2018

A Determinant for Measuring the Quality of Tutoring Services Provided by Supplemental Educational Providers

Dovie Denise Dawson
Walden University

Walden University

College of Social and Behavioral Sciences

This is to certify that the doctoral dissertation by

Dovie D. Dawson

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the review committee have been made.

Review Committee
Dr. Karel Kurst-Swanger, Committee Chairperson,
Public Policy and Administration Faculty

Dr. David Kilmnick, Committee Member,
Public Policy and Administration Faculty

Dr. Tanya Settles, University Reviewer,
Public Policy and Administration Faculty

Chief Academic Officer
Eric Riedel, Ph.D.

Walden University
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Abstract

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Dovie D. Dawson

MPA, California State University, Dominguez Hills, 2000

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Dissertation Submitted in Fulfillment

of the Requirements for the Degree of

Doctor of Philosophy

Public Policy and Administration

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Abstract

Title I federal regulations provide funding to school districts to support Supplemental
Educational Service (SES) tutoring services to qualified economically disadvantaged K-
12 students and that these services should be monitored by school districts to determine
its effectiveness. However, a school district in Southern California that is the focus of
this convergent parallel design study has not provided sufficient oversight of the SES
tutoring program resulting in ambiguity about policy implementation effectiveness.
Using a theoretical framework of policy implementation as the foundation, the purpose of
this study was to explore the role that quality of service played when administrators
implemented the No Child Left Behind Act to evaluate tutoring services supplied by SES
providers. Data were collected through a series of interviews with 10 school district
administrators who also completed the EDUSERV survey. Data from the interviews
were inductively coded and subjected to thematic analysis and descriptive information
from the survey were calculated. Findings indicate that SES providers work diligently to
support student learning improvement, but the inconsistent oversight by the school
district has resulted in disparity in performance scores in educational attainment. The
positive social change implications of this study include recommendations to school
district leadership to engage in consistent training for leadership in oversight of the SES
program as well as improvements in oversight of SES performance in order to enhance
outcomes for economically marginalized students.

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Dedication

This is dedicated to my great-grandmother who always inspired me to stay focused and complete my education. When I would moan and complain of always having to study, she would always say "If it were easy, everyone would do it!" I would also like to dedicate this to my children, Adrian and Christian, to just remember that you can always accomplish your desires as long as you are breathing.

Acknowledgments

During this journey, there were several people that were always supportive. The first person that I would like to acknowledge is my mother who provided emotional and financial support during this turbulent educational journey. Also, my mentor, professor and dissertation chair, Dr. Karel Kurst-Swanger for encouraging me to stay focused and push through during the challenges with completing my study. Another mentor and dear friend I would like to acknowledge is Mrs. Nancy Foye-Cox whom I befriended almost 10 years ago. Nancy has always been my rock whenever I needed guidance no matter what the situation called for. Lastly, I would like to acknowledge my ASPA (American Society for Public Administration) family that every year in March during our annual conference would ask me how far along was I in my dissertation or shared personal dissertation stories which encouraged me even more to continue to press on.

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Chapter 1: Introduction to the Study

During the Bush Administration, Title I of the Elementary and Secondary Educational Act of 1965 (ESEA) was amended to introduce the No Child Left Behind Act of 2001 (NCLB). Specifically, the NCLB's intended purpose was to "ensure that all children had a fair, equal, and significant opportunity to obtain a high-quality education and reach, at a minimum, proficiency on challenging state academic achievement standards and state academic assessments" (20 USC 6301). The policy modification introduced rigorous standardized testing in efforts of measuring proficiency primarily in core subjects of English and Math for K-12 students. Additionally, Adequate Yearly Progress (AYP) was required for all schools that received Title I funding that ESEA provides which displayed whether or not the Annual Academic Performance goals of ESEA were being met (California Department of Education, 2012, p. 4).

Within the state of California, which this study focused on, had four requirements that schools must meet in order to successfully meet AYP which are:

- "Participation rate;

- Percent Proficient – Annual Measurable Objectives (AMOs);

- API (Academic Performance Index) as an additional indicator; and,

- Graduation Rate" (California Department of Education, 2012, p. 5).

The assessment tests provide the data for calculating the participation rate and AMOs, specifically the California Standards Test (CST) in this instance. The overall goal the ESEA seeks to accomplish is that all students are "proficient in English Language Arts and Math, as determined by state assessments by 2014" (California

Department of Education, 2012, p. 4). Further, funding from Title I provides students that did not score proficiently (lower than 350 in California on a scale of 150-600) and that are economically disadvantaged (low income and eligible for the free or reduced lunch program) to receive Supplemental Educational Services (SES) which equates to free tutoring (Center on Education Policy, 2007). Free tutoring services equips eligible students with the tools that are necessary in an one-on-one or small group setting in order to succeed on state assessment exams (Hanson, 2009).

The Center on Education Policy (2007) conducted a study which reflected that out of 50 states, 13 states (26%) never required approved SES providers to reapply and 16 states (32%) noted that they were minimally able to monitor the quality and effectiveness of SES providers all due to staffing shortages (pp. 2, 10). The results of this survey reflected that the quality of SES provider services are overlooked by public school administrators which has a large impact upon states being able to adhere with effectively meeting federal proficiency compliance. Hence, conformity of SES providers in terms of providing effective tutoring services is imperative.

Pressman and Wildavsky (1984) added that technical details which stem from multiple participants causes problems with policy implementation (p. 69). Implementing the tutoring services portion of the NCLB policy involved several participants such as: the individual state along with each participant's employees, parents and students; the local school district; the individual school; and the SES provider. The multi-layered system that students must adhere to in order to receive tutoring services causes complexity for effective implementation of the NCLB policy which can impact the

quality of the SES tutoring program. Thus, quality is essential when implementing public policy.

Common Core State Standards (CCSS) was established in 2010 and adopted by many states for the purpose of standardizing content, pedagogy and methodology to ensure student success in the subject matters of English and Math (California Department of Education, 2016). In 2012, the California State Board of Education implemented CCSS in phases into all of their K-12 schools as a means to ensure classroom uniformity which is coupled with implementation funds per Assembly Bill 86, Section 85 of the Budget Act of 2013. A multitude of researchers concur and dissent with the CCSS initiative that is somewhat in the infancy stage and include various connotations (Ajayi, 2016; Davis & Osler, 2013; Peterson & Kaplan, 2013; VanTassel-Baska, 2015). Hence, other modifications in recent years later has also impacted the public educational policy.

The Obama Administration was faced with the task of reauthorizing the NCLB policy which was met with multiple challenges particularly pertaining to sanctions placed upon schools failing to perform at the federal proficiency levels. Upon reauthorization, the Every Student Succeeds Act of 2015 (ESSA) replaced the cumbersome and sanction ridden NCLB which had an educational focus on students being prepared for college and a career post-high school (United States Department of Education, 2015). Tutoring began to be referred to as intervention and outside tutors were no longer SES providers, but in-house teachers or staff members. However, the adoption of these standards and staffed teachers failed to address how to provide "quality" tutoring or intervention to students in need.

Potential social implications pertain to the development of standards for what equates to "quality tutoring services" that are provided through Title I funding. Each school district nationwide has different requirements for contracting with SES providers with the exception of being in alignment with the NCLB policy guidelines which vaguely required schools to arrange for "eligible students to receive services from a provider with a demonstrated record of effectiveness that is selected by the parents and approved by the state educational agency" (U.S. Department of Education, 2005). For example, California required all SES applicants to have two years of recorded tutoring effectiveness which entails the mean pre-test and post-test scores to display improved student achievement (California Department of Education, 2013). If this element is absent, the SES applicant was not eligible to apply.

These requirements in California resulted in "quality" being defined in multiple ways which can impact students being successful or not on the mandatory state standardized assessments that still currently exist despite the adoption of the CCSS and reauthorization of NCLB as ESSA of 2015. Thus, developing a minimum standard for tutoring companies to adhere to would result in the educational public policy field reflecting consistency, along with a benchmark for the term "quality" in respect to tutoring or supplemental learning which can be accomplished by administering the modified SERVQUAL instrument, EDUSERV (Parasuraman, Zeithamal & Berry, 1985; Ramseook-Munhurrun, Naidoo & Nundlall, 2000). By providing a brief summary will depict the relevance of how the EDUSERV instrument can be adequately applied to K-12

educational institutions in efforts of examining and measuring the "quality of tutoring services" afforded by the NCLB policy.

Background

"Tutoring services" which are categorized as Supplemental Educational Services, funded by Title I of the ESEA that were provided to eligible NCLB students, afforded a means for school districts to reach the NCLB policy benchmarks (Hanson, 2009). However, the mode in which Title I functioned has undoubtedly converted the government's role to that of a consumer. Donnelly, Wisniewski, Dalrymple and Curry (1995) supported this notion and added that the government has a multi-layer responsibility such as the dispenser and overseer of funds and recipient of services that are provided to the public while simultaneously ensuring the public needs are being met. While tutoring standards are determined by individual states, recipients of tutoring services are customers regardless of the payer. In this instance, the students that received NCLB tutoring services are customers as well. Hence, the quality of service for receiving tutoring is imperious to safeguard that not only student performance excels, but that the AYP goals were met as well in order to meet NCLB policy or ESSA compliance.

Service quality has been defined in numerous methods, but it can be summarized among various authors that it "is about providing something intangible in a way that pleases the consumer and that preferably gives some value to that customer" (Brysland & Curry, 2001, p. 391). While service quality has always been important in the private sector, it is an integral component in the public sector as well (Donnelly et al., 1995). Smith, Smith and Clarke (2007) argued that "while public sector customers may not have

the choices available in the private sector, poor service can still have a negative effect on reputation" (p. 334). A blemished reputation among public policymakers can cause irreparable damages within the public educational system whereby all stakeholders are affected.

Quality of services in public educational environments is necessary to fulfill the parameters of the NCLB or ESSA national policy. Parasuraman et al. (1985) developed a measurement instrument to determine the quality of services which marketers in the service industry could utilize to improve their delivery of service. As a result, a model of service quality resulted (SERVQUAL) whereby "when performance exceeds expectations, quality increases and when performance decreases relative to expectations, quality decreases" (Asubonteng, McCleary & Swan, 1996, p. 62; Parasuraman, Zeithmal & Berry, 1985). In other words, when the performance of a retailer exceeds customer expectations, quality of service increases. Whereas, when the performance of a retailer decreases customer expectations, quality of service decreases. The relationship between performance and expectations appear to be linear in fashion. Parasuraman et al. (1985) focus group and exploratory study resulted in 22 questions on customer expectations and perceptions, used a 7-point Likert scale, with 10 determinants that define and/or can be used to measure quality of service: reliability, responsiveness, competence, access, courtesy, communication, credibility, security, understanding/knowing the customer and tangibles (p. 47). Hence, once these determinants were tested by other researchers (Carman, 1990; Bababus & Boller, 1991), it resulted in Parasuraman, Zeithmal and Berry (1991) re-evaluating the SERVQUAL instrument and narrowing down the determinants

to five (tangibles, reliability, responsiveness, assurance and empathy), utilizing a 5-point Likert scale to avoid repetition and overlapping of responses.

