others are perceptive judgments. Your choice of a pricing strategy should be based on your product, customer claim, the aggressive environment, and the other products you will recommend.
2.4.1.3 Place

Place refers to the channels of distribution used to get produce to your customers (Brunner, 2010). What your product is will significantly manipulate how you dispense it. If, for instance, you own a small retail shop or offer a service to your local population, then you are at the end of the allocation succession, and so you will be supplying honestly to the customer. Businesses that create or put together a product will have two options: selling directly to consumers or advertising to a vendor.

On direct Sales as a producer, you must make a decision if supplying direct as suitable for your product, whether it be sales through retail, door to door, mail order, e-commerce, on-site, or some other method. An advantage of direct sales would be the contact you gain by meeting clientele face to face. With this contact you can easily detect market changes that occur and acclimatize to them. Brunner (2010) suggested that you also have absolute control over your product range, how it is sold and at what price.

Direct sales may be a good place to start when the supply of your product is limited or seasonal (Culliton, 2009). Nonetheless, direct sales require that you have a successful retail boundary with your customers, which may be in person or electronic. If developing and maintaining this retail interface is not of interest to you or you are not good at it, you should consider selling through an intermediary (Cowell, 2010). In regard to reseller sales or sales through a mediator, instead of selling honestly to the consumer, you may decide to sell through an intermediary such as a wholesaler or retailer who will resell your product. Additionally, you may also reduce the storage space necessary for inventory. Cowell (2010) held that one of the most significant reasons for selling through ago-between is access to customers.

2.4.1.4 Promotion

In the study by Jackson, Burdick & Keith (2006), promotion refers to the advertising and selling part of marketing. It is how you let people know what you’ve got for sale. The purpose of promotion is to get people to understand what your product is, what they can use it for, and why they should want it.
You want the customers who are looking for a product to know that your product satisfies their needs. To be effective, your promotional efforts should contain a clear message targeted to a specific audience reached via an appropriate channel. Your target audience will be the people who use or influence the purchase of your product. You should focus your market research efforts on identifying these individuals. Your message must be consistent with your overall marketing image, get your target audience’s attention, and elicit the response you desire, whether it is to purchase your product or to form an opinion.

The channel you select for your message will likely involve use of a few key marketing channels. According to Jackson et al. (2006), Promotion may involve advertising, public relations, personal selling, and sales promotions. Advertising methods to promote product or service include; radio, television, print, electronic and word of mouth (Culliton, 2009). Goldsmith (2008) states that public relations (PR) usually focuses on creating a sympathetic business image. Essential components of a good public relations program include being a good neighbor, being concerned in the community, and provide open house days. News stories, often initiated through press releases, can be good sources of publicity. Personal selling focuses on the responsibility of a sales person in your communication strategy. Sales people can tailor communication to customers and are very significant in building interaction.

While personal selling is an essential instrument, it is costly (Fryar, 2012). So you should make efforts to target personal selling carefully. Sales promotions are special offerings designed to encourage purchases. Promotions might include free samples, coupons, contests, incentives, loyalty programs, prizes, and rebates. Other programs might focus on educating customers through seminars or realization them through trade shows. Your target market may be more approachable to one method than another. Additional sources of promotion may be attending or participating in trade shows, setting up displays at public events, and networking socially at civic and business organizations (Fryar, 2012).
2.4.2 Services Marketing

According to Bonnie, Farber & Canziani (1997), when marketing a service, there are certain basic characteristics which differentiate service business from an organization which simply markets a product. Alternatively you may be supplying products, but have a strong service element associated with that role for instance the retail business (Valarie, 2009). Gronroos (2008) indicated that service industries three extra elements have been added to the marketing mix which is mainly people, process and physical evidence.

According to Valarie, (2009) in regard to service marketing people refers to who gives the service, process is how the service is given and physical evidence regards to the environment in which the service is given. Michael & Ferrell (2010) are in the view that services are intangible and inseparable from the provider of the service. According to Michael & Ferrell (2010), it is often difficult to maintain consistency of service and you face the constant challenge of matching demand with supply as you cannot store a service. Customers do not end up owning a physical item, but leave you having enjoyed an experience (Douglas & John 2007).

2.4.2.1 People

According to Bonnie et al (1997), many services depend on direct, personal interaction between customers and a firm’s employees such as getting a haircut or eating at a restaurant. The nature of these interactions strongly influences the customer’s perceptions of service quality (Bonnie et al. 1997). According to Jerome (2008), Customers will often judge the quality of the service they receive largely on their assessment of the people providing the service. Successful service firms devote significant effort to recruiting, training and motivating their personnel, especially but not exclusively those who are in direct contact with customers (Jerome, 2008). Booms & Mary (2006) indicate that services are provided by people for people, and if the people providing the service are inefficient, rude or unkempt, customer's experience will be spoilt. Whilst good customer care is important whatever you are selling, if you are selling services then your product is ruined (Booms & Mary, 2006).
In the study by Shostack (2012), strategies need to cover assortment and preparation internal marketing and presentation. According to Shostack (2012), in the parameters of selection and training people you need to know if you are recruiting the right people in the first place and providing them with the tools to do the job. Training does not need to be expensive you can carry it out yourself, or set up team meetings to practice role-play. On internal marketing, Shostack (2012) suggests that the owner should actively promote a culture of quality service within the firm. This could include good service awards, staff newsletter and team meetings. Critics from Shostack (2012), on staff demonstration propose that staff need to behave accordingly and dress in a manner that reflects well on you as an organization, and your service.

2.4.2.2 Physical Evidence

According to Gronroos (2008), the appearance of buildings, re-designing, vehicles, interior equipping, equipment, staff members, signs, printed materials and other visible cues all provide tangible evidence of a firm’s service quality. Service firms need to accomplish physical evidence prudently, since it can have a thoughtful impact on customers’ impressions. In services with few tangible elements, such as insurance, advertising is often employed to create meaningful symbols (Gronroos, 2008). You can treat the presence of staff and buildings in the same way that wrapping can be used to create or improve brand image (Booms & Bitner, 2006; Jerome, 2008; Douglas & Bateson, 2007 and Michael, et al 2010).

In the study by Douglas & Bateson (2007), a product is intangible, staff and premises are often the only tangible elements a customer can see. Douglas & Bateson (2007), suggest that staff would benefit from unchanging for marketing purposes. Valarie (2009) indicated in his study that physical attraction of the premises should be always attractive. When customers visit the premises, they should find exclusive feature about the building or location to exploit or alternatively you can create a brand image using distinguishing colors (Valarie, 2009). Valarie (2009) suggested that this corporate identity is especially important if you have more than one outlet. Jerome (2008) additionally said that you might contemplate other things that customers can take home with them that are physical evidence of the service you provide. This could include participation cards, loyalty cards, or credentials (Jerome, 2008).
Physical evidence is possible by firms which provide gift proficiencies such as airplane flights frequently send out videos and gift documentations in a demonstration pack before the flight, and a certificate of achievement afterwards (Lauren, 2009).

2.5 Chapter Summary
This chapter presents the Literature Review of service delivery. The chapter reviews factors affecting service delivery, influencing customer satisfaction and marketing strategies. In regard to service delivery the literature reviewed focused on customer service, training of employee, employee’s motivation and job satisfaction. On factors influencing customer satisfaction the chapter captured literature on service quality, equipment serviceability and communication style and emotions. Finally, the chapter reviewed on marketing strategies that affect service delivery and in so doing it covered in details marketing 4Ps and service marketing.

The subsequent chapter three of this study presents the research methodology employed in the study. The chapter entails the research population, sampling design, tools used for data collection and data analysis techniques and procedure employed for the study.
CHAPTER THREE

3.0 RESEARCH METHODOLOGY

3.1 Introduction
The chapter summarizes the overall methodology that was used in the study. Research methodology in this study include research design, population and sampling design, data collection methods, research procedures, data analysis methods and chapter outline. Sampling design in the research methodology comprise of sampling frame, sampling technique and sampling size.

3.2 Research Design
The research design employed a descriptive survey method aimed at establishing factors affecting customer expectations on service delivery of a music school. According to Chandran (2004), descriptive research studies are designed to obtain information concerning the current situation and other phenomena and wherever possible to draw valid conclusion from the facts discussed. Descriptive research studies are based on some previous understating of the nature of the research problem (Krishnaswamy, 2009). This was a survey research to explore the existing status of two or more variables at a given point in time. This method was preferred because it allowed for prudent comparison of the research findings as it puts together a profile of a group of problems, people or events by collection of data and processing of the frequencies on research variables or their communication as indicated colorful survey attempts to explain or define a subject often.

3.3 Population and Sampling Design

3.3.1 Population
Target population refers to the entire group of individuals or objects to which researchers are interested in generalizing the conclusions (Borg & Gall, 1989). The target population of this study was 150 respondents who were Wynton employees that provided music services at Wynton House of Music and current music students at Wynton House of Music that benefited from the Wynton services. The population of administrative staff was 25 respondents, teaching staff was 30 respondents while student was 95 respondents.
Table 3.1: Population Distribution

<table>
<thead>
<tr>
<th>Respondents from listed categories</th>
<th>Population size</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Administration staff</td>
<td>25</td>
<td>17</td>
</tr>
<tr>
<td>Teaching staff</td>
<td>30</td>
<td>20</td>
</tr>
<tr>
<td>Students</td>
<td>95</td>
<td>63</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>150</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>


3.3.2 Sampling Design

According to Mugenda & Mugenda (2003), selecting a given number of subjects from a defined population as representative of that population is referred to as sampling. Orodho (2002), in his study emphasized that any statements made about the sample should also be true of the population.