Bababus and Mangold (1992), Gagliano and Hathcote (1994), Mangold and Babakus (1991), and Saleh and Ryan (1991) implied that the SERVQUAL instrument should be expanded to evaluate quality of service in other service industries outside of retailing, hospitals, healthcare, banking, pest control, dry cleaning and fast food restaurants (Asubonteng et al., 1996; Cronin & Taylor, 1992). Owlia and Aspinwall (1996) applied the use of SERVQUAL to measure aspects of quality of service within higher educational institutions; Owlia and Aspinwall (1998) devised a framework for measuring the quality of teaching aspects of engineering education in a higher educational institution; Smith, Smith and Clarke (2007) evaluated quality of service in a university Informational Technology department; Hasan, Ilias, Rahman and Razak (2008) examined the relationship between quality of service dimensions (tangibility, assurance, reliability, responsiveness and empathy) and evaluated student satisfaction in private higher educational institutions; and Stimac and Leko-Simic (2012) determined the relationship between students' expectations at the time of enrollment and their perceptions concerning quality of service received. Other measurement instruments were developed which used SERVQUAL guidelines such as QUALED which focused on the differences between "staff and student expectations and perceptions" of quality of service within a higher educational institution (McElwee & Redman, 1993). LaBay and Comm (2003) procured the approach of analyzing the expectations of students when they first enrolled in a university course and their actual perceptions at the end of the course.

While all of these studies utilized SERVQUAL in a higher educational institution setting, the missing common denominator pertained to measuring the quality of tutoring services within a secondary school environment. Ramseook-Munhurrun et al. (2010) utilized the framework on SERVQUAL and developed EDUSERV, an instrument to measure "educators' perceptions of quality of service in secondary schools" (p. 340). Their research modified the original SERVQUAL dimensions (7 to 5) and questions (44 to 23) in order to capture adequate responses from educators concerning quality of service in a secondary school institution.

After an in-depth search of the literature, the issue of tutoring effectiveness has only been addressed by offering suggestions of research-based tutoring being needed (Gordon, Morgan, Ponticell & O'Malley, 2004); identifying the issues with SES implementation (Burch, Steinberg & Donovan, 2007; Heinrich, Meyer & Whitten, 2006); the impact of SES within urban areas (Ascher, 2006; Harding, Harrison-Jones & Rebach, 2012); and the complexity of invoking SES within rural communities (Barley & Wegner, 2010). Collectively, these studies reflected the need for further research to be conducted to formulate what effectiveness and/or quality of service in SES equates to in a secondary educational institution within metropolitan states such as Southern California. The result of which will provide viable tools and recommendations to policymakers when developing public educational policies that is equipped with federal funding.

Nevertheless, while Ramseook-Munhurrun et al. (2010) set the tone for measuring service quality in middle schools, it failed to address "tutoring services" that are administered by contracted service providers (SES) to eligible NCLB middle school

students who are future administrators and leaders of tomorrow. Being aware of the

effectiveness of tutoring is essential for all stakeholders: a determinant of being

successful and meeting yearly benchmarks. This mixed-methods study will add to the

gap in literature by exploring what role quality of service might play as administrators

implement a public policy like the NCLB policy. Quality is best measured by those who

are involved with the program itself. Hence, the quality of SES tutoring services that

LAUSD socioeconomically disadvantaged secondary school students received was

determined based on conducting in-depth interviews of LAUSD administrators and

administering the modified EDUSERV survey to all targeted participants.

Problem Statement

There is a problem with ineffective delivery of NCLB tutoring services that are

provided by SES contractors to eligible K-12 students (Hanson, 2009). When the NCLB

policy was implemented in 2001, federal regulations specified that a mechanism must be

put into place in order to determine if the tutoring services are meeting the desired results.

However, LAUSD administrators have failed to adequately measure how effective the

tutoring services were which is directly related to the quality of services rendered. There

are many possible factors contributing to this problem which have been identified as

implementation barriers such as: staff shortages (Center on Education Policy, 2007);

insufficient data, lack of resources and economic constraints (Ejere, 2011); and

unforeseen participants, cost and political pressure (Pressman & Wildavsky, 1984). What

remains to be explored is what role did quality have, if any, during the implementation of

the NCLB policy which is the determinant of policy effectiveness. This mixed-methods

study will contribute to the body of knowledge needed to address this problem by conducting in-depth interviews of LAUSD administrators to reveal if a relationship exists and administering the modified EDUSERV survey among administrator participants to assess the level of quality of SES tutoring services.

Purpose of the Study

The purpose of this mixed-methods study is to address whether quality had a relationship with the implementation of the NCLB policy which will serve as a basis for examining the quality of SES tutoring services within the LAUSD. A convergent mixed-methods design was used and it is a type of design in which qualitative and quantitative data are collected in parallel, analyzed separately and then compared. In this study, in-depth phenomenological based interviewing occurred among LAUSD administrators to explore how implementing the NCLB connected to quality. The EDUSERV survey data was used to measure the expectations and perceptions of administrators concerning the quality of SES tutoring services. The reason for collecting both qualitative and quantitative data was to gather different types of information for comparison to best understand the research problem which is more than one type of data can provide on its own (Creswell, 2014).

Research Questions

The main research question for this study which the interviews of the LAUSD administrators will address is as follows:

1. What role did quality play in the implementation of the NCLB policy?

Administering the modified EDUSERV survey to LAUSD administrators, the participant responses addressed the following supplemental questions:

a. How do administrator expectations relate to the quality of tutoring services in English and Math that economically disadvantaged, middle school students received from SES providers in the LAUSD?

b. How do administrator perceptions relate to the quality of tutoring services in English and Math that economically disadvantaged, middle school students received from SES providers in the LAUSD?

Conceptual Framework

Pressman and Wildavsky (1984) are the founding fathers of the concept of policy implementation. It was devised as a method of reviewing the shortcomings of the Oakland Project of 1966. Implementation refers to putting into practice a plan of action. Further, Pressman and Wildavsky (1984) indicated that there are five principles of implementation which are: "implementation as a control model; implementation shapes policy; evolutionary implementation; implementation as adaptation; and, implementation as exploration" (pp. 165-255). By taking a conceptual framework approach on implementation for this study, it aligns with exploring the relationship of implementation and quality which is interlinked to the quality of NCLB tutoring provided by SES providers. The tutoring services were an integral part of the NCLB policy. Further, monitoring the process of the SES tutoring services was a necessity in order to determine its effectiveness. Pressman and Wildavsky (1984) added that effectiveness occurs when policy implementers know exactly how to move forward with the action plan (pp. 165-

166). Hence, it fails to shed light on how quality can be a critical aspect of policy

implementation. Quality can be adequately determined by those who are involved with

or benefit from the services. This study targeted administrators who are the implementers

of the NCLB policy to determine the quality of SES tutoring services. Therefore, the

quality of NCLB tutoring services rendered becomes a proxy for discovering the

connection between implementation and quality.

Nature of the Study

Utilizing a mixed-methods approach was best for this study due to the need of

grasping a more in-depth understanding of how implementation and quality are

interlinked that serves as an explanation to the quality of tutoring services provided by

SES providers to economically disadvantaged, middle school students in LAUSD. The

in-depth interviews of the LAUSD administrators provided subjective data concerning

the role that quality portrayed when the NCLB policy was implemented in 2001. Also,

the quantitative nature of this study was derived from the modified EDUSERV survey

that explained how administrators expectations (what they thought should have occurred)

and perceptions (what they felt occurred) of SES provider tutoring services which

rendered numerical data. Performing this study by using only a qualitative or quantitative

approach would have failed to address the research question completely which would

render a useless study that would not inflict social change in public policy and decision

making which was the goal of this study.

The key concept that was explored in this study relates to "quality" in order to

investigate the role that quality of services may have played in the implementation of the

NCLB Act. The data was collected from a total of 10 participants who were all administrators representing any one of the 83 LAUSD middle schools that still receive Title I funding and conduct tutoring or intervention services on their campus. All data for this study was derived from the in-depth interviews and a modified version of the published EDUSERV survey (Ramseook-Munhurran et al., 2010). The in-depth interview data was analyzed using the NVivo Pro, version 11 software, pattern based coding feature for organizing responses. Also, an inductive coding strategy was used to assist with reducing the interview transcripts in order to organize the passages into categories to discover emerging themes and patterns (Creswell, 2014; Krueger & Casey, 2009; Seidman, 2013; Thomas, 2003). Hence, the modified EDUSERV data used a descriptive approach for coding and frequency charts were conducted by using Microsoft Excel 2016 software for analyzing and comparing the data collected from the two LAUSD communities among the participants. All of these methods are discussed in further detail within Chapter 3.

Operational Definitions

For the purpose of this study, the following key concepts are defined as:

1. Annual Yearly Performance (AYP) – A series of mandatory "Annual Academic Performance Goals" each school district within the state must meet in order to receive Title I funding (California Department of Education, 2012).

2. Charter School – A school that is locally funded by a local educational agency or a directly funded school (California Department of Education, 2012).

3. Common Core State Standards (CCSS) – Educational standards adopted in California in 2012 describing what K-12 students should be learning in English and Math (California Department of Education, 2016).

4. Effective/effectiveness – The desired result or outcome that is reached (California Department of Education, 2012; Hanson, 2009).

5. Elementary School and Educational Act of 1965 (ESEA) – Federal policy devised to provide equal public education to all children including those that reside in rural areas (California Department of Education, 2012).

6. Every Student Succeeds Act of 2015 (ESSA) – A federal policy developed to ensure all students are taught at a "high academic level" so that students are successful in college and their careers. It is the reauthorization of the NCLB Policy of 2001 that expired in 2014 (United States Department of Education, 2015).

7. Measuring quality – Quality will be measured by administering the modified EDUSERV survey to administrator participants for measuring their expectations and perceptions of tutoring services. If administrator perceptions of tutoring services rate higher than their expectations, the quality of tutoring increases. However, if administrator perceptions of tutoring are rated less than their expectations, quality of tutoring services declines (Parasuraman et al., 1991).

8. Quality – The degree or grade of excellence; a high standard (American Heritage Dictionary of the English Language, 2016).

9. Safe Harbor – An alternative method for schools to meet their Annual Measurable Objectives (AMO's) (California Department of Education, 2012).

10. Socioeconomically disadvantaged students – Student's parents fail to possess a high school diploma or students who qualify for the free or reduced lunch program (California Department of Education, 2012).

11. Supplemental Educational Services (SES) – State contracted providers who offer free tutoring services to eligible NCLB or socioeconomically disadvantaged students (Center on Education Policy, 2007).

12. Title I – Federal funding that is provided to participating K-12 public schools under the revised ESEA of 1965 (formerly the No Child Left Behind Act of 2001 and currently Every Student Succeeds Act of 2015) for supplemental services (i.e., tutoring and intervention services) to improve student achievement (United States Department of Education, 2002).

Assumptions

Based on the researcher's experiences and perceptions as an educator and tutor, the below assumptions exist:

1. The participants that complete the modified EDUSERV instrument will answer honestly.

2. The modified EDUSERV instrument is appropriate for this study.

3. The NCLB policy will provide a foundation for establishing a standardized definition for "quality" when public policies are implemented for rendering educational services.

Scope and Delimitations of the Study

This study focused on middle schools within the LAUSD with the following criteria's:

- Economically disadvantaged students totaled at least 50% of the total student population;

- Categorized as a Title I school or participated in the Title I program;

- Not a charter school; and,

- Not in Safe Harbor.

These criterions were necessary to ensure that the target population of administrators that worked with or were knowledgeable of the NCLB program would be part of the purposive sampling process. Also, in-depth interviews of 10 LAUSD administrators was conducted that were based on the following criteria's:

- Has work experience with the LAUSD;

- Has served or is currently serving in the capacity of a LAUSD administrator; and,

- Knowledgeable of or has been involved with the NCLB or Title I program.

LAUSD administrators participated in the modified EDUSERV survey as well to provide their input concerning their experience with the NCLB tutoring services.

Limitations of the Study

There are three limitations that existed during this study. The first limitation pertained to the response of the participants. Administrators hesitated to provide negative experiences at times concerning the NCLB program for fear of repercussions that could result in "retaliation" among colleagues or elected school board officials. The participants

were informed verbally and in writing during the study that all responses would be confidential and anonymous.

Another limitation was that this study only focused on one school district within Southern California which consisted of only administrator's expectations and perceptions concerning NCLB tutoring services. The opinions of educational political officials may deem valuable to this study, but the actual "users, implementers or recipients" of the tutoring services have an advantage of discussing their experiences which is based on first-hand knowledge instead of text-book theory or policy being offered. All of the selected participants provided knowledge for building a theory concerning how quality and implementation intersect in respect to rendering quality services.

Finally, the recommendations of the study cannot be implemented within the school district due to the focus of the study only addressing policymakers. Any suggestion that is adopted from the study must be made on the state or federal level and subsequently enacted within statewide school districts. Hence, an executive summary of the results was forwarded to the LAUSD Research Department, School Board officials and the United States Department of Education along with all administrator participants.

Significance of the Study

The NCLB Act of 2001 was implemented to provide academic assistance to K-12 students in public schools in effort of ridding the inability to read, write, add and subtract. While enforcing nationwide standardized testing and providing tutoring services to eligible below-proficiency scoring students under the revised NCLB, ESSA, the need for

standardizing "quality" tutoring is imperative. The continuance of vague tutoring practices will forever fail the children of tomorrow and effectiveness will never arise.

The goal of this study was to clarify the link between quality and implementation for measuring the quality of SES tutoring services. Unveiling the nexus will pave the pathway for using "quality" as a benchmark when implementing public policy and providing supplemental learning to K-12 students. Hence, this mixed-methods study will add to the educational public policy field by fulfilling the gap of viable research-based studies relating to methods for improving tutoring effectiveness (Ascher, 2006; Burch, Steinberg & Donovan, 2007; Gordon, Morgan, Ponticell & O'Malley, 2004).

Summary

The purpose of this mixed-methods study was to address whether quality had a relationship with implementation of the NCLB policy in order to examine the "quality" of SES tutoring services that economically disadvantaged middle school students received within the LAUSD. Chapter 1 discussed the tutoring aspects of the NCLB Act of 2001 that rested on the shoulders of SES providers. The concept of implementation was explained and how it is connected to quality. Further, service quality was defined which is an important aspect of determining effectiveness. Also, the evolution of the SERVQUAL instrument to EDUSERV utilized in a secondary school environment is warranted to assist with regimenting "quality" when delivering tutoring services. Research questions posed addresses how administrators will rate the quality level of SES tutoring services. Further, the chapter addressed how utilizing a mixed-methods approach is best due to the focus of the study.

A descriptive discussion of the relevant literature concerning the gap in knowledge in respect to delivering quality tutoring to eligible K-12 NCLB students is discussed in Chapter 2. The literature review depicts how utilizing the EDUSERV instrument along with the top-down perception of the concept of implementation will suffices in devising viable solutions for rendering quality tutoring services.

Chapter 2: Literature Review

Introduction

Being unable to read, write, add, or subtract is a detriment within modern society as it stifles individual progression. The ESEA of 1965 was created to purposeful eliminate inequality and illiteracy in public schools. While the NCLB policy was implemented to enhance English and Math abilities in K-12 public schools, a missing component for determining success for the provided supplemental "tutoring" services still exists: the quality of tutoring services. The purpose of this study was to explore the role that quality played in implementing the NCLB policy to examine the quality of the NCLB tutoring services provided by SES providers to economically disadvantaged students in grades 6-8 within the LAUSD. Due to the lack of research concerning the effectiveness of SES, this study will enlighten policymakers to develop a standardized level of "quality" when implementing public policy that involves offering supplemental learning services.

Revamping the criteria and renaming the NCLB policy to ESSA, studies on ESSA were exiguous. After reading over 50 articles, ESSA was merely referred to by name once in studies dealing with: teacher evaluations linked to student achievement during the Obama era (Alderman, 2017); a review of accountability systems (Gill, Lerner & Meosky, 2016); developing a "system of efficacy networks" to measure interventions (Kane, 2017); opportunity for librarians to make inquiry/research skills important in a student's education (Levitov, 2016); and, implementation of arts into the STEM program

(Watson, 2016). It is evident that although the terms and conditions along with a power shift of this educational public policy has occurred, a research base is still absent.

Unanticipated events, additional participants, delays and increases in cost and shortages of staff are some of the many factors which impede implementation of programs that stem from public policy (Center on Education Policy, 2007; Pressman & Wildvasky, 1984). In this instance, the NCLB policy encountered implementation problems that impacted the quality of tutoring services furnished to students attending Title I funded schools. Specifically, the absence of adequate monitoring on how effective the SES tutoring services were upon student's achievement reflects implementation dilemmas. Further, Pressman and Wildavsky (1984) concurred that a top-down perspective in policy implementation involves many players having the notion of "what should happen" (p. 254). This reflected that policy implementation should take a stance of exploration or testing to discover which methodology is best. Hence, exploration of how quality and implementation are interconnected has not been conducted on a research-based platform pertaining to the quality of NCLB tutoring services and is crucial.

A review of the literature on the quality level of SES tutoring services that eligible NCLB students receive is scant and warrants investigation (Ascher, 2006; Burch et al., 2007; Gordon et al., 2004; Harding et al., 2012; Heinrich et al., 2006). Ascher (2006) argued that there is a lack of knowledge concerning if SES under the NCLB are effective. Effectiveness is an important component of a government funded program that paves a path for improvement and accountability in student learning. Hence, Ascher (2006)

stated that while other school districts such as New York City and Chicago Public

Schools conducted studies on the effectiveness of SES tutoring, more is needed from

other school districts in order to adequately assess the quality of SES.

Conducting an empirical study of a SES tutoring session will enlighten

researchers when effectiveness is being accessed (Ascher, 2006). The burden descends

upon the school districts to monitor and/or evaluate the effectiveness of tutoring services

that are provided by SES providers. However, under the NCLB Act of 2001, section

1116(e)(12)(B)(i) indicated that states are not provided with additional resources to

perform this task. Therefore, monitoring the quality of SES tutoring services often go

unperformed by local governments (Burch et al., 2007, p. 131). Even with the updated

standards and name of ESSA, monitoring was still omitted although the public education

obligation shifted back to the states (United States Department of Education, 2015). Due

to states being "on their own" without instruction on how to conduct SES monitoring,

unethical acts by school officials has resulted (Ascher, 2006, "What Students Need"

section).

There is an urgent need for research-based studies on SES effectiveness.

Procedures for monitoring or what amounts to effectiveness or quality tutoring services

should be displayed by the federal government due to states that participated in the

NCLB programs lacked the expertise and funding to do so (Burch et al., p. 130).

Heinrich et al. (2010) and Harding et al. (2012) concurred that there is a limited amount

of knowledge concerning if SES is cogent for increasing learning abilities in core

subjects such as English and Math which will help states to meet the criteria for the

NCLB and Title I programs.

The literature for this study was derived by using ProQuest Central and

ECOHOST. The key search terms consisted of: No Child Left Behind, effectiveness,

qualitative study, tutoring, No Child Left Behind Policy; supplemental educational

services, effectiveness, tutoring; NCLB policy implementation, mixed methods study;

NCLB policy, implementation; No Child Left Behind; quality of service, implementation

of public policy and Every Student Succeeds Act. ProQuest Central derived the most

scholarly articles and relevant when the search terms of NCLB policy, tutoring,

supplemental educational services, effectiveness, tutoring; No Child Left Behind, quality

of service, implementation of public policy were used. Hence, due to the subject matter

search on SES effectiveness rendering a small number of scholarly articles, the literature

review consists of a thorough discussion in the sub-heading SES effectiveness of each

relevant article for clarity, completeness and validity of the gap in literature on the quality

of SES tutoring services.

In this chapter, I will discuss how the concept of policy implementation being the

appropriate framework for this study. Also, the literature review discusses how policy

implementation and quality relates to the NCLB policy implementation process along

with its constraints. Also, quality of service is defined and its importance to the study.

Further, the EDUSERV survey with modifications is described and argued that it is the

sufficient instrument for measuring the quality of tutoring services. Finally, the

effectiveness of SES provider services is discussed specifically concerning the quality of

tutoring services rendered. Each aspect was relevant for exploring the quality of NCLB

tutoring services in efforts of determining the breakdown in the implementation process.

Also, a summary of the literature review will provide the rationale for a mixed-methods

approach being best for this study.

<h3 align="center">Conceptual Framework - Policy Implementation</h3>

Pressman and Wildavsky (1984) developed the concept of policy implementation

which stemmed from conducting a case study on the Economic Development Agency's

1966 Oakland project. The Oakland project was geared towards creating 3,000 marine

terminal and aircraft hangar jobs in efforts of stimulating an under-privileged community

after the 1960's Los Angeles riots (pp. 1-5). Due to the multiple participants, time

delays, increased cost and political influence, the project never reached its targeted goal

of developing 3,000 jobs; 43 jobs were created and the public works buildings were never

built (p. 5). Pressman and Wildavsky (1984) argued that the problems of policy

implementation in the Oakland program are "likely to be found in other cases that occur

under less favorable circumstances" (p. 123).

When a policy is developed, it is merely words that bare no sense of directions.

However, once the wheels of implementation are in action, a plan begins to manifest with

objectives of "what should be the results" to achieve effectiveness (p. 166). Pressman

and Wildavsky (1984) purported that in order to be effective "implementers must know

what to do and choose the right way to implement the implementation plan" (pp. 165-

166). Implementing cutting-edge educational policies such as the NCLB Act, proved to

be more challenging due to "the widespread lack of confidence in underlying cognitive theories" (p. 174).