3.3.2.1 Sampling Technique

This research employs a simple random sampling which is a method of selection of a sample comprising of n number of sampling units out of the population having N number of sampling units such that every sampling unit has an equal chance of being chosen. Stratified sampling in this study was convenient due to its nature and formation of representation. According to Orodho (2002), stratified sampling is defined as a method of sampling from a population. In statistical surveys, when subpopulations within an overall population vary, it is advantageous to sample each subpopulation in stratum and thus independently. Orodho (2002) also defined strata as layer within any structure this clustered or assigned according to their social status and education. He regarded as statistics a group into which members of a population are divided in stratified sampling. The major criterion used when deciding on the sample size is the extent to which the sample size represents the population (Orodho, 2002).

3.3.2.2 Sample Size

According to Borg & Gall (1989), this was necessary because the technique give all departments of being selected into the sample. A sample of 109 respondents was picked.
using simple stratified random sampling techniques based on strata. This was necessary because the technique give each group a chance of being selected into the sample. The major criterion used when deciding on the sample size is the extent to which the sample size is represents the population. To get the sample size of 109 out of 150 employees the following formula was used; for this study, the sample was obtained by calculating the sample size from the target population by applying by Cooper & Schindler (2003) formula.

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

Where: \( n \) = Sample size, \( N \) = Population size, \( e \) = Level of Precision.

At 95% level of confidence and \( P=5 \)

\[ = \frac{150}{1+150(0.05)^2} \]

\[ n = 109 \]

<table>
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<td>63</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>150</strong></td>
<td><strong>109</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

**3.4 Data Collection Methods**

The study collected primary data for analysis to a certain the research objectives. Primary data is the information the researcher obtained from the field. Primary data was composed using semi-structured questionnaires.

The questionnaire used closed-ended and open-ended questions in collecting the data from the respondents. The Likert scale was also used in the questionnaire to determine if the respondent agreed or disagreed in a statement that they were provided with. The questionnaires were administered by the researcher in each and every category of
respondents at Wynton House of Music. The questionnaires were used because they allowed the respondents to give their responses in a free environment and help the researcher get information that would not have been given out if interviewers were used.

Gay (1992), indicated that the important and advantage of close ended questions is that they are easier to analyze since they are in a usable form. They are also easy to administer because each item was followed by an alternative answers and was economical to use in terms of time saving. A self-administered survey is the only way to draw out self-report on people’s view, attitudes, thinking and principles (Gay, 1992).

**3.5 Research Procedures**

The questionnaire was tested by pre-administering to two administrative employees, three teaching staff and five students. Due to this, questions that were perceived to be vague were re-adjusted accordingly for clear communication in the actual data collection process. For maximum and complete participation of the respondents, the questionnaires were administered through drop and pick method whereby, the questionnaires were left for the respondents to be filled by the students during their lesson time and the staff then picked after some time. Both the staff and students were asked to leave their contacts so that they can be able to be reached for questionnaire delivery.

Strategies to ensure a high response rate included a clear notification of the respondents that their response was for research purpose only and the anonymity of the identity maintained. To encourage students to participate, the students were requested to spend a portion of their lesson to fill the questionnaire and return on the same day in exchange for two extra lessons. An extra lesson applied to those who took away the questionnaire to return on a different day.

As for staff, in addition to the guarantee of participation for research purposes only, anonymity and confidentiality, the questionnaire was administered as part of the weekly reports and one leave day deducted in the event of untimely submission and two leave days deducted in the event of no submission of the same as is the norm.
3.6 Data Analysis Methods

This is a procedure of data analysis involved several stages: the completed questionnaires were edited for completeness and consistency, checked for errors and omissions and then coded to SPSS version 20 for qualitative and quantitative analysis. Qualitatively the data was sought into themes, categories and patterns. This was enabled the researcher to make general statements in terms of the observed attributes hence conceptualization. According to Gay (1992), Quantitative analysis employs both descriptive and inferential statistics. Data was then analyzed using descriptive analysis such as descriptive statistics mean scores and standard deviations frequencies distributions and percentages. The results were presented in table and charts. The regression and correlation analysis of this study was enabled in the model specification as provided below.

\[ Y = \alpha + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \varepsilon. \]

Where;

\( Y \) = Customer expectations on service delivery
\( X_1 \) = Service delivery
\( X_2 \) = Customer expectations
\( X_3 \) = Marketing strategies
\( \varepsilon \) = error term
\( \beta \) = coefficient
\( \alpha \) = constant

3.7 Chapter Summary

Chapter three of this study has summarized the generally methodology that was used in the study. This includes the research design, population of the study, sampling procedures, data collection methods, research procedures and data analysis and presentation. Descriptive research design was used and stratified random sampling technique used to select from the target population 150 respondents who comprised of existing Wynton House of Music students, institution administrators and teaching staff at Wynton House of Music. This study through this chapter had depicted an ethical manner compliance in conducting the research.
The next chapter, chapter four, provided the analysis part of the study in compliance to the research objectives and data findings from the field.
CHAPTER FOUR

4.0 RESULTS AND FINDINGS

4.1 Introduction

Chapter four of this study presents the data analysis and data presentation. This section presents the demographic state of respondents and responses according to the research objectives. On respondents demographic the research focused on gender categorization of respondents, level of education of the respondents, presence duration of respondents at WHM and staff categories. In regard to the research topic and specific objective of the study this chapter covered factors affecting service delivery, factors influencing customer satisfaction, marketing strategies that affect service delivery as well as examining other issues that are affecting service delivery at Wynton House of Music. From the sample size the research majored on two categories of respondents namely students and staff where 37% of the respondents were staff while 63% of the respondents were students.

4.2 Respondents’ Demographics

4.2.1 Respondents’ Response Rate

From a total of 109 participants issued with questionnaires as the overall sample selected to participate in this study, four questionnaires were spoilt and two not returned. Figure 4.1 below displays the overall respondent participation.

<table>
<thead>
<tr>
<th>Respondents from listed categories</th>
<th>Population</th>
<th>Sample size</th>
<th>Percentage</th>
<th>Completed Questionnaires</th>
<th>Spoilt Questionnaires</th>
<th>Unreturned Questionnaires</th>
<th>Total Respondents</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Administration</td>
<td>25</td>
<td>18</td>
<td>17</td>
<td>17</td>
<td>1</td>
<td>17</td>
<td>16</td>
<td>16</td>
</tr>
<tr>
<td>Teaching staff</td>
<td>30</td>
<td>22</td>
<td>20</td>
<td>22</td>
<td>1</td>
<td>21</td>
<td>20</td>
<td>20</td>
</tr>
<tr>
<td>Students</td>
<td>95</td>
<td>69</td>
<td>63</td>
<td>68</td>
<td>3</td>
<td>65</td>
<td>60</td>
<td>60</td>
</tr>
<tr>
<td>TOTAL</td>
<td>150</td>
<td>109</td>
<td>100</td>
<td>107</td>
<td>4</td>
<td>103</td>
<td>96</td>
<td></td>
</tr>
</tbody>
</table>

Figure 4.1: Respondents’ Response Rate
4.2.2 Gender Categorization of Respondents
The respondents were asked to indicate their gender. The results of their responses are presented in Figure 4.2 below. From Figure 4.2 below, the results of the respondents indicate that 31% of the respondents in the student category were male while 69% of the respondents in the student category were female. This implies that there are more female students at WHM compared to male students. The findings in regard to staff indicate that 60% of the respondents were male while 40% of the staff were women. This indicated that majority of the staff at WHM were male staff while a few of them were female.

![Gender Categorization of the Respondents](image)

**Figure 4.2: Gender Categorization of the Respondents**

4.2.2 Level of Education of the Respondents
The respondents were asked to indicate their highest level education attained. The responses are presented in the two Figures below namely Figure 4.3 and Figure 4.4 for staff and students respectively.
4.2.2.1 Level Education of Staff

From Figure 4.3 below the result indicates that a majority of staff at WHM are graduates constituting 46.7% of the staff respondents. 26.7% of the staff respondents indicated that their highest level of education attained was undergraduate. At 20% were staff respondents who indicated that their highest level of education attained was secondary education while a small percentage of the respondents of 6.7% indicated that their highest level of education attained was a diploma. This implied that most of the staff at WHM were graduates while a few of them were diploma holders compared to other aspects tested.

Figure 4.3: Highest Level Education Attained by the Staff

4.2.2.2 Level Education of Students

From Figure 4.4 below the result indicates that a majority of students at WHM had only attained either primary or secondary education with each constituting 28% of the respondent categorized as students. This was followed by 18% of the student’s respondents indicating that their highest level of education attained was graduate level. 10% of the students respondents indicated that their highest level of education attained was diploma.
In addition, 8% of the student respondents indicated that their highest level of education attained was undergraduate level while a small percentage of the student respondents at 6.7% indicated that their highest level of education attained was doctorate level (PHD). This depicts that majority of the students at WHM had attained secondary education as the highest level of education.