Nevertheless, the content of a policy and the implementation process changes the policy (Pressman & Wildavsky, 1984, pp. 174, 177). For example, the NCLB policy's major goal was that all K-12 students were proficient in English and Math by 2014 (United States Department of Education, 2002). Implementation of the NCLB policy was required in order to meet the goal which pertained to providing SES tutoring services to eligible students. Hence, the method of implementing the SES tutoring services portion of the NCLB policy instantly changes the policy itself. This was due to the unforeseeable constraints of the NCLB policy that the action plan brought about during the implementation process that may have required certain modifications in order for the implementation to be adequate. These constraints tend to affect the quality of the program when services are delivered. Pressman and Wildavsky (1984) concluded that the literature on implementation is now its preconditions instead of its objectives (p. 229). In other words, analysts are seeking to "influence policy design instead of policy implementation" or designing a practical approach for implementing policies (p. 230).

Robichau and Lynn, Jr. (2009) supplemented that public policy approaches tend to forget the administrative actions which are the facets of policy implementation. This study noted that multi-level governance studies proclaimed that "implementation is generally hierarchical; it is policymaking developing structures such as administrative systems in order to meet policy goals; and management inherits the form of structure and process which measures service delivery effectiveness" (p. 24). For example, the

Empirically Modeled Governance Relationship (LOG) reflected that the functions of

management or the administrative process was skipped over which identified the

implementation of a policy, i.e., how well it is effective (p. 25). The LOG tended to

focus on production, quality/quantity of work and the changes which do not provide the

rationale to determine what services caused the changes. Also, Robichau and Lynn, Jr.

(2011) argued that administrative processes or "systems" and the implementation "act" of

a policy was neglected in public policy theories due to the focus being on "design and

negotiation while holding the assumption that policy outcomes" are a result of a distinct

policy (p. 29). This assumption was evident within the NCLB policy due to the proposed

goals of "what we want to occur" and not "what will occur" is usually depicted. These

implementation problems exist in other industries as well.

For instance, within the healthcare field, constraints exist such as: difficulties with

implementing a Ireland alcohol policy (Butler, 2009); implementing a cash grant program

for poor families in Brazil (Magalhaes, Bodstein, Coelho, Nogueira & Bocca, 2011);

investigating a Kenya health care voucher policy (Abuya, Njuki, Warren, Okal & Obare,

2012); constraints of implementing a childhood obesity policy (Wright, Weidong &

Mims, 2012; Masse, Naiman & Naylor, 2013); devising the policymaker's "Behavior

Change Ball" for implementing obesity policies (Hendricks, Jansen, Gubbels, DeVries &

Paulussen, 2013); implementing issues of a smoke-free environment in Australia and

England (Lawn & Campion, 2013); and, how Canada public health policy processes were

lost during implementation (Tomm-Bonde, Schreiber, Allan, MacDonald & Pauly, 2013).

It can be inferred that all of these studies pertain to implementing public policies that

seeks to provide a necessary service to the public, but are often faced with unforeseeable challenges which impinge service delivery despite adequate planning.

Public policy implementation impacts the environmental community as well. Dongol and Heinen (2012) argued that "flaws in the performance of the enforcement chain at various levels of governance and flaws in incentives that are based on community-based policies" have stifled the convention on International Trade in Endangered Species (CITES) of the Wild in Nepal (p. 186). Further, Park, Stenstrom and Pincetl (2009) concluded that the implementation of Proposition O in Los Angeles reflected the continued constraints with planning, multiple participants, and shortage of funding that constantly haunts state administrators with the inability to meet the criteria for adequate implementation (p. 521). Governmental slacking is one of the major ingredients that causes failure in policy implementation which is often coupled with the actual process in and of itself that breeds over governance (Keys, Canter & Senner, 2011). Nevertheless, all of these studies fail to provide a clear direction for implementing educational policy.

The policy implementation studies that have been applied to evaluating the implementation of educational policies are scant. Paudel (2009) discussed the three generations of public policy implementation researchers whereby generation one and two defined implementation and its variations, but failed to address outcomes and/or develop research-based methodology when studying the implementation process. Hence, the third generation researchers seemed to focus on a conceptual framework and the impact upon the system when policies are implemented. Paudel (2009) argued that while taking a

"micro level approach focuses on the individual level and the macro level approach focuses on the system," both methods have failed to provide policymakers with appropriate direction when decisions are needed (p. 45). Unpredictable results, unanticipated participants coupled with financial and political pressure causes ineffective implementation of public policies (Paudel, 2009, p. 45; Pressman & Wildavsky, 1984).

deLeon and deLeon (2002) added that past "decades of policy implementation studies have reflected that the available or generalized methodologies may not be applicable to all situations" (p. 489). Hence, a reformed method for policy implementation is necessary: "a democratic approach" (p. 489). While both Paudel (2009) and deLeon and deLeon (2002) discussed the gap in literature concerning policy implementation, neither study pertained to implementation of educational policies such as the NCLB Act of 2001 or ESSA of 2015. However, two authors applied the conceptual framework of policy implementation in Nigeria and Jamaica primary schools.

The Universal Basic Education (UBE) was developed in Nigeria in efforts of ridding the social ill of illiteracy and providing "free public education" to primary and secondary students (Ejere, 2011). However, this public policy faced multiple implementation barriers. Ejere (2011) discovered when applying the conceptual framework of policy implementation that the failure of implementing the UBE in Nigeria was due to: inadequate and poor data, failure of states submitting action plans, deficiency in resources (instructors, facilities, supplies), lack of financial support due to high levels of corruption, multiple governmental agency participants that resulted in conflicts, economic conditions and the demeanor of the policy implementers (pp. 223-226). This

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exhaustive list concurs many of the same arguments made by Pressman and Wildavsky (1984).

Chunnu-Brayada (2012) conducted a case study for two parishes in Jamaica concerning the educational problems in primary schools using the top-down and bottom-up perspectives of policy implementation. The findings consisted of: diffusion of policy measures (unclear goals and objectives); lack of consultation (top-down perspective); lack of resources; no evaluation (staff shortages); and, mixed signals (lack of consensus) (pp. 32-42). However, Davidson, Reback, Rockoff and Schwartz (2015) surmised policy decisions concerning implementing the NCLB Act of 2001 led to school AYP failures. The decisions involved: calculations, alternative assessments; applying large confidence intervals (CI) to safe harbor calculations; states using more or less generous CI adjustments; some states adopting the same targets across grade levels while others do not; states developing different minimum subgroup sizes and held a different number of subgroups accountable; and states defined continuous enrollment differently (pp. 353-356). This study revealed that state policymakers and decision makers utilized defects in the national educational policy in order to meet federal guidelines while retaining Title I funding - a fundamental lack of state accountability. Regardless of the methodology employed to examine the effectiveness of enacted policies, the results of Ejere (2011) and Chunn-Brayada (2012) are akin.

Hence, the conceptual framework of policy implementation was sufficient for this study because it provided the foundation of explaining why public policies such as the NCLB policy failed when implemented. As noted, among all of the mentioned studies

concur that implementation failure is due to the absence of the administrative process, multi-levels of governance paired with a lack of resources and unforeseen circumstances. Further, the research questions posed for this study was adequately addressed by applying the conceptual framework of policy implementation to establish how implementation and quality are parallel to measuring the quality of NCLB tutoring services provided to LAUSD secondary students.

Review of the Literature

No Child Left Behind Act of 2001 (NCLB)

In 2001, the Bush Administration used the hot issue of "accountability" to devise an effective method for the troubled U.S. educational system – the NCLB Act of 2001 (Jaiani & Whitford, 2011; McAndrews, 2013, p. 366). Jaiani and Whitford (2011) asserted that the Bush Administration used the "Texas Standards-based Accountability Program" as a model for devising the NCLB policy. However, on the surface this foundation appeared adequate, but once the NCLB policy was implemented, it proved that equality among other things was absent. Jaiani and Whitford (2011) concluded that although the NCLB policy created by the Bush Administration sought to stabilize public education, it has discombobulated how the K-12 system operates while simultaneously shifting the government's role in public education (pp. 9, 24).

The NCLB Act of 2001 had one primary goal: to ensure that all K-12 students are proficient (not equal) in English and Math which are the basic foundations of learning (California Department of Education, 2012). Its creation imposed new procedures upon the education community which demanded accountability and effectiveness. Annual

standardized testing within K-12 institutions is now mandatory which has impacted the public educational system in various ways. For example, the requirements of NCLB standardized testing are geared mainly towards English and Math. However, being in compliance with the NCLB components have negatively impacted subjects such as art. Several researchers have argued that the NCLB has slashed the focus on the arts and are more concerned with core subjects such as English and Math (Amrein-Beardsley, 2009; Beveridge, 2010; Grey, 2010; Heilig, Cole & Aguilar, 2010; Nordlund, 2013). Hence, educators and administrators posed a different view concerning the effects of the NCLB policy.

Gardiner, Canfield-Davis and Anderson (2009) conducted a study which analyzed leadership roles in urban primary and secondary schools in respect to complying with the regulations of the NCLB policy. Within urban school settings, diversity is tremendous which requires administrators to be knowledgeable of the various impacts on students that may exist when employing public policy such as the NCLB. Educators and administrators within public schools are predominately white which is usually the opposite of the student base (p. 142). Conclusively, this study depicted that cultural differences presented various socio-economic and cultural challenges due to the ethnicity gap between the diverse student population and educators (p. 156). Hence, the need for diverse leadership in public schools is evident which will result in effective leadership. However, the view of educators concerning the NCLB begs to differ.

Educators argued that while diversity within public schools exist and/or vary nationwide, procedures for implementing the NCLB policy vary as well (Murnane &

Popay, 2010). This factor alone has resulted in a disparity concerning accountability and student's being deemed as "proficient" on their respective state standardized tests. Murnane and Papay (2010) concluded that teachers felt that the NCLB policy has influenced participation and/or change due to the incentives that are attached such as the receipt of Title I funding (p. 164). The participation has also resulted in unforeseen behavior which has inadvertently neglected academic-able students due to the focus of the NCLB and standardized testing tends to be focused on the disadvantaged students (p. 152). However, developing the adequate incentives united with the primary goal of student achievement while simultaneously holding educators and schools accountable warrants augmentation. The quality of a teacher plays a significant role with implementing the NCLB policy as well.

All public school teachers had to meet the various criteria's of being a "highly qualified teacher" by the conclusion of the 2005-06 school year per the NCLB policy (United States Department of Education, 2002). The criteria's were to "possess: a Bachelor's degree; be certified/licensed to teach in the state; and demonstrate a high level of competency in their subject matter" (United States Department of Education, 2002). Karelitz, Fields, Levy, Martinez-Gudapakkam and Jablonski (2011) stated that technicalities exist within this aspect of the NCLB policy particularly in the subject matter of science in urban areas (p. 1). Based on their study, teachers who are "highly qualified" science teachers tend to teach in various fields which were caused by budget cuts and compliance with NCLB components which shifted science teachers into other positions often outside of their licensed expertise (p. 4). The participants/teachers of the

study expressed that meeting the threshold of being a "highly qualified teacher" according to the parameters of the NCLB policy failed to display teacher effectiveness (p 7). In other words, graduating with a Bachelor's degree and having a subject matter certificate only reflects academic achievement; not how competent one will be in the classroom. Hence, Young and Curcic (2013) considered another perspective of the "highly qualified teacher" requirement.

The "highly qualified teacher" facet of the NCLB is challenged by real classroom experiences of teachers especially in special education classrooms (Young & Curcic, 2013). This study contended that there is a disconnection between teachers and educational policy, such as the NCLB (p. 452). While the NCLB sought to assist disadvantaged or at-risk students including those with disabilities, teachers were not adequately equipped with compliance requirements which vary from state to state. Young and Curcic (2013) recognized that many teachers are "highly experienced and educated, but not highly qualified" according to the provisions of the NCLB policy (p. 454). Further, in order for public schools to improve, "alignment with the needs of their multiple stakeholders" which includes teacher preparation programs along with governmental support is vital to meet the NCLB requirements of public education accountability (p. 457).

Accountability which the NCLB policy seems to declare is to be delineated by student success on the standardized tests whereby school districts and/or states meet the respective AYP. Educational leaders and teachers imply that the standardized testing components have caused immense pressure. Heilig et al. (2011) detected that the

pressures of accountability has resulted in three unforeseen ramifications among 11

Texas high schools. Due to the constant pressure upon teachers to practically "teach to

the test" in order to meet AYP and avoid termination, teachers have become fearful in

their work environment (pp. 572-573). A second consequence of the pressures pertain to

high school officials looking for loopholes in the NCLB policy which range from high-

risk students skipping the tests by completing remedial activities to preventing high-risk

students from taking the high school exit exams all together (p. 574). Both of these

tactics precludes the respective high school AYP percentages from being negatively

impacted. Heilig et al. (2011) noted that the third issue is that at-risk students are viewed

as a liability to schools making AYP whereby denial of their enrollment is a defense

mechanism some Texas high schools practice (p. 575). These unanticipated dilemmas

that emerged in this study are reflections of the after-effect of the policy implementation

process which Pressman and Wildavsky strongly argued (Pressman & Wildavsky, 1984).

Another aspect under the accountability provisions of the NCLB policy is that

parents had the right to move their child from a school that is labeled "in need of

improvement" into a school that is not at risk. Zhang and Cowen (2009) asserted that

school choice was limited in South Carolina due to most public schools with a high

minority population were labeled as a failing school under the NCLB criterion whereas

some rural schools were left behind all together (p. 35). Hence, geographical locale

appears to be the guideline for academic achievement which is often far from the truth.

Zhang and Cowen (2009) suggested that policymakers are being charged with the task of

including geographical facets in terms of school choice in educational policy reform

efforts particularly, the NCLB policy. Eppley (2009) added that there is a lack of

research for rural schools in respect to methods for complying with the NCLB policy.

Rural school necessities differ from urban and suburban schools which primarily

vary among having access to various educational resources. For example, the aspect of

all teachers being "highly qualified" plays a different role within the rural community

(Eppley, 2009). Rural schools are most often staffed with teachers who "grew up" in the

same community. However, in order to meet the "highly qualified teacher criteria" of the

NCLB policy, some of these same teachers who have the ethnic and cultural values must

be replaced with credential teachers who may or may not attain these priceless values (p.

7; Al-Fadhl & Singh, 2010, p. 29). Decision makers need more of a research base

concerning rural disparities or to collaborate with rural educational agencies so that

educational policies like the NCLB or ESSA, can be sensitive to these needs resulting in

successful implementation and delivery of services.

Another problem with the NCLB policy as pointed out by O'Brien and Roberson

(2012) pertained to the NCLB's efforts of reforming education so that all students

including those in rural communities and with disabilities receive equal educational

opportunities shifted essentially to accountability. Devising effectiveness within public

education is paired with establishing a research base which serves as a precedent for

transformation to policymakers. O'Brien and Roberson (2012) concluded that several

steps are necessary to redeem the NCLB policy which are: "audit and inspection must be

clear" and defined in the policy; "scholars should nationally discuss the impact of the

Effective Schools Research (ESR Movement) from the 1960's and how it relates to the

NCLB Act;" implementation should start with "applied researchers, community organizers, making NCLB sanctions a last resort; more applied and qualitative research is needed; building children and school capacity should be the goal for policymakers; and standardized test scores should have a scale of a 2-4 year range for improvement" (p. 367). Many of these recommendations are imperative to improving the quality of public policies.

Mintrop and Sunderman (2009) determined that a federal policy that provides incentives associated with sanctions is doomed for failure (p. 360; McAndrews, 2013, p. 366). Further, due to the unpredictable conditions together with the unreachable daily demands for meeting NCLB conformity devises a formula for an unsuccessful system (p. 360). Mintrop and Sunderman (2009) argued that oftentimes failing systems are never dismantled due to their creator's attachment and the structures that it influences. Hence, accountability can be obtained by developing collaborations between the "government, the teaching profession and empowering low-income parents" (p. 361). Using this strategy will result in standardized test scores becoming feedback and parents being equipped to support their children's educational accomplishments (p. 361). Instead of the NCLB policy being another problem, it should be part of the solution for U.S. educational dilemmas in K-12 institutions.

Other complications that the NCLB has generated since its inception pertains to: the SES solution - tutoring services for improving student achievement being outsourced to international, low wage earner companies in an on-line format (Dykman & George, 2009); the disconnect of the NCLB policy and African American males being prepared

for a knowledge base economy upon exiting high school (Donnor & Shockley, 2010); the

criterion for NCLB pressuring consolidation among rural schools and curriculum changes

(Jackson & Gaudet, 2010); NCLB test data that school districts provide to researchers are

not useable (Lang, 2010); and the NCLB negatively impacting student retention as

students who score "below proficient" are being passed (Wakefield, 2012). While these

complications existed concerning the NCLB policy, recent reform efforts with the

introduction of the ESSA of 2015 sought to cure these ills, but the woes still exist. In

other words, the NCLB policy in efforts of reforming public education has complicated

the duties of public educators, policy implementers and the multiple stakeholders

specifically the SES providers in terms of rendering quality tutoring services to students.

Service Quality

Services can be defined as "intangible, heterogeneous and inseparable" which

vary from products or goods (Parasuraman et al., p. 42). A recipient of services

experiences a feeling that is linked to their perceptions and expectations based on a

service that is received from a servicer. For example, SES providers deliver "tutoring

services" to eligible NCLB students. Here, "tutoring services" pertain to the parent's

perception and expectation of the SES provider services, if the tutoring was rendered

timely and the level of service delivery that occurred between the parent, student and SES

provider. Hence, service quality expands this topic further.

Service quality began as a mechanism geared towards retailers and service

businesses in order to improve customer service. If internal and external influences upon

customer behavior which determine the "service quality" received were known,

businesses would be able to make the necessary adjustments resulting in increasing their level of service quality (Parasurman et al., 1985). However, the service industry lacked a method for measuring service quality adequately.

Parasuraman et al. (1985) devised a service quality model entitled SERVQUAL which consisted of determinants for evaluating service quality. The 10 determinants were "reliability, responsiveness, competence, access, courtesy, communication, credibility, security, understanding/knowing the customer and tangibles" (p. 47). Once this model was revised and expanded to other service industries, Parasuraman, Berry and Zeithaml (1991) concluded that once saturation was established in the 1985 study, only five dimensions (tangibles, reliability, responsiveness, assurance and empathy) deemed sufficient to calculate the difference between customer perceptions and expectations to determine service quality (P-E=Q) (pp. 420-423). Parasuraman, Zeithaml and Berry (1988) defined the five dimensions as:

1. Tangibles – physical facilities, equipment and appearance of personnel.

2. Reliability – ability to perform the promised service dependably and accurately.

3. Responsiveness – willingness to help customers and provide prompt service.

4. Assurance – knowledge and courtesy of employees and their ability to insure trust and confidence.

5. Empathy – caring, individualized attention the firm provides its customers.

Defining service quality appears to be cumbersome due to the multiple facets that are involved with the concept itself. Zeithaml, Berry and Parasuraman (1996) stated that

service quality is interlinked with customer behavior. Hasan et al. (2008) added that "quality has to be judged on the assessment of the user or consumer of the service (p. 165). Hence, after a review of the literature, it can be concluded that service quality pertains to a customer's emotional sensation after receiving something intangible (Brysland & Curry, 2001, p. 391). The SERVQUAL instrument for assessing service quality has been applied to: reviewing hospital customer and employees' service quality expectations and perceptions (Mangold & Babakus, 1991); analyzing service quality in the hotel/hospitality environment (Saleh & Ryan, 1991); examining hospital patient's perception of service quality (Babakus & Mangold, 1992); measuring service quality and the relationships between service quality, consumer satisfaction and purchase intentions (Cronin & Taylor, 1992); and, evaluating the level of service quality customers' received in apparel specialty stores (Gagliano & Hathcote, 1994). Over the years, the SERVQUAL instrument has expanded and been applied in educational settings.

McElwee and Redman (1993) conducted a study to evaluate the quality of service in a United Kingdom (UK) undergraduate business program. Within the study, participants revealed their expectations and perceptions of the service quality for the business school. It was hypothesized that if students were integral within the development of pedagogy and course content, student satisfaction would exist. QUALED, a modified version of SERVQUAL was developed in efforts of devising a framework to effectively determine educational quality within higher educational institutions (p. 27). A pilot study of QUALED determined that adjustments are still required due to many questions failing to capture the initial parameters of SERVQUAL.

Nevertheless, the overall study depicted that SERVQUAL can be applied to not only retail service industries, but education as well to actuate quality of service.

Improving quality of service, various segments of the service must be investigated using a tangible structure. Owlia and Aspinwall (1996) conceptually formulated quality dimensions to apply in the higher education domain which were based on relative depths of products, software and services. Due to the intricacy and multi-layer elements pertaining to education, commonality seems problematic to acquire (Owlia and Aspinwall, 1996, "Service Quality Dimensions" section). This study concluded that some aspects that are important to customers such as "reliability, accuracy, keeping promises and consistency" are meaningless or have a different meaning in the educational field ("Service Quality Dimensions" section). Conclusively, the need for an empirical study is required for refining quality dimensions for higher education.

Owlia and Aspinwall (1998) continued the path for exploring the appropriate method for surveying the level of quality within higher education. This empirical study focused on assessing teaching qualities within engineering educational programs of universities in the UK (p. 507). While a pilot study was commenced to rid potential problems, additional dimensions were added and others deleted resulted in an adequate framework for measuring student satisfaction. The final modified dimensions were academic resources, competence, attitude and content which determined useful for appraising service quality for higher education when compared to the earlier model that consisted of tangibles, competence, attitude, content, delivery and reliability (Owila & Aspinwald, 1996; Owila & Aspinwald, 1998, pp. 516-517).