Figure 4.4: Highest Level Education Attained by the Students

4.2.3 Presence Duration of Respondents at WHM
The respondents were asked to indicate the duration they have been at Wynton House of Music. This was through assessing the working period of the staff and learning period of the students at Wynton House of Music. Their responses were presented in the two Figures below namely Figure 4.5 and Figure 4.6 for staff and students respectively.
**4.2.3.1 Period Served by WHM Staff**

From Figure 4.5 below presents the results of the staff respondents when asked to indicate the time duration they have worked at WHM. According to the Figure 4.5 majority of the staff respondents at 33.3% indicated that they had worked at WHM for a period of 1 to 5 years. Those that had worked at WHM for a period of less than a year constituted 26.7% of the staff respondents.

According to the research findings other staff respondents at a percentage of 13.3% each stated that they had worked for a duration of either 5 to 10 years, 10 to 15 years or over 15 years. Since a majority of the staff worked between 1 to 5 years at WHM this implied that the staff respondents were well informed to give any important information required from WHM.

![Staff Working Duration](image)

**Figure 4.5: Period Served by WHM Staff**

**4.2.3.2 Period Studied at WHM by Students**

Figure 4.6 below presents the results of the student respondents when they were asked to indicate the time they had been studying at WHM. Majority of the student respondents at 32% indicated that they had studied for a period less than 6 months. At a study period
ranging from 6 months to 1 year at WHM was 14% of the student respondents and 22% of the student respondents indicated that they had studied for a period between 1 to $2\frac{1}{2}$ years. Student respondents indicated who had studied for a period $2\frac{1}{2}$ to 5 years at WHM comprised 20% of the total student population. A small number of student respondents at 8% indicated that they had studied for a period of over 5 years at WHM. This implied that there was a progressive enrolment improvement of students at WHM.

![Studied Duration](image)

**Figure 4.6: Period Studied at WHM by Students**

### 4.2.4 Staff Categories

The staff respondents only were asked to indicate their category with regards to teaching or administrative staff. The results of the findings are presented in Figure 4.7 below. The Figure shows that 60% of the respondents categorized as staff were teaching staff while 40% of the respondents categorized as staff were administrative support staff. This implied that majority of staff at WHM were teaching staff while at the same time administration support staff constituted a considerable a number of the staff respondents. This thus indicated that the respondents were in a position to give accurate and specific information about WHM that highly regarded to teaching and administration at WHM.
4.3 Factors Affecting Service Delivery

The respondents’ view on factors affecting service delivery at WHM was presented in consideration and analysis against the dimensions on the concept of measuring customer expectations, perceptions as well as service delivery in SERVQUAL form (Parasuraman et al. 1985). The dimensions under consideration for examination in this study were tangible aspects, reliability, responsiveness, assurance and empathy. The respondents were asked to indicate their view using a Likert 1-5 scale, to indicate to what extent they agreed with the provided statements on factors affects service delivery at Wynton House of Music in regard to the five SERVQUAL customer expectations dimensions, with 5 being ‘Strongly agree’, 4 being ‘Agree’, 3 being ‘Neither agree nor disagree’, 2 being ‘Disagree’ and 1 being ‘Strongly disagree’. Both categories of respondents, staff and students, were examined independently.

4.3.1 Student Views and Responses

The student views on factors affecting service delivery at WHM were presented below from table 4.1 to table 4.5. The responses were presented in consideration and analysis against the dimension on the concept of measuring the difference between expectations and perceptions.
in SERVQUAL (Parasuraman et al. 1985). The dimensions in this regard were tangible properties, reliability, responsiveness, assurance and empathy.

The research findings of the study from Table 4.1 below, on tangibility indicated that majority of the student respondents strongly disagreed at a mean of 1.97 that WHM physical facilities are visually appealing. Most of the respondents strongly disagreed at mean of 1.87 that the appearance of the physical facilities of WHM was in keeping with the type of services provided. Majority of the respondents also strongly disagreed at mean of 1.75 that WHM had up-to-date equipment. Finally, a significant number of the respondents strongly disagreed at mean of 1.57 that WHM’s employees were well dressed and appeared neat. In regard to tangible aspects this revealed that Wynton House of Music’s physical facilities were not in good condition.

Table 4.1: Students View on Tangibility Aspects on Service Delivery

<table>
<thead>
<tr>
<th>Statements Under Consideration on Tangibility</th>
<th>Mean</th>
<th>Standard deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>WHM physical facilities are visually appealing.</td>
<td>1.97</td>
<td>.99</td>
</tr>
<tr>
<td>The appearance of the physical facilities of WHM is in keeping with the type of services provided.</td>
<td>1.87</td>
<td>.78</td>
</tr>
<tr>
<td>WHM has up-to-date equipment.</td>
<td>1.75</td>
<td>.60</td>
</tr>
<tr>
<td>WHM's employees are well dressed and appear neat.</td>
<td>1.57</td>
<td>.61</td>
</tr>
</tbody>
</table>

In reliability dimensions as indicated in Table 4.2 below, the study found that majority of student respondents at a mean of 2.06 disagreed that WHM kept its records accurately. A considerable number of the student respondents also disagreed at a mean of 2.00 that WHM was sympathetic and reassuring when they had problems. At mean of 1.87, a majority of the student respondents strongly disagreed that WHM was dependable in delivering it services. They also strongly disagreed at mean of 1.83 that when WHM promised to do something by a certain time it did so. In addition, a significant number of the student respondents strongly disagreed at mean of 1.81 that WHM provided its services at the time it promised to do so. These implied that Wynton House of Music services were not reliable to their clients.
Table 4.2: Reliability Aspects on Service Delivery

<table>
<thead>
<tr>
<th>Statements Under Consideration on Reliability</th>
<th>Mean</th>
<th>Standard Deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>WHM keeps its records accurately.</td>
<td>2.06</td>
<td>.78</td>
</tr>
<tr>
<td>When you have problems, WHM is sympathetic and reassuring.</td>
<td>2.00</td>
<td>.81</td>
</tr>
<tr>
<td>WHM is dependable.</td>
<td>1.87</td>
<td>.70</td>
</tr>
<tr>
<td>When promise to something by a certain time it does so</td>
<td>1.83</td>
<td>.82</td>
</tr>
<tr>
<td>WHM provides its services at the time it promises to do so.</td>
<td>1.81</td>
<td>.84</td>
</tr>
</tbody>
</table>

The research findings on responsiveness from Table 4.3 below indicated that majority of the respondents agreed that employees of WHM were not always willing to help customers. This was indicated at mean 4.18. At a mean of 4.14 students respondents also agreed that they did not receive prompt service from WHM employees. Majority of respondents at a mean of 3.87 were also indecisive when asked whether WHM told customers exactly when services would be performed. Also, a majority of respondents at mean of 3.85 neither agreed nor disagreed on whether or not whether employees of WHM were too busy to respond to customer requests promptly when asked for assistance. These implied that the employees of Wynton House of Music responsively responded to their clients’ needs and issues.

Table 4.3: Students View on Responsiveness Aspects on Service Delivery

<table>
<thead>
<tr>
<th>Statements Under Consideration on Responsiveness</th>
<th>Mean</th>
<th>Standard deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Employees of WHM are not always willing to help customers.</td>
<td>4.18</td>
<td>.29</td>
</tr>
<tr>
<td>You do not receive prompt service from WHM employees.</td>
<td>4.14</td>
<td>.02</td>
</tr>
<tr>
<td>WHM does not tell customers exactly when services will be performed.</td>
<td>3.87</td>
<td>.45</td>
</tr>
<tr>
<td>Employees of WHM are too busy to respond to customer requests promptly</td>
<td>3.85</td>
<td>.01</td>
</tr>
</tbody>
</table>

In regard to assurance, Table 4.4 below shows that majority of the student respondents at a mean of 3.93 neither agreed nor disagreed when asked to give their view on whether or not employees got adequate support from WHM to do their jobs well. The student’s respondents disagree at a mean of 2.00 that the WHM employees were polite. When the student
respondents were asked if they could trust employees of WHM, they strongly disagreed at a mean of 1.89. Majority of the student respondents strongly disagreed at mean of 1.69 that they felt safe in transactions with WHM employees. These show that there is no service delivery assurance at Wynton House of Music for their clients.

**Table 4.4: Students View on Assurance Aspects on Service Delivery**

<table>
<thead>
<tr>
<th>Statements Under Consideration on Assurance</th>
<th>Mean</th>
<th>Standard deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Employees get adequate support from WHM to do their jobs well.</td>
<td>3.93</td>
<td>.91</td>
</tr>
<tr>
<td>Employees of WHM are polite.</td>
<td>2.00</td>
<td>.14</td>
</tr>
<tr>
<td>You can trust employees of WHM.</td>
<td>1.89</td>
<td>.054</td>
</tr>
<tr>
<td>You feel safe in your transactions with WHM's employees.</td>
<td>1.69</td>
<td>.39</td>
</tr>
</tbody>
</table>

From Table 4.5 below, the research findings of the study on empathy indicated that majority of the student respondents agreed that WHM did not have best interests for its clients at heart; this is indicated at a mean of 4.34. At a mean of 4.12, majority of the student respondents agreed that WHM did not give individual attention to each and every client. Most of the respondents at a mean of 4.12 indicated that WHM did not have operating hours convenient to all their customers. In addition, employees of WHM did not know what the clients’ needs were in accordance to the respondents’ mean of 4.08. Finally, Majority of the respondents at a mean of 3.9 indicated that WHM did not give them individual attention. The study therefore showed that there was low empathy from Wynton House of Music staff towards their clients’ requirements.