Another empirical study was conducted to determine undergraduate student satisfaction at two private universities (Hasan et al., 2008). This study revealed that service quality and student satisfaction are positively related which hypothesizes that when quality of service improves, student satisfaction should improve (p. 169). Hence, the summation of Hasan et al. (2008) suggested that SERVQUAL is effective for measuring service quality in universities. Stimac and Leko-Simic (2012) reviewed a different aspect of student satisfaction.

Determining the expectation at the time of enrolling in a university business program and the perception of the quality of services that students received after being enrolled is important for improving quality (Stimac & Leko-Simic, 2012). Three international business and economic schools were evaluated using SERVQUAL in order to understand how to remain competitive in the market (p. 24). The need arose from the heavy demand upon universities to supply the labor market with educated citizens due to "knowledge" affects economic growth (p. 24). Conclusively, the study implied that there are marketing strategies in which universities can utilize to sustain their competitive edge. Improving the quality of the program was one of the solutions suggested to be implemented which would increase student satisfaction (p. 32). While all of the mentioned studies formulated the foundation to appraise quality of services, only one study is applicable to secondary schools.

Ramseook-Munhurrun et al. (2010) employed an innovative approach in applying the SERVQUAL instrument when analyzing service quality in middle schools. After conducting a pilot study, the EDUSERV instrument was developed to capture how

educators' perceive service quality in secondary schools (p. 340). Relying on the input

from educators, quality dimensions (reliability, responsiveness, assurance-discipline,

empathy and school facilities) were selected that would best capture the thoughts of

educators concerning the quality of secondary schools (p. 340). Ramseook-Munhurrun et

al. (2010) concluded that the "EDUSERV instrument is an appropriate tool for measuring

perceptions and expectations which determines service quality in secondary schools (p.

346). The methodology of the EDUSERV instrument is discussed in further detail in

Chapter 3.

Supplemental Educational Services (SES) Effectiveness – Quality of Tutoring

Services

Service quality and effectiveness are interchangeable terms that are instrumental

to executing public policy such as the NCLB or ESSA. Hence, the literature is limited in

terms of the effectiveness of SES tutoring services that were provided under the NCLB

program to eligible K-12 students (Ascher, 2006; Burch et al., 2007; Harding, et al.,

2012; Heinrich et al., 2010). While the NCLB policy dictated the requirement of

monitoring the SES providers, school administrators and districts were ill-equipped to

perform the task. Burch et al. (2007) conducted a nationwide study which surveyed

administrators for the largest school district in the United States to determine how SES

services from the period of 2001-2005 were being implemented and improved (p. 125).

Their approach consisted of mail and online surveys and a case study. At the conclusion

of their study, it was determined that a lack of "rigorous research on the effectiveness of

SES is absent," state administrators are failing to monitor the SES providers, the tutoring

services that students receive, and the value of outsourcing for tutoring services (p. 129).
Hence, Burch et al. (2007) failed to provide future researchers with suggested parameters
to address the deficiency of SES effectiveness research which is imperative for
examining the quality of SES services which is dependent upon successful
implementation of public educational policies. Ascher (2006) reviewed urban area
schools in a slightly different view.

Upon Ascher (2006) reviewing several evaluations of SES providers revealed
similar results as the Burch et al. (2007) study conducted a year later. "Quality level
requirements for tutors are absent in the NCLB policy," competition to receive Title I
funding has reverted to unethical practices in oversight and the tutoring impact on student
achievement is still lacking (Ascher, 2006). However, Ascher's evaluation did focus on
urban areas which primarily utilize SES services. Other rural areas consist of large
populations of American Indians.

Barley and Wegner (2010) identified how the SES program was implemented in
nine high plain states, within rural public school districts whereby 85% of the student
population was American Indians. All data was collected by interviews of the
administrators, principals, teacher and tutor, whenever possible (p. 4). Ironically, some
administrators thought the SES program lacked value and the failure of implementation
pertained to the costly infrastructure shortages or incapacities of reaching eligible
students. The study declined to determine if the infrastructures were cured, what type of
effect would be noticed in SES implementation.

Whereas, Heinrich et al. (2010) performed focus groups, but with parents, interviewed students, school personnel and SES providers to gain their perspective concerning implementation and effectiveness of the SES program for English and Math in Milwaukee Public Schools for the period of 2005-2008. This study revealed that quality control is lacking, older students voiced that they only participated in the SES program due to the incentives and admitted that they learned nothing (p. 294). Further, parents disclosed that they were not provided with information so that they could make an informed decision when selected an SES provider. In the end, statistical data for SES effectiveness in the subject matters of English and Math were still missing.

Harding et al. (2012) queried the effectiveness of SES upon student's academic success which would result in schools meeting their AYP. This study focused on the Baltimore City Public Schools System due to its lack of meeting AYP in many of their schools. Students in grades 3, 5 and 8 standardized test scores for reading and math were analyzed along with the participation level of eligible students in the SES program. Harding et al. (2012) concluded that elementary school students that participated in the SES program were at a higher rate when compared to middle school students (p. 63). Further, the reading and math scores increased. Therefore, "student participation within the SES program among schools has made reaching AYP better" resulting in an increase in reading and math scores (p. 63). However, other influential factors exist that negatively impact successful supplemental learning services. Good, Burch, Stewart, Acosta and Heinrich (2014) contended that the two underlying causes of supplemental services failing to improve student achievement stems from: low attendance and amount

of student tutoring time; and, the tutoring is not innovative, lacks curriculum alignment to

daily in-class curriculum, fails to meet students' learning needs and inconsistency with

methodology among providers exist (p. 12). By focusing on the "instructional core" of

tutoring services and employing best practices, policymakers can devise standardized

guidelines to enhance student learning for K-12 institutions. Yet, it is evident that more

rigorous research is vital for exploring and measuring SES effectiveness.

Other authors concurred with and expanded on the Good et al. (2014) study.

Heinrich, Burch, Good, Acosta, Cheng, Dillender, Kirshbaum, Nisar and Stewart (2014)

evaluated the impact of "out-of-school-time" (OST) tutoring in reading and math

achievement and how it interlinks with SES providers, policy and administration to

efficacy of tutoring programs. This multi-year, multi-state study collected data from 200

CPS, Dallas Independent School District, Milwaukee Public Schools, Minneapolis Public

Schools OST providers, observation of supplemental instruction, interviews with

administrators or tutoring staff and parent focus groups (pp. 475-476). The findings

revealed that students failed to receive adequate tutoring hours that were of "high

quality" due to the differences of tutoring curriculum, materials, pedagogy and

knowledge of methodology of the tutor which is often dictated by the hourly rate. Hence,

school districts are in need of research that will provide administrators with a "roadmap"

for effective tutoring program development which exists post-NCLB.

A recent study was conducted in respect to the quality of afterschool educators as

it relates to economic status (St. Clair & Stone, 2016). This study explored the "quality"

of educators that socioeconomically disadvantaged elementary students in Nebraska

would receive when attending afterschool programs which is argued to link to student achievement. St. Clair and Stone (2016) concluded that staff members that provided afterschool instruction tended to be of a lower quality in terms of being able to emotionally and educationally support economically disadvantaged students effectively. Thus, competency of educators have a great impact on student success.

All of the aforementioned studies concur that there is a lack of a research base in terms of SES implementation and effectiveness for tutoring services (Ascher, 2006; Barley & Wegner, 2010; Burch et al., 2007; Harding et al., 2012; Heinrich et al., 2010; Heinrich et al., 2014; St. Clair & Stone, 2016). Due to this absence, employing a study for examining the association between implementation and quality in regards to the NCLB policy in order to appraise the quality of tutoring services for middle school students in English and Math within the LAUSD received from SES providers is crucial. This study addressed the gap in literature and began to build a research base that is of essence. Ramseook-Munhurrun et al. (2010) modified the well-known quality measurement instrument developed by Parasuraman et al. (1991), SERVQUAL, so that it would be applicable to a secondary educational environment, EDUSERV. While the EDUSERV instrument has been utilized to evaluate the quality of service at secondary schools from an educator's perspective, it fit perfectly for exploring the quality of tutoring services within the same parameters. The use of the EDUSERV survey fulfilled the need for determining the quality of tutoring services received by economically disadvantaged, eligible NCLB, middle school students from SES providers which was a direct identifier of how the NCLB policy was implemented.

Summary

The concept of implementation is the force behind enacting a policy that brings it to life. Pressman and Wildavsky (1984) concluded that effectiveness occurs when implementers have clarity on their plan of action (pp. 165-166). Additionally, unforeseen circumstances such as multiple stakeholders, delays, financial and political constraints, and a lack of direction are components of a recipe for failure (Pressman & Wildvasky, 1984; Paudel, 2009; deLeon & deLeon, 2002). All of these researchers ideology was similar which supports this study's claim that inefficient implementation of a policy impacts effectiveness or in this instance, the quality of NCLB tutoring services.

While it has been acknowledged that the NCLB policy was created based on the need to show accountability within the United States educational realm, fairness was deemed absent during the formation of the NCLB Act of 2001 (Jaiani & Whitford, 2011; McAndrews, 2013). Since its inception, several obstacles have materialized such as negative impacts on art education programs (Amrein-Beardsley, 2009; Beveridge, 2010; Grey, 2010; Heilig et al., 2011; Nordlund, 2013); variation of educators views concerning the impact of the NCLB (Gardiner et al., 2009; Murnane & Papay, 2010; Karelitz at al., 2011); and multiple dilemmas that the NCLB policy has created in rural areas (Eppley, 2009; Zhang & Cowen, 2009; Al-Fadhli & Singh, 2010; Jackson & Gaudet, 2010). Application error of the NCLB policy which is apparent from all of these complications diminishes the quality of service.

As mentioned in Chapter 1, SERVQUAL, the instrument to measure quality was devised by Parasuraman et al., in 1985 and refined after implementation in 1993

(Parasuraman et al., 1985; Parasuraman et al., 1993). The purpose of SERVQUAL was to provide retailers and marketers data and/or information to determine customer satisfaction based on the notion that perception of service quality is determined by the gap in expectations (Expectations–Perceptions=Quality, if expectations increase, perceptions decrease) (Bayrakttaroglu & Atrek, 2010; Gagliano & Hathcote, 1994). In turn, the information could be utilized by marketers to enhance customer experience which would result in higher profits and/or product demand. SERVQUAL was also applied to several other service rendering fields such as: hospitals to determine quality of service received by patients (Babakus & Mangold, 1992; Mangold & Babakus, 1991; Saleh & Ryan, 1991); reviewed the behavioral processes of customer expectations or perceptions (Zeithaml et al., 1996); and the service quality within public services (Brysland & Curry 2001; Donnelly, Wisniewski, Dalrymple & Curry, 1995).