**Table 4.5: Students View on Empathy Aspects on Service Delivery**

<table>
<thead>
<tr>
<th>Statements Under Consideration on Empathy</th>
<th>Mean</th>
<th>Standard deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>WHM does not have your best interests at heart.</td>
<td>4.34</td>
<td>.94</td>
</tr>
<tr>
<td>Employees of WHM do not give your personal attention.</td>
<td>4.12</td>
<td>.26</td>
</tr>
<tr>
<td>WHM does not have operating hours convenient to all their customers.</td>
<td>4.12</td>
<td>.99</td>
</tr>
<tr>
<td>Employees of WHM do not know what your needs are.</td>
<td>4.08</td>
<td>.90</td>
</tr>
<tr>
<td>WHM do not give you individual attention</td>
<td>3.9</td>
<td>.87</td>
</tr>
</tbody>
</table>
4.3.2 Staff Respondents View and Responses

In examining the tangible aspects from the perspective of WHM staff, findings were indicated on Table 4.6 below. The research found that majority of the respondents strongly disagreed at a mean of 1.80 that WHM had up-to-date equipment. Equally, majority of the staff respondents strongly disagreed at mean of 1.80 in regard to WHM physical facilities being visually appealing. A majority of respondents, also at a mean of 1.80, strongly disagreed that the appearance of the physical facilities of WHM was in keeping with the type of services provided. The majority of the staff respondents at a mean of 1.57 disagreed that WHM employees were well dressed and appeared neat. In addition, majority of the respondents strongly disagreed at a mean of 1.47 that when WHM promised to something by a certain time it did so. According to the study findings, Wynton House of Music facilities were not in good condition thus not favoring service delivery.

Table 4.6: Staff View on Tangible Aspects on Service Delivery

<table>
<thead>
<tr>
<th>Statements Under Consideration on Tangible</th>
<th>Mean</th>
<th>Standard deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>The appearance of the physical facilities of WHM is in keeping with the type of services provided.</td>
<td>1.80</td>
<td>.77</td>
</tr>
<tr>
<td>WHM physical facilities are visually appealing.</td>
<td>1.80</td>
<td>.87</td>
</tr>
<tr>
<td>WHM has up-to-date equipment.</td>
<td>1.80</td>
<td>.94</td>
</tr>
<tr>
<td>WHM's employees are well dressed and appear neat.</td>
<td>1.57</td>
<td>.61</td>
</tr>
</tbody>
</table>

From Table 4.7 below, the study on the reliability aspect revealed that the respondents were indecisive on whether or not WHM kept its records accurately; this was indicated at mean of 3.46. Majority of the staff respondents at a mean of 2.45 also disagreed that WHM provided its services at the time it promises to do so. Majority of the staff respondents at a mean of 2.13 also disagreed that WHM was dependable on its service delivery. Majority of the respondents strongly disagreed at a mean of 1.53 that when they had problems, WHM was sympathetic and reassuring. This implied that Wynton House of Music was not highly reliable on service delivery.
Table 4.7: Staff View on Reliability Aspects on Service Delivery

<table>
<thead>
<tr>
<th>Statements Under Consideration on Reliability</th>
<th>Mean</th>
<th>Standard deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>WHM keeps its records accurately.</td>
<td>3.46</td>
<td>1.12</td>
</tr>
<tr>
<td>WHM provides its services at the time it promises to do so.</td>
<td>2.45</td>
<td>.99</td>
</tr>
<tr>
<td>WHM is dependable.</td>
<td>2.13</td>
<td>.99</td>
</tr>
<tr>
<td>When you have problems, WHM is sympathetic and reassuring.</td>
<td>1.53</td>
<td>.74</td>
</tr>
</tbody>
</table>

As shown in Table 4.8 below, the findings of the study on responsiveness indicated that majority of the staff respondents at a mean of 4.06 agreed that they did not receive prompt service from WHM employees. At a mean of 4.00, a majority of the staff respondents agreed that WHM did not tell customers exactly when services will be performed. In addition, majority of the staff respondents at a mean of 4.00 agreed that employees of WHM were not always willing to help customers. Of the staff respondents at a mean of 2.46, staff respondents disagreed that employees of WHM were too busy to respond to customer requests promptly. From the study findings, it was majorly implied that there was no responsiveness at WHM.

Table 4.8: Staff View on Responsiveness Aspects on Service Delivery

<table>
<thead>
<tr>
<th>Statements Under Consideration on Responsiveness</th>
<th>Mean</th>
<th>Standard deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>You do not receive prompt service from WHM employees.</td>
<td>4.06</td>
<td>0.02</td>
</tr>
<tr>
<td>Employees of WHM are not always willing to help customers.</td>
<td>4.00</td>
<td>1.00</td>
</tr>
<tr>
<td>WHM does not tell customers exactly when services will be performed.</td>
<td>4.00</td>
<td>1.00</td>
</tr>
<tr>
<td>Employees of WHM are too busy to respond to customer requests promptly</td>
<td>2.46</td>
<td>1.30</td>
</tr>
</tbody>
</table>

According to the study on assurance perspective as presented in table 4.9 below, it was indicated by majority of the staff respondents at a mean of 3.13 that they neither agreed nor disagreed that they got adequate support from WHM to do their jobs well. Majority of the
respondents also disagreed at a mean of 2.13 that they could trust employees of WHM. According to the findings of the study, majority of the staff respondents at a mean of 2.06 disagreed that employees of WHM were polite. Most of the staff respondents at a mean of 1.93 strongly disagreed that they felt safe in their transactions with WHM employees. This implied that there was assurance of service delivery at WHM.

Table 4.9: Staff View on Assurance Aspects on Service Delivery

<table>
<thead>
<tr>
<th>Statements Under Consideration on Assurance</th>
<th>Mean</th>
<th>Standard deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Employees get adequate support from WHM to do their jobs well.</td>
<td>3.13</td>
<td>1.12</td>
</tr>
<tr>
<td>You can trust employees of WHM.</td>
<td>2.13</td>
<td>1.06</td>
</tr>
<tr>
<td>Employees of WHM are polite.</td>
<td>2.06</td>
<td>1.22</td>
</tr>
<tr>
<td>You feel safe in your transactions with WHM's employees.</td>
<td>1.93</td>
<td>1.03</td>
</tr>
</tbody>
</table>

The finding of the study from Table 4.10 below on empathy indicated that majority of the staff respondents at a mean of 4.34 agreed that WHM did not have their best interests at heart. Majority of the staff respondents at a mean of 4.06 agreed that employees of WHM did not give them personal attention. Staff respondents at a mean of 3.86 neither agreed nor disagreed on employees of WHM knowing what clients’ needs were. The findings also showed that a majority of the respondents neither agreed nor disagreed that WHM did not give clients individual attention at a mean of 3.80. According to the research findings, majority of the staff respondents at a mean of 2.00 disagreed that WHM did not have operating hours convenient to all their customers. This revealed that there was no empathy at WHM towards service delivery and that employees of WHM were not compassionate in doing their work.
Table 4.10: Staff View on Empathy Aspects on Service Delivery

<table>
<thead>
<tr>
<th>Statements Under Consideration on Empathy</th>
<th>Mean</th>
<th>Standard deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>WHM does not have your best interests at heart.</td>
<td>4.34</td>
<td>.94</td>
</tr>
<tr>
<td>Employees of WHM do not give your personal attention.</td>
<td>4.06</td>
<td>.96</td>
</tr>
<tr>
<td>Employees of WHM do not know what your needs are.</td>
<td>3.86</td>
<td>1.24</td>
</tr>
<tr>
<td>WHM do not give you individual attention</td>
<td>3.80</td>
<td>1.26</td>
</tr>
<tr>
<td>WHM does not have operating hours convenient to all their customers.</td>
<td>2.00</td>
<td>1.00</td>
</tr>
</tbody>
</table>

4.3.4 Other Issues that are Affecting Service Delivery at Wynton House of Music

In regard to other issues that were affecting service delivery at Wynton House of Music, majority of the respondents indicated that getting committed staff that was willing to serve for long period of time was a challenge. The respondents also indicated that Wynton House of Music faced marketing challenges especially in creating Wynton as a brand. Branding merchandise like T-shirts and caps are not provided. The respondents also indicated that Wynton House of Music premises was not fully built and in their view, this was challenge affecting service delivery. According to the research findings majority of the respondents indicated that effort from employees of WHM did not get recognized by the management and thus lack of motivation of employees was a challenge. The research also showed that majority of the respondents indicated that teachers at WHM did not have the required material to use for teaching and that teacher turnover was a factor that was affecting service delivery at Wynton House of Music.

4.4 Factors Influencing Customer Satisfaction

The respondents were asked to indicate their view using a Likert 1-5 scale, with 5 being ‘Strongly agree at all’, 4 being ‘Agree’ 3 being ‘Neither agree nor disagree’, 2 being ‘Disagree’ and 1 being ‘Strongly disagree’, to indicate to what extent they agreed with statements that were thought to affect customer satisfaction at Wynton House of Music. Only staff respondents were examined in this regard.