McElwee and Redman (1993) and Owlia and Aspinwall (1998) approaches were similar due to their focus being on higher educational institutions in the United Kingdom which sought to determine service quality of teaching aspects from a student's perspective in order to determine service quality. Whereas, studies conducted in undergraduate business schools, focused on student satisfaction to determine the quality of services that students received (Abdullah, 2006; Angell, Hefferman & Megicks, 2007; Hasan et al., 2008; LaBay & Comm, 2003; LeBlanc & Nguyen, 1997; O'Neill, 2003; Stimac & Leko-Simic, 2012). Each ideology contributed to the expanded use of SERVQUAL being applied to other service rendering industries. However, the methodology of SERVQUAL has been challenged by other researchers.

While SERVQUAL introduced the requirement of 10 dimensions, five modified dimensions deemed adequate to evaluate service quality in the retail industry (Carman, 1990, p. 37). Further, modifications of SERVQUAL resulted in the development of SERVPERF which was argued as being more effective to measure service quality (Cronin & Taylor, 1992). Their method purported that customer expectations are interlinked to performance. Boulding, Kalra, Staelin and Zeithaml (1993) argued that customers based their service quality on "what they deserve" which is derived from previous experiences with the service provider (pp. 9-11).

Opposing to the structure of the SERVQUAL instrument that resulted in modifications to the instrument, pertained to incorporating the evaluation of the lapse of time and how it influenced student perceptions concerning service quality (O'Neill, 2003). Based on the literature review, SERVQUAL has been widely applied to various industries, but in order to be applicable, modifications to the instrument were deemed necessary. Among the studies mentioned, there was a commonality among them concerning the gap in the literature or future research necessary to fill the gap. There is a need to develop sector or industry specific measurements/scales in order to effectively determine service quality. This would also fill the need of expanding SERVQUAL to other service industries effectively.

Effectiveness or quality methodology continues to be absent for educational policies such as the NCLB or ESSA which administrators and policymakers are in dire need of. Many researchers have argued that quality measures are necessary in order to build a research base for the NCLB policy (Gordon et al., 2004) due to a gap that exists

for measuring SES effectiveness (Ascher, 2006; Barley & Wegner, 2010; Burch et al., 2007; Harding et al., 2012; Heinrich et al., 2010; Heinrich & Nisar, 2013; Munoz, Ross & Neergaard, 2009). By utilizing the EDUSERV instrument to evaluate the quality of "tutoring services" that SES providers offered to secondary school students will adequately measure the levels of quality due to the instrument being specifically developed for analyzing secondary schools (Ramseook-Munhurrun et al., 2010). It contains the elements that are consistent with its forefather instrument, SERVQUAL, that has five dimensions (empathy, assurance-discipline, responsiveness, reliability, and school facilities), 23 items and a 5-point Likert scale. The EDUSERV instrument was developed in order to measure "the perceptions-expectations approach to measure service quality in secondary schools" (p. 346). While this study applied this instrument to tutoring services that "students" have received, it is currently the only published instrument existing to adequately complete this study in a secondary school environment. After the appropriate minor modifications concerning the 23 items were made, they were reviewed and approved by the authors of EDUSERV whereby service quality is captured effectively.

Based on the literature review, evaluating the quality of service and the need to develop sector specific measurements were the major themes discovered. Pedagogy concerning tutoring and the state requirements that SES providers must meet in order to render NCLB services are well-known. However, the existence of a link between implementation of the NCLB policy and quality and how to competently measure service quality, remains to be explored.

This study establishes the distinct connection that quality has with policy implementation to enable assessment of SES tutoring services. Further, this study has developed a research base on how to examine the quality of tutoring services in a secondary institution. Finally, it warrants further research to be conducted on the effectiveness of the NCLB or ESSA policy.

Employing a mixed-methods approach provided the answers to the "why" or "how come" questions that the interviews provided along with measuring the quality of SES tutoring services with the use of the modified EDUSERV instrument which contributed to filling the gap in the literature concerning SES effectiveness. The method that was adopted was administering a modified version of the EDUSERV instrument and conducting in-depth phenomenological interviews of LAUSD administrators. These instruments and methods are elaborated on in Chapter 3.

Chapter 3: Research Methods

Introduction

The purpose of this mixed-methods study was to explore the role that quality played in the implementation of the NCLB Act and examine the quality of tutoring services supplied by SES providers to economically disadvantaged students in middle school within the LAUSD. This chapter discusses the setting for conducting the in-depth phenomenological interviews and collecting data for the modified EDUSERV survey. Also, the research design and rationale is explained concerning the convergent parallel design being best along with restating the research questions and the role that the researcher took in this study. Further, the methodology for the study is discussed concerning how the population and sample is selected, the sampling method, the instruments that will be utilized and recruiting methods. Finally, data collection, data analysis, validity and issues of trustworthiness will conclude this chapter.

Setting

This study addressed administrators within the LAUSD of the County of Los Angeles, state of California. Specifically, LAUSD administrators was selected to participate in this study. The in-depth phenomenological interviews was conducted in the following setting:

1. Each participant was at their chosen location which was either at their workplace, in their vehicle or in their private home during the telephone interviews.

The administrators were selected from the 83 LAUSD middle schools. Seidman (2013) indicated that conducting an interview that is convenient and of the participant's preference results in a successful interview which was the case for this study.

Research Design and Rationale

The main research question for this study which the interviews of the LAUSD administrators will address is as follows:

1. What role does quality play in the implementation of the NCLB policy?

Administering the modified EDUSERV survey among the administrators, the participant responses addressed the following supplemental questions:

a. How do administrator expectations relate to the quality of tutoring services in English and Math that economically disadvantaged, middle school students received from SES providers in the LAUSD?

b. How do administrator perceptions relate to the quality of tutoring services in English and Math that economically disadvantaged, middle school students received from SES providers in the LAUSD?

This exploratory study used a mixed-methods approach with a convergent parallel design. The convergent parallel design consisted of qualitative data being collected from LAUSD administrators during three in-depth interviews with each administrator. Also, quantitative data was collected from all of the participants utilizing the modified EDUSERV survey immediately at the conclusion of the third interview.

Quality of service was the central concept for the study. Brysland and Curry (2001) defined quality of service as "about providing something intangible in a way that

pleases the consumer and that preferably gives some value to that customer" (p. 391).

Using the convergent parallel design for this study allowed the researcher to compare or

relate the interview and the survey data in efforts of attaining a more thorough

understanding of how quality is related to the implementation of the NCLB Act which

serves to measure the quality of tutoring services (Creswell, 2012; Krueger & Casey,

2009; Morgan, 1997). Conducting the study and using only one methodology would

have rendered incomplete and useless results.

For example, the data collected from the LAUSD administrators addressed the

main research question that sought to determine the role that quality played in

implementing the NCLB policy. Seidman (2013) stated that interviewing is a window

into a participant's "consciousness to share a lived experience and the meaning of that

experience" (pp. 7, 9). The data collected from the modified version of the EDUSERV

survey focused on the sub-research questions which pertained to how the administrators

rated their expectations and perceptions concerning the quality of tutoring services.

Creswell (2014) argued that surveys provide the researcher with data that can be used to

"generalize the findings of a population" derived from the responses of a sample (p. 155).

This data only contributed to answering, "how come" and "why" questions concerning

how the quality of tutoring services were affected (Trochim & Donnelly, 2008, pp. 142-

143). Hence, the interview data required quantifying as the survey data required being

interpreted in qualitative terms. Therefore, a mixed-methods approach using a

convergent parallel design was most effective for this study.

Role of the Researcher

As the researcher for this study, an observer role was taken whereby the researcher attempted to be "nonintrusive and stand apart from the setting" (Frechtling & Sharpe, 1997). Creswell (2014) stated that "biases and ethical concerns warrant increased attention" by the researcher (p. 94). From December 2007 to February 2014, I was employed by a few educational companies that provided tutoring through the NCLB Act of 2001. My duties involved tutoring K-12 economically disadvantaged students including those with learning disabilities within Riverside, San Bernardino and San Diego counties. Further, I simultaneously held the position of a Training Coordinator and an Educational Field Representative. All three positions exposed me to the administrative and service delivery operations of the NCLB program whereby I am knowledgeable about: how to become a SES provider with a school district in California; how to recruit, interview, hire and train tutors; how to recruit students for the NCLB tutoring program; how to provide tutoring services to eligible NCLB students; and, aware of the limitations or problems that are coupled with NCLB implementation.

Due to these experiences, biases or assumptions may exist because I understand the functions of the NCLB tutoring process. To eliminate these biases, the researcher did not explore previous counties that the researcher had worked in. Every effort was made to remain objective during the study. My approach to the study had a perspective that the NCLB policy is multi-layered which caused complexity in its implementation cycle that inevitably affected the quality of SES tutoring services.

Methodology

The Sample

The population targeted for this study was administrators from the 83 middle schools within the LAUSD that participated in NCLB tutoring services provided by SES contractors. Administrators of the LAUSD were the target for this study. Each LAUSD middle school that was selected met the following criteria's:

- Economically disadvantaged students totaled at least 50% of the total student population;

- Categorized as a Title I school or participated in the Title I program;

- Not a charter school; and,

- Not in Safe Harbor.

Sample Selection

A purposive sampling was utilized for this study. Trochim and Donnelly (2008) indicated that purposive sampling is utilized when you have a "purpose in mind" and your targeted group is very specific (p. 49). For this study, the researcher targeted 83 middle schools in order to capture the sample size which was required to conduct 30 interviews with administrators in order to reach theoretical saturation (Krueger & Casey, 2009). In-depth phenomenological interviewing was conducted among LAUSD administrators for this study (Seidman, 2013). Three interviews of each administrator provided the researcher with each administrator's life experience in order to grasp a better understanding of the role that quality played in implementing the NCLB policy. Each LAUSD administrator had to meet the following criteria's:

- Has work experience with the LAUSD;

- Has served or is currently serving in the capacity of a LAUSD administrator; and,

- Knowledgeable of or has been involved with the NCLB or Title I program.

The administrators provided industry internal information based on their experience and interactions with the implementation of the NCLB policy within the LAUSD. People who are affiliated with or users of a service will have the most to say about it which was extremely valuable to this study (Krueger & Casey, 2009). Each participant in this study supported the convergent parallel design as their information provided the necessary data for understanding how the implementation process of the NCLB Act is related to the quality of SES tutoring services in both qualitative (in-depth phenomenological interviews) and quantitative (modified EDUSERV survey) terms.

Sample Size

The total sample size for this purposeful sampling was 10 participants. The administrators were recruited from the 83 LAUSD middle schools.

Instrumentation for the Qualitative Component - In-Depth Phenomenological Interviews

In-depth phenomenological interviews were conducted in a series of three interviews per administrator totaling 30 interviews. Each interview was conducted by telephone in a one-on-one format. Questions that were posed to LAUSD administrators can be found in Appendix D. Each interview was endured for 90 minutes. The third interview continued for 75 minutes whereby 15 minutes was dedicated for administering the modified EDUSERV survey by sending an email which included the survey link for

Monkey Survey. Each interview was spaced in intervals of no less than one day and no

more than seven days apart to maintain connection (Seidman, 2013). The format of the

interviews was as follows:

- Interview one – Gathered details of the administrator's life history.