From Table 4.11 below, majority of the respondents at a mean of 2.73 disagreed that the appearance of personnel influenced customer satisfaction at WHM. According to the research
findings, majority of the respondents disagreed that an appealing accommodation facility, provision of adequate information, on time service delivery and allocating required time to deliver each service influenced customer satisfaction. Each of these findings were depicted at a mean of 2.00 with a varied standard deviation of 1.16. The respondents also strongly disagreed that meeting the tour schedule influenced customer satisfaction, this was represented with a mean of 1.93.

According to the research findings majority of the respondents at a mean of 1.92 strongly disagreed that advanced information about services influenced customer satisfaction. At a mean of 1.86, the respondents also strongly disagreed that the modern and technologically relevant equipment influences customer satisfaction. The research also indicated that majority of the respondents strongly disagreed at a mean of 1.73 that reputation of service influences customer satisfaction. Majority of the respondent’s strongly disagreed at a mean of 1.72 that sincere interest in problem-solving influenced customer satisfaction. According to the research findings at a mean of 1.71, the respondents indicated that they strongly disagreed that the politeness of personnel’s behavior influenced customer satisfaction. The study found that majority of the respondents strongly disagreed at a mean of 1.66 that learning the customers’ special needs influenced customer satisfaction. The respondents in this research showed that they strongly disagreed at a mean of 1.60 that exact and precise service delivery influenced customer satisfaction. Moreover, majority of the respondents with the mean of 1.60 strongly disagreed that prompt response to customer request influenced customer satisfaction.

Also, the respondents, according to the study findings, strongly disagreed that cultivation of friendly relationships influenced customer satisfaction. Finally, conclusion of the findings indicate that a majority of the respondents either disagreed or strongly disagreed on whether or not statements under consideration were an influence on customer satisfaction.
Table 4.11: Staff Responses on Factors Influencing Customer Satisfaction

<table>
<thead>
<tr>
<th>Statements under Consideration influencing Customer Satisfaction</th>
<th>Mean</th>
<th>Standard deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Appearance of personnel</td>
<td>2.73</td>
<td>1.16</td>
</tr>
<tr>
<td>Appealing accommodation facilities</td>
<td>2.00</td>
<td>.65</td>
</tr>
<tr>
<td>Provision of adequate information</td>
<td>2.00</td>
<td>1.00</td>
</tr>
<tr>
<td>On time Service delivery</td>
<td>2.00</td>
<td>1.00</td>
</tr>
<tr>
<td>Allocating required time to deliver each service</td>
<td>2.00</td>
<td>.92</td>
</tr>
<tr>
<td>Meeting the tour schedule</td>
<td>1.93</td>
<td>.96</td>
</tr>
<tr>
<td>Advanced information about services</td>
<td>1.92</td>
<td>.73</td>
</tr>
<tr>
<td>Modern and technologically relevant equipment</td>
<td>1.86</td>
<td>.91</td>
</tr>
<tr>
<td>Reputation of service</td>
<td>1.73</td>
<td>.59</td>
</tr>
<tr>
<td>Sincere interest in problem-solving</td>
<td>1.72</td>
<td>.57</td>
</tr>
<tr>
<td>Politeness of personnel’s behavior</td>
<td>1.71</td>
<td>.72</td>
</tr>
<tr>
<td>Learning the customers’ special needs</td>
<td>1.66</td>
<td>.61</td>
</tr>
<tr>
<td>Exact and precise service delivery</td>
<td>1.60</td>
<td>.63</td>
</tr>
<tr>
<td>Prompt response to customer request</td>
<td>1.60</td>
<td>.73</td>
</tr>
<tr>
<td>Cultivation of friendly relationship</td>
<td>1.53</td>
<td>.63</td>
</tr>
</tbody>
</table>

4.5 Marketing Strategies that Affect Service Delivery

The respondents were asked to indicate their view using a Likert 1-5 scale, with 5 being ‘Strongly agree’, 4 being ‘Agree’, 3 being ‘Neither agree nor disagree’, 2 being ‘Disagree’ and 1 being ‘Strongly disagree’, to indicate to what extent they agreed with the following statements on marketing strategies that affect service delivery at Wynton House of Music. Only staff respondents were examined in this regard.

Table 4.12 below shows the respondent results on statements that were under consideration on product, where majority of respondents at a mean of 4.00 agreed that taste affected sale of a product as a marketing strategy. Conversely majority of the respondents at a mean of 3.93 neither agreed nor disagreed that signature products affected the sale of a product. Also, a
significant number of the respondents at a mean of 3.73 neither agreed nor disagreed that product variety promotes product sale. Additionally, the majority of the respondents neither agreed nor disagreed at a mean of 3.60 when asked whether or not WHM conducted customer research to adjust to a befitting marketing strategy.

Table 4.12 Product Effects on Marking Strategy

<table>
<thead>
<tr>
<th>Statements Under Consideration on Product</th>
<th>Mean</th>
<th>Standard deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Signature products affect sale of a product</td>
<td>3.93</td>
<td>.96</td>
</tr>
<tr>
<td>Taste affects sale of a product</td>
<td>4.00</td>
<td>1.00</td>
</tr>
<tr>
<td>Product variety promotes product sale</td>
<td>3.73</td>
<td>.88</td>
</tr>
<tr>
<td>WHM conducts customer research</td>
<td>3.60</td>
<td>.76</td>
</tr>
</tbody>
</table>

Table 4.13 below on place and physical evidence in marketing indicated that the majority of the respondents were indecisive at a mean of 3.85 regarding WHM having had few branches to provide its services. Majority of respondents at a mean of 3.50 indicated that WHM neither agreed nor disagreed on the premises being too small for good service delivery. At a mean of 3.46, majority of the respondents neither agreed nor disagreed on WHM having been easily accessible and convenient as a factor that influenced marketing. These findings implied that place and physical evidence at WHM were neither in a good nor bad condition.

Table 4.13: Place and Physical Evidence Effects on Marking Strategy

<table>
<thead>
<tr>
<th>Statements Under Consideration on Place and Physical Evidence</th>
<th>Mean</th>
<th>Standard deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>WHM has few branches to provide its services</td>
<td>3.85</td>
<td>.94</td>
</tr>
<tr>
<td>WHM premises are small for good service delivery</td>
<td>3.50</td>
<td>1.16</td>
</tr>
<tr>
<td>WHM is easily accessible and convenient.</td>
<td>3.46</td>
<td>1.18</td>
</tr>
</tbody>
</table>

According to the research findings on promotion and people as factors that affect marketing, Table 4.14 below, indicated that the majority of the respondents at a mean of 4.14 agreed that
WHM promoted its services through word of mouth as a marketing strategy. The research also found that majority of respondents at a mean of 4.00 agreed that WHM promoted its services using social media advertisement as a marketing strategy. The respondents neither agreed nor disagreed that WHM promoted its services using print media (newspaper) advertisement for marketing purposes. This was represented at a mean of 3.64. At mean of 3.50, the majority of the respondents indicated that they neither agreed nor disagreed that WHM promoted its services using television advertisement as a marketing tool. As for whether or not WHM offered brochure advertising about its services as a marketing strategy, respondents at a mean of 3.21 neither agreed nor disagreed. Finally, the study found that respondents at a mean of 2.85 disagreed that WHM promoted its services through radio advertisement as a marketing strategy. These implied that WHM had conducted diverse promotion and advertisement of its services by using the social media and personnel.

Table 4.14: Promotion and People Evidence Effects on Marking Strategy

<table>
<thead>
<tr>
<th>Statements Under Consideration on Promotion and People</th>
<th>Mean</th>
<th>Standard deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>WHM offers brochure advertising about their services</td>
<td>3.21</td>
<td>.59</td>
</tr>
<tr>
<td>WHM promote their services through radio advertisement</td>
<td>2.85</td>
<td>1.23</td>
</tr>
<tr>
<td>WHM promote their services using televised advertising</td>
<td>3.50</td>
<td>1.28</td>
</tr>
<tr>
<td>WHM promote their services through word of mouth</td>
<td>4.14</td>
<td>.68</td>
</tr>
<tr>
<td>WHM promote their services using social media advertising</td>
<td>4.00</td>
<td>.96</td>
</tr>
<tr>
<td>WHM promote their services using print media (newspaper) advertising</td>
<td>3.64</td>
<td>1.21</td>
</tr>
</tbody>
</table>

From Table 4.15 below on price as a factor in marketing strategy, indicated at a mean of 3.80 that the respondents neither agreed nor disagreed on whether or not WHM logo affected sale of its services. At a mean 3.46, respondents were indecisive when asked whether or not the mount charged per lesson in relation to the service delivery affected the marketing strategy. At a mean of 3.20 the majority of the respondents neither agreed nor disagreed that WHM service was worth the value for money they charged in view of marketing strategy. This implies that WHM music is selling its service though the clients do not understand the rate value of the service in monitory value.
Table 4.15: Price Effects on Marketing Strategy

<table>
<thead>
<tr>
<th>Statements Under Consideration on Price</th>
<th>Mean</th>
<th>Standard deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>WHM logo promote sale of their service</td>
<td>3.80</td>
<td>.94</td>
</tr>
<tr>
<td>WHM service worth The value for money they charged</td>
<td>3.20</td>
<td>1.32</td>
</tr>
<tr>
<td>WHM money charged per lesson is high</td>
<td>3.46</td>
<td>1.50</td>
</tr>
</tbody>
</table>

4.6 Regression Analysis

4.6.1 Correlation analysis

The regression and correlation analysis of this study is enhanced in the model specification as provided:

\[ Y = \alpha + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \varepsilon. \]

Where:

\[ Y = \text{Customer expectations on service delivery} \]
\[ X_1 = \text{Service delivery} \]
\[ X_2 = \text{Customer expectations} \]
\[ X_3 = \text{Marketing strategies} \]
\[ \varepsilon = \text{error term} \]
\[ \beta = \text{coefficient} \]
\[ \alpha = \text{constant} \]

Table 4.16: Pearson Correlation Coefficients

<table>
<thead>
<tr>
<th></th>
<th>Customer expectations on service delivery</th>
<th>service delivery</th>
<th>Customer satisfaction</th>
<th>Marketing strategies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Customer expectations on service delivery</td>
<td>1.000</td>
<td>.733*</td>
<td>.654*</td>
<td>.534*</td>
</tr>
<tr>
<td>Service delivery</td>
<td>.733*</td>
<td>1.000</td>
<td>.752*</td>
<td>.467*</td>
</tr>
<tr>
<td>Customer satisfaction</td>
<td>.654*</td>
<td>.752*</td>
<td>1.000</td>
<td>.247*</td>
</tr>
<tr>
<td>Marketing strategies</td>
<td>.534*</td>
<td>.467*</td>
<td>.247*</td>
<td>1.000</td>
</tr>
</tbody>
</table>

Note: *Correlation significant at the level 0.001 (two-tailed)
The Pearson product-moment correlation coefficient (or Pearson correlation coefficient for short) is a measure of the strength of a linear association between two variables and is denoted by $r$.

Basically, a Pearson product-moment correlation attempts to draw a line of best fit through the data of two variables, and the Pearson correlation coefficient was conducted to examine the relationship between variables, $r$, indicates how far away all these data points are to this line of best fit (how well the data points fit this new model/line of best fit).

The Pearson correlation coefficient, $r$, can take a range of values from +1 to -1. A value of 0 indicates that there is no association between the two variables. As cited in Wong & Hiew (2005), the correlation coefficient value ($r$) ranging from 0.10 to 0.29 is considered weak, from 0.30 to 0.49 is considered medium and from 0.50 to 1.0 is considered strong. However, according to Field (2005), correlation coefficient should not go beyond 0.8 to avoid multicolinearity.

Since the highest correlation coefficient is (0.752) being indicated between customer satisfaction and service delivery which is less than 0.8, there is no multicolinearity problem in this research. From the table below all the predictor variables were shown to have a positive association between them; with the strongest (0.752) being indicated between customer satisfaction and service delivery, while the weakest (0.118) between creativity.

4.6.2 Hypothesis Test
The F-Statistics produced ($F=1.142$) was significant at 0 per cent level (Sig. $F<.000$) thus confirming the fitness of the model. Analysis in table below shows that the coefficient of determination (the percentage variation in the dependent variable being explained by the changes in the independent variables) $R^2$ equals 0.853 that is; service delivery, Customer satisfaction and Marketing strategies explain 84.3 percent of Customer expectations on service delivery. See findings on Table 4.17.
From Table 4.18 below, it can be noted that service delivery, customer satisfaction and marketing strategies relate to customer expectations on service delivery, where a significant increase in each of these influences customer expectations on service delivery in the Wynton House of Music. The established linear regression equation becomes:

$$Y = 0.260 + 0.131X_1 + 0.0251X_2 + 0.575X_3 +$$

**Where**

Constant = 0.260, shows that if service delivery, customer satisfaction and marketing strategies =0, then customer expectations on service delivery would be 0.260

$$X_1= 0.131,$$ shows that one unit change in service delivery results in 0.131 units increase in customer expectations on service delivery.

$$X_2= 0.251,$$ shows that one unit change in customer satisfaction results in 0.251 units increase in customer expectations on service delivery.

$$X_3= 0.575,$$ shows that one unit change in marketing strategies results in 0.575 units increase in customer expectations on service delivery.
Table 4.18: Coefficients of Regression Equation

<table>
<thead>
<tr>
<th></th>
<th>Unstandardized Coefficients</th>
<th>Standardized Coefficients</th>
<th>t</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Constant)</td>
<td>.260</td>
<td>.460</td>
<td>0.565</td>
<td>.231</td>
</tr>
<tr>
<td>service delivery</td>
<td>X₁  .131</td>
<td>.048</td>
<td>2.729</td>
<td>.001</td>
</tr>
<tr>
<td>Customer satisfaction</td>
<td>X₂  .251</td>
<td>.023</td>
<td>2.217</td>
<td>.002</td>
</tr>
<tr>
<td>Marketing strategies</td>
<td>X₃  .575</td>
<td>2.074</td>
<td>2.444</td>
<td>.000</td>
</tr>
</tbody>
</table>

Dependent Variable: Customer expectations on service delivery

4.6 Chapter Summary

The summary of this chapter indicated that the sample size the research majored on was in two categories of respondents, namely students and staff, where 37% of the respondents were staff and 63% of the respondents were students. The findings indicated that there were more female student at WHM compared to male students. Compared to other aspects tested, majority of the students at WHM had only attained secondary education as the highest level of education. It also indicated that majority of the staff at WHM were male while the minority were female. Majority of the staff at WHM were graduates while a few of them were diploma holders. Also, majority of the staff worked between 1 to 5 years at WHM.

There was a progressive enrolment improvement of students at WHM and also majority of the respondents did not vary on agreeability of the statements under consideration on factors affecting service delivery, factors influencing customer satisfaction as well as marketing strategies affecting service delivery at WHM.

The next chapter, chapter five, consists of the discussion, conclusion, recommendation of the study, summary of the research methodology and summary of the major findings based on the research objectives.
CHAPTER FIVE
5.0 DISCUSSION, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction
This chapter focused on the discussion, conclusion and recommendation of the study. The study in this chapter provides a summary of the purpose of the study, specific research objectives, summary of the research methodology and summary of the major findings based on the specific objectives. This Chapter of the study also discussed the three specific objectives of the study as well as giving a conclusion and recommendation for improvement. The specific objectives were to examine factors influencing customer satisfaction at a music school; to find out marketing strategies that affect service delivery at a music school and to examine factors affecting service delivery at a music school.

5.2 Summary
The study was conducted at Wynton House of Music with a futuristic purpose to guide the growth process, influence marketing strategies as well as proposing ways to improve on her service delivery to ensure customer satisfaction and profitability. The general objective of this study was to determine factors affecting customer expectations on service delivery of an organization and thus taking Wynton House of Music as the case study. The specific objectives of this study was to examine factors affecting service delivery at a music school, to examine factors influencing customer satisfaction at a music school and to find out marketing strategies that affect service delivery at a music school.

The research design of this study was descriptive research design. The target population of this study was 150 potential respondents who were inclusive of 95 Wynton House of Music students, 25 institution administration staff and 30 teaching staff. Stratified random sampling technique was used and led the study to engage a sample of 18 administration staff, 22 teaching staff and 69 students. The tools for data collection that were used in the study included a questionnaire with closed and open ended questions. The data collected was analyzed using descriptive and inferential statistics. Specifically, frequencies and percentages were used as well as correlations and regression analysis. The data was presented using
tables and figures. Statistical Package for Social Science (SPSS) version 20 was used to aid the data analysis.

For the sake of accuracy of the findings of the study, the researcher explored the demographics of the sample, which as displayed in chapter four of this study, involved two categories of respondents namely students and staff at 37% and 63% respectively. The study assessed the level of education of respondents. Findings indicated that majority of the staff at 46.7% were graduates, the least educated, 26.7%, attained secondary level of education. These findings in addition to the findings that majority of the staff had worked for a period between 1 to 5 years at WHM, implied that the staff respondents were informed and equipped to give any important information required from WHM by clients as well as deliver services. According to the research, majority of the students at WHM had attained either primary or secondary level of education each representing 28% of the student population. The least yet most educated students, PHD holding students, stood at 6.7%. These two separate findings indicate that the student respondents were knowledgeable in responding to the research concerning WHM.

Findings on factors affecting service delivery at a music school revealed that the majority of the respondents either disagreed or strongly disagreed with statements under consideration suggested to be influences on service delivery. Data was analyzed in the dimensions of tangible properties, reliability, responsiveness, assurance and empathy. Tangible properties, reliability, assurance and empathy in service delivery at WHM with regard to factors that influence the same, the findings indicated that these were lacking in the organization. However, responsiveness as a factor affecting service delivery was found to be existent at WHM with respondents agreeing the statements under consideration in this regard.

On factors influencing customer satisfaction at a music school, data was analyzed in the dimensions of personnel and premises appearance, modern technology equipment and of personnel friendliness as well as timeliness of information and services. The findings too revealed that majority of the respondents either disagreed or strongly disagreed with statements under consideration suggested to be influences on customer satisfaction.
As for marketing strategies that affect service delivery, data was analyzed in the dimensions of service marketing and the marketing four P’s, namely product, place and physical evidence, price and promotion. The findings showed that respondents agreed on social media and word of mouth as a promotion marketing strategy to have been influential on service delivery and indicated that it was the only strategy employed at WHM that they were aware of. Indecisiveness on price, place and place and physical evidence suggested that the overall value of the services provided at WHM was not fully understood by the respondents.

5.3 Discussion
This section will discuss the major findings based on the research objectives. This section will also compare the findings to the literature review.

5.3.1 Factors Affecting Service Delivery at a Music School
Findings on this objective in chapter four reveal that students at WHM find the tangibility, reliability, assurance and empathy of the institution wanting. Responsiveness was agreed on by respondents though an improvement is necessary. The findings on staff response on the same were similar to those of the students but with a slightly lesser degree of being disagreeable. From the literature according to Parasuraman et al. (1985), service delivery is objective when it is related to external tangible features which can be measured factually thus affecting service delivery (Brown, et al., 2006). Subjective service delivery as well as objective service affect delivery of the service. Subjective service delivery is rated when a customer’s imagination, personal experiences, emotions, expectations and attitudes are taken into account (Hopeniene, 2004). The most common reason for dissatisfaction is the difference between an objective and the subjective evaluation of service delivery (Hopeniene, 2004). According to Parasuraman, et al (1985), Service Delivery processes assist staff in tailoring services to meet the specific business needs at a price the business can afford.

According to literature in chapter two, customer service, training of employee, employee motivation and job satisfaction are the major factors that affect service delivery at a music school and likewise to other organizations. According to Salem (1997), training is the process of increasing knowledge and skills of an employee for doing particular jobs.
Training is an organized activity designed to create a change in thinking and behavior of people and to enable them do their jobs in a more efficient manner. Satisfaction is considered to be the measure of a transaction (Hopeniene, 2004). According to Hopeniene (2004), job satisfaction is the key to a happy work life which paves the way to career advancement as well as improve quality service delivery. Onstroff (1992) indicated that job fulfillment or satisfaction is a subjective indicator that indicates how content an individual feels while performing his/her duties. Onstroff (1992) said that job satisfaction is a significant factor in service delivery.

A report by the World Bank (2009) stated that the cities faced with many urgent challenges necessitated the implementation of new intelligent service delivery systems to tackle those problems. The reason for this strategy was that, in the developed world, cities are increasingly becoming the driving forces of their national economies (World Bank, 2009). Some of the other factors include Poor planning hence a lack of sound plans that specify the direction the local authority is supposed to take and the resources to be used to achieve the objectives. Lack of institutional arrangements to monitor and evaluate progress from time to time so as to be able to take corrective action if there are deviations from the plan. Resistance to change- failure of the local authority to adapt to the changing environment so as to meet the objectives of the entity. There is organizational inertia and lack of management will to challenge the status quo (Rwandese Association of Local Government Authorities, 2010). These findings in a previous study are not dissimilar to those found in this study of WHM suggesting that a service delivery strategy should be adopted too for harmony within the organization to serve both clients and staff for better business.

5.3.2 Factors Influencing Customer Satisfaction at a Music School
The findings of the study also shows that majority of the respondents either disagreed or strongly disagreed on whether the statements under consideration influences customer satisfaction. The statements under consideration covered the appearance of personnel, appeal of the accommodation facility, provision of adequate information, on time service delivery and allocating required time to deliver each service.
From the literature review according to Hopeniene (2004), both the quality of services and customer satisfaction have many definitions and thus customer evaluation of a service and their satisfaction is considered to be the measure of a transaction. Quality is the main construct forming customer satisfaction and making the background of customer’s perceived value; therefore, it is useful to take an in-depth look at the nature of quality.

Parasuraman et al. (1988) suggest that measuring service quality and developing a generic instrument called SERVQUAL is based on input from focus groups. SERVQUAL was developed within the marketing sector; it is also used in a variety of organizational settings, including libraries and information centers (Kettinger & Lee, 1994). Since 1988 Parasuraman et al. have made numerous changes to SERVQUAL, some in response to problems identified by other researchers. In the literature still, this objective indicates that in the growing service sector there is still the most problematic challenge of how to deal with service quality equipment’s serviceability.

According to Urban (2009), equipment’s serviceability is one of the most expected aspects observed by customers for a quality service. Facilities serviceability is geared towards providing quality service, hence, its contribution to an organization may be difficult to identify in concrete terms; there is no end product that can be held up and shown up to the customer. The implications of this intangibility can be far reaching, especially in terms of the client assessment of the facilities department’s performance. The serviceability of facilities is likely to revolve around the client’s perception of the service received compared with the client’s expectation. Baldry & Barrett (2007) indicates that the facilities serviceability helps managing the client’s initial expectation and managing the client’s perception of the service rendered. Service quality is a consumer’s overall impression of the relative inferiority or superiority of an organization and its services (Bitner & Hubbert, 1994). Mackay & Crompton (1990) define service quality as “the relationship between what customer’s desires from a service and what they perceive that they receive.” Oliver (1980) developed the theory that there exists a direct relationship between a customer’s satisfaction and what his/her expectations are. Subsequent research revealed that satisfaction is determined by how positive a customer perceives the performance of particular service to be.
Service recovery refers to the actions an organization takes in response to a service failure (Gronroos, 1988). A service failure is defined as any service-related mishaps or problems that occur during a consumer’s experience with the firm (Maxham, 2001). Michel & Meuter (2008) argue that service failures can lead to negative disconfirmation and ultimately dissatisfaction, though appropriate service recovery efforts may restore a dissatisfied customer to a state of satisfaction.

5.3.3 Marketing Strategies that Affect Service Delivery at a Music School

From the findings in chapter four this objective indicated that the respondents were unaware of the situation of marketing strategies at WHM while in some instances they agreed in regard to statements that were under consideration on marketing strategies. The findings showed that respondents agreed on social media and word of mouth as a promotion marketing strategy to have been influential on service delivery and indicated that it was the only strategy employed at WHM that they were aware of.

Marketing four P’s and service marketing were viewed in depth in the literature review. According to Bonnie, Farber & Canziani (1997), when marketing a service, there are certain basic characteristics which differentiate service business from an organization which simply markets a product. From the literature review marketing your business is about how an organization is positioned it to satisfy its customer’s needs (Kent, 1986). According to Bennett (2004), there are four critical elements in marketing your products and business. They are the four P’s of marketing that include product, price, place and promotion. This all entails the right product to satisfy the needs of your target customer, the right product offered at the right price, the right product at the right price available in the right place to be bought by customers and promotion informing potential customers of the availability of the product, its price and its place Bennett (2004) indicated that each of the four P’s is a variable controlled in creating the marketing mix that will attract customers to your business. There are certain basic characteristics which differentiate service business from an organization which simply markets a product (Bonnie, Farber & Canziani, 1997). Alternatively one may be supplying products, but have a strong service element associated with that role for
instance the retail business (Valarie, 2009). Service industries have three extra elements have been added to the marketing mix which is mainly people, process and physical evidence (Gronroos, 2008).

In regard to service marketing people refers to who gives the service, process is how the service is given and physical evidence regards to the environment in which the service is given (Valarie, 2009). Services are intangible and inseparable from the provider of the service (Hartline & Ferrell 2010). It is often difficult to maintain consistency of service and you face the constant challenge of matching demand with supply as you cannot store a service (Hartline & Ferrell 2010). According to Hoffman & Bateson (2007), customers do not end up owning a physical item, but leave you having enjoyed an experience. Dagger (2007) indicates that services are produced, distributed, and consumed in the interaction between a service provider and a customer, the interpersonal process is crucial to the customer’s ultimate perception of the service provider’s performance. Satisfaction is related closely to, but is not the same as, the customer's general attitude toward the service. The key to distinguishing satisfaction from attitude is that satisfaction assessments relate to individual transactions whereas attitudes are more general (Swan1983). Similarly, one interpretation suggests that satisfaction can be distinguished from perceived quality.

Since services are produced and consumed simultaneously (Gronroos, 1984), customers often are present and interact directly with the firm's personnel. Thus, the factory and the contact personnel play marketing roles as well as serving operational functions. Services are essentially intangible processes, customers are frequently searching for surrogates to help them determine the firm's capabilities (Shostack, 1977). Often the only cues available are the firm’s physical facility and its employees. Booms & Bitner (1981) proposed an expanded marketing for services consisting of the four traditional elements which include, price, place, promotion, and product; three new ones: physical evidence, participants who include human actors in the service encounter including firm personnel and other customers, and process procedures, mechanisms, and flow of activities.
5.4 Conclusions

5.4.1 Factors Affecting Service Delivery at a Music School
The findings of the study established that realization of good, reliable and convenient service delivery should be understood to the latter as the factors affects service delivery at Wynton House of Music. It suggests that WHM's employees were not well dressed and did not appear neat. This should be addressed. The results indicated that WHM did not give individual attention to each and every client and neither did employees of WHM know what their clients needed. In addition, WHM did not have operating hours convenient to all their customers.

5.4.2 Factors Influencing Customer Satisfaction at a Music School
From the study, findings indicated that the appearance of personnel did not influence customer satisfaction at WHM. Among other statements were under consideration that included the appeal of the accommodation facility, provision of adequate information, on time service delivery, meeting the tour schedule, advanced information about services and allocating required time to deliver each service, the findings established that these too did not influence customer satisfaction at WHM.

5.4.3 Marketing Strategies that Affect Service Delivery at a Music School
The results from data collected in regard to this objective revealed that WHM promoted their services through word of mouth. There was evidence from the study that WHM also promoted its services using social media advertisement. Findings also pointed out that signature products did not affect sale of a product as marketing strategy though the findings indicated that taste affected the sale of a product. From the study, WHM does not promote their services through radio, print or television advertisement as a marketing strategy.

5.5 Recommendations
This section gives recommendations on areas Wynton House of Music as a whole can improve to add value on its service delivery.
5.5.1 Recommendations for Improvement

5.5.1.1 Factors Affecting Service Delivery at a Music School

Tangibility, reliability, responsiveness, assurance and empathy can be achieved by means of ensuring that premises are visually appealing, scheduling major activities like procurement of items relevant to services provided and ensuring that the tour duration and expected learning outcome is adhered to. In addition, employees require regular training on soft skills to ensure that their empathy towards clients is heightened and felt by the clients. WHM needs to take extra heed to the needs of her clients by means of a questionnaire and verbal communication to help understand their expectations at their entry point and regular quarterly progress enquiries should be conducted through the year. Improvement of record keeping systems at the institution will help in monitoring the customer satisfaction levels on the service delivery. WHM needs to adopt strategies to enhance time convenience to customers. WHM need to have committed employees as per the findings of the research. This can be helped by motivation strategies.

5.5.1.2 Factors Influencing Customer Satisfaction at a Music School

According to the study finding this object recommends that the statements that were under consideration have no significant effects on customer satisfaction at Wynton House of Music. The statement in this recommendation are appearance of personnel, provision of adequate information, on time Service delivery, allocating required time to deliver each service and meeting the tour schedule.

5.5.1.3 Marketing Strategies That Affect Service Delivery at a Music School

Considering that WHM promoted its services through word of mouth as a marketing strategy, WHM should ensure quality of its service since the study also indicated that taste affected the sale of a product. Goods and services marketed should be of the same quality if not higher at the point of contact at WHM premises. WHM should improve the already existing social media marketing strategy to enhance service delivery efficiency and increase client base. Further study will however need to be conducted to arrive at the best suited radio and television marketing strategy for WHM to employ and how effective it would be. Branded
merchandise as a marketing strategy should be embarked on focusing on items like WHM branded T-shirts, caps, jerseys, stationery and mugs for more visibility. These can be sold to non-students and given to students and staff as rewards.

5.5.2 Recommendations for Further Studies
Further study is needed on how to improve each component of service delivery to increase the number of clients served at Wynton House of Music considering music education is a young field in Kenya. This study only covers the factors affecting customer expectations on service delivery in an organization but does not include how to change customer behavior. This can be beneficial for creating loyal customer base and the increase in efficiency for service delivery.
REFERENCES


UNESCO. (2006). *Report on the need to explore the role of Arts Education in meeting the need for creativity and cultural awareness in the 21st Century*.


APPENDICES

APPENDIX I: RESEARCH QUESTIONNAIRE (FOR STAFF ONLY)

The information provided will only be for the purpose of this study. Read carefully and give appropriate answers by ticking or filling the blank spaces. The information will be treated as confidential.

SECTION A: GENERAL INFORMATION

1. Indicate your gender (Tick one)
   - Male ( )
   - Female ( )

2. What is your highest level of education?
   - Secondary Education ( )
   - Diploma ( )
   - Undergraduate ( )
   - Graduate ( )
   - PHD ( )

3. Indicate the category that belong at Wynton House of Music
   - Administration staff ( )
   - Teaching staff ( )

4. For how long have you been working at Wynton House of Music?
   - Less than 1 year ( )
   - 1 to 5 years ( )
   - 5 to 10 years ( )
   - 10 to 15 years ( )
   - Over 15 years ( )
SECTION B: FACTORS AFFECTING SERVICE DELIVERY

5 Using a Likert 1-5 scale, with 1 being ‘strongly agree’, 2 being ‘agree’ 3 being ‘neither agree nor disagree’, 4 being ‘disagree’ and 5 being ‘strongly disagree’, to what extent the following statements affects service delivery at Wynton House of Music?

<table>
<thead>
<tr>
<th>Statements Under Consideration</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Neither Agree</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
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<td>WHM is reliable.</td>
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<td>You do not receive prompt service from WHM employees.</td>
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<tr>
<td>Statements Under Consideration</td>
<td>Strongly Agree</td>
<td>Agree</td>
<td>Neither Agree Nor Disagree</td>
<td>Disagree</td>
<td>Strongly Disagree</td>
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<td>Employees of WHM are polite.</td>
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<td>Employees get adequate support from WHM to do their jobs well.</td>
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<td>Employees of WHM do not give you personal attention.</td>
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<td>Employees of WHM do not know what your needs are.</td>
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<td>WHM does not have operating hours convenient to all their customers.</td>
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6 In your own view what are other issues that are affecting service delivery at Wynton House of Music?

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SECTION C: FACTORS INFLUENCING CUSTOMER SATISFACTION

Using a Likert scale of 1-5, with 5 being ‘strongly agree’, 4 being ‘agree’, 3 being ‘neither agree nor disagree’, 2 being ‘disagree’ and 1 being ‘strongly disagree’, indicate the extent you agree with the following statements influencing customer satisfaction at Wynton House of Music.

<table>
<thead>
<tr>
<th>Statements under Consideration influencing Customer Satisfaction</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Neither Agree nor Disagree</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
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<tbody>
<tr>
<td>On time Service delivery</td>
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<td>Meeting the service schedule</td>
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<td>Exact and precise service delivery</td>
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<td>Prompt response to customer request</td>
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<td>Sincere interest in problem-solving</td>
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<td>Provision of adequate information</td>
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<td>Advanced information about services</td>
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<td>Reputation of service</td>
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<td>Politeness of personnel’s behavior</td>
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<td>Cultivation of friendly relationship</td>
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<td>Learning the customers’ special needs</td>
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<tr>
<td>Allocating required time to deliver each service</td>
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<tr>
<td>Modern and technologically relevant equipment</td>
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<tr>
<td>Appealing accommodation facilities</td>
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<tr>
<td>Appearance of personnel</td>
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</tbody>
</table>
In this section, using a Likert 1-5 scale please indicates your opinion to what extent you agree with each statement on marketing 4P’s on a scale from 1 to 5. Instruction: the scale means as follow; 1 = strongly disagree, 2 = Disagree, 3 = Neither agree nor disagree, 4 = Agree and 5 = Strongly agree.

<table>
<thead>
<tr>
<th>Statements Under Consideration</th>
<th>Strongly disagree</th>
<th>Disagree</th>
<th>Neither agree nor disagree</th>
<th>Agree</th>
<th>Strongly agree</th>
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<tbody>
<tr>
<td>Signature products affect sale of a product</td>
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<td>Taste affects sale of a product</td>
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<td>Product varieties promote product sale</td>
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<td>WHM conducts customer research</td>
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<td>WHM logo promote sale of their service</td>
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<td>WHM service worth The value for money they charged</td>
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<td>WHM money charged per lesson is high</td>
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<td>WHM is easily accessible and convenient</td>
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<tr>
<td>Statements Under Consideration On Marketing</td>
<td>Strongly disagree</td>
<td>Disagree</td>
<td>Neither agree nor disagree</td>
<td>Agree</td>
<td>Strongly agree</td>
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<td>WHM has few branches to provide their services</td>
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<td>WHM premises are small for good service delivery</td>
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<td>WHM offers brochure advertising about their services</td>
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<td>WHM promote their services through radio advertisement</td>
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<td>WHM promote their services using televised advertising</td>
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<td>WHM promote their services through word of mouth</td>
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<td>WHM promote their services using social media advertising</td>
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<tr>
<td>WHM promote their services using print media (newspaper) advertising</td>
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APPENDIX II: RESEARCH QUESTIONNAIRE (FOR STUDENTS ONLY)
The information provided will only be for the purpose of this study. Read carefully and give appropriate answers by ticking or filling the blank spaces. The information will be treated as confidential.

SECTION A: GENERAL INFORMATION
1. Indicate your gender (Tick one)
   Male ( )   Female ( )

2. What Is Your Highest Level Of Education?
   Primary Education ( )
   Secondary Education ( )
   Diploma ( )
   Undergraduate ( )
   Graduate ( )
   PHD ( )

3. Indicate the duration that you have been studying at Wynton House of Music
   Less than 6 months ( )
   6 months to 1 year ( )
   1 to 2 1/2 years ( )
   2 1/2 years to 5 years ( )
   Over 5 years ( )

SECTION B: FACTORS AFFECTING SERVICE DELIVERY
4. Using a Likert 1-5 scale, with 1 being ‘strongly agree’, 2 being ‘agree’ 3 being ‘neither agree nor disagree’, 4 being ‘disagree’ and 5 being ‘strongly disagree’, to what extent you agree with the following statements affects service delivery at Wynton House of Music?
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<th>Factors Affecting Service Delivery</th>
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<td>When WHM promises to do something by a certain time, it does so?</td>
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5. In your own view what are other issue that are affecting service delivery at Wynton House of Music?

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