- Interview two – Gathered details of the administrator's life experience.

- Interview three – Gathered information whereby the administrator reflects

  on the meaning of their experience.

By selecting 10 administrators who was interviewed three times each, provided the

researcher with experiences of "similar structural and social conditions" related to the

NCLB policy in order to discover emerging themes and reach sufficiency and saturation

(Seidman, 2013, p. 58).

Each interview was tape recorded and descriptive notes were taken by the

researcher (Cohen & Crabtree, 2006). These tactics assisted the researcher during data

analysis whereby information shared was reviewed for accuracy or as a backup in case of

equipment failure (Creswell, 2014, p. 194).

Instrumentation for the Quantitative Component – Modified EDUSERV Survey

The EDUSERV instrument developed by Ramseook-Munhurrun et al. (2010) was

utilized for this study. However, as previously mentioned, modifications were necessary

to capture the essence of measuring the quality of tutoring services. The modified

EDUSERV survey was distributed to the same 10 administrator participants during the

last 15 minutes of the third interview. The original and revised EDUSERV instruments

can be found in Appendixes G through I, respectfully.

Ramseook-Munhurran et al. (2010) developed the EDUSERV instrument geared towards analyzing "educators' perception of service quality in secondary schools." The study was conducted in state secondary schools in Zone 1 in Mauritus. However, minor conceptual modifications were necessary so that the questions on the instrument would focus on the administrator's expectations and perceptions concerning the quality of SES tutoring services and not on the expectations and perceptions of educator's in secondary schools. The modified EDUSERV was submitted to the authors of EDUSERV for their permission to use the original instrument and for their expert input on the modified version of EDUSERV for this study. The authors gave their permission to use the EDUSERV survey with modifications for this study which is located in Appendix E.

The EDUSERV instrument was tested for validity by performing a factor analysis on 30 items which determined the "gap scores for the educators' responses" (Ramseook-Munhurran et al., 2010, pp. 341-342). After applying the Kaiser-Meyer-Olkin measure of sampling adequacy (0.791) and the Bartlett test of sphericity (was significant), it was determined that seven factors were unsupported (p. 342). Therefore, the initial 30 items rendered from SERVQUAL (Parasuraman et al., 1991) were reduced to 23 and the factors were reduced from seven to five (p. 343). Reliability tests were conducted on the modified instrument using Cronbach's coefficient which resulted in 0.60 (coefficient) and 0.840 (total alpha), concluding that the EDUSERV instrument was valid and reliable (p. 343). EDUSERV is an appropriate instrument for the current study due to it focusing on the quality of service in a secondary school atmosphere.

Recruitment Method

Administrator participants were recruited from the 83 LAUSD middle schools by contacting them via telephone. During the initial contact call, the researcher formally introduced herself, the components of the study, contents of the Consent Form and what was required of the participants (Seidman, 2013, p. 51). The screening questions and initial contact procedures for all participants are located in Appendix A. Utilizing this method ensured that each criterion was met in order to capture the targeted participants. At the end of the third interview, participants were asked if they knew of another administrator that the researcher could contact for the study whereby several referrals were made. In addition, at the conclusion of the final interviews and completion of the survey, all participants were debriefed by summarizing the main points, thanking them for participating in the study, informing them that a copy of the Consent Form and a written report letter of the findings will be mailed to them at the conclusion of the study (Krueger & Casey, 2009, pp. 137-138).

Data Collection Methods

The in-depth phenomenological telephone interviews were collected three different days that were scheduled no less than one day apart or exceed seven days lasting no more than 90 minutes each. At the conclusion of the third interview, administrators used the last 15 minutes of the allotted 90 minutes to receive an email with a link and instructions for completing the modified EDUSERV survey. The cross-sectional modified EDUSERV survey consisted of a total of 46 questions concerning the expectations (23 questions) and perceptions (23 questions) of administrators of SES

tutoring services. A Likert scale was utilized where "1" represented "Strongly Disagree" and "5" represented "Strongly Agree." The data collected from administrators was conducted as follows:

1. Contacted each prospective participant by telephone to screen for participation (Appendix A).

2. After the initial contact call, determined if participant was appropriate for the study (Seidman, 2013, p. 52).

3. Finalized participant list using purposeful sampling (Trochim & Donnelly, 2008).

4. Sent every participant a personalized follow-up letter specifying the details about the study and appointment time (Appendix B).

5. Prior to the commencement of the first interview, had participants read, sign and return the Consent Form to the researcher via fax or email (Appendix C).

6. Conducted the interviews ensuring the duration did not exceed 90 minutes for interviews one and two and 75 minutes for the third interview.

7. Distributed the modified EDUSERV survey link via email to the administrator participants at the conclusion of the third interview (Appendix G and I).

8. Debriefed all participants regarding their participation in the study and what would happen next.

9. Explained that upon final approval of this study, a copy of Consent Forms along with a written report letter of the findings will be mailed to all participants.

Qualitative Data Analysis Plan – In-depth Phenomenological Interviews

The researcher used NVivo, a computer-assisted software to conduct a content analysis for the interview transcripts. This approach allowed the researcher to discover themes or patterns that evolved from the information gathered from the interviews (Creswell, 2014; Krueger & Casey, 2009). Further, a comparison diagram along with a cluster analysis was utilized to assist with visually understanding and displaying the conceptual relationships in a systematic format (Miles, Huberman & Saldana, 2014). The interviews focused on the answering the main research question of the study. All discrepant cases and incomplete interviews was excluded from the data analysis and destroyed by shredding the material, except the incomplete interviews are discussed in Chapter 4.

Quantitative Data Analysis Plan – Modified EDUSERV Survey

The modified EDUSERV instrument addressed the sub-research questions for this study. Descriptive analysis was used for summarizing the data. Also, descriptive statistics was performed using Microsoft Excel 2016, to determine the mean difference between administrator's perceptions and expectations of the quality of SES tutoring services provided to economically disadvantaged middle school students in LAUSD along with a comparison among the two communities to determine disparity differences. This method was chosen to duplicate how the original EDUSERV data was analyzed which was best for seizing the differences between all of the participants expectations and perceptions concerning the quality of SES services rendered and maintain validity (Ramseook-Munhurrun et al., 2010). Further, due to this study employing a convergent

parallel design, the data analysis resulted in a side-by-side comparison and joint display of the interviews and modified EDUSERV results (Bian, n.d., pp. 22-23; Creswell, 2014).

Issues of Trustworthiness

The EDUSERV instrument that was used for the study is a published instrument whereby credibility, transferability, dependability and conformability have already been established (Ramseook-Munhurrun et al., 2010). The minor modifications made to the content of the EDUSERV survey did not disrupt the overall meaning or dimension of the original EDUSERV content. Further, trustworthiness and credibility of the interviews were developed from the researcher listening to the tape recordings of the responses for accuracy and clarity, note taking from the interviews for capturing nuances that the tape recording could not acquire, transcribing the 30 interviews, performing stakeholder checks whereby the interview transcripts were reviewed for comments and/or corrections by the administrator participants and utilizing systematic procedures (Krueger & Casey, 2009; Thomas 2003).

Ethical Procedures

The researcher involved human subject research that had to adhere to ethical protocol. Each participant before the commencement of the first interview was provided with a Consent Form (Appendix C) to review and sign. Any questions that the participants had concerning the Consent Form was addressed at that time. Each Consent Form indicated: the study's benefits; the risks; that the study was voluntary; that all information would be confidential; and that they could withdrawal from the study at any time (Krueger & Casey, 2009, pp. 29-30; Smith, 2003, p. 56).

All of the data collected during the interviews, at the focus groups and from the modified EDUSERV survey was confidential. The interview and EDUSERV data will be stored in a locked file cabinet and/or on a computer with a password-protection attached to the data files. Only the researcher has access to all data which will be destroyed five years from the date of collection. Also, a Research Ethics Review Application with the Walden University Institutional Review Board was filed to ensure that the researcher was approaching this study with high ethical regard.

Summary

This chapter discussed how the convergent parallel design was best for conducting this mixed methods study. It captured both qualitative and quantitative data gathered from in-depth interviews the modified EDUSERV instrument. This data assisted with exploring the role that quality of services played in the implementation of the NCLB Act to determine the quality of rendered tutoring services by SES providers to LAUSD economically disadvantaged secondary school students. Also, this chapter explained how administrator participants would provide valuable information for this study which was based upon their personal experience with the NCLB program and SES providers. Further, this chapter clarified the methods for analyzing the collected data along with its trustworthiness and concluded with the necessary steps that the researcher took in order to ensure compliance with ethical codes and procedures. Chapter 4 will elaborate upon the setting, demographics, data collection, data analysis, provide evidence of data trustworthiness and the results that was aligned to addressing the posed research questions.

Chapter 4: Results

Introduction

The goal of this mixed-methods study was to question the correlation between quality and implementation of the NCLB policy which serves as the equivalent to measure the quality of LAUSD tutoring that eligible NCLB middle school students received through SES providers. Using the convergent mixed-methods was sufficient to address the following research questions:

Main Research Question: What role did quality play during the implementation of the NCLB policy in the LAUSD?

Sub-research Question A: How do LAUSD administrator perceptions relate to the quality of tutoring services that economically disadvantaged, middle school students received from SES providers?

Sub-research Question B: How do LAUSD administrator expectations relate to the quality of tutoring services that economically disadvantaged, middle school students received from SES providers?

This chapter depicts the characteristics and demographics of the administrator participants. Also, the data collection and analysis methodologies are described that was employed for this study. Further, the results of the interview and modified EDUSERV survey data is discussed and reflected descriptively to address the research questions. Lastly, confirmation of trustworthiness of the quantitative and qualitative data wraps up the chapter.

Setting and Demographics

All in-depth interviews were conducted via telephone whereby the administrators were either in their office, their vehicle or in the comfort of their home. Most of the administrator's conducted the telephone interviews during their busy and multi-tasked day that involved interruptions either by fellow co-workers, students, other telephone calls or emergencies which either prolonged the interview or at worst, resulted in the interview being rescheduled. The demographics and characteristics of the participants are listed in Table 1 below.

Table 1

Description of Participants Demographics and Characteristics

Classification	Number of Participants	% of Participants
GENDER		
Male	3	30%
Female	7	70%
Total	10	100%
RACE		
Black	6	60%
Hispanic	2	20%
White	2	20%
Total	10	100%
TEACHING EXPERIENCE (years)		
10-15	3	30%
16-20	3	30%
>20	4	40%
Total	10	100%
GEOGRAPHICAL LOCATION		
Community 1	6	60%
Community 2	4	40%
Total	10	100%

The descriptive analysis of the sample demographics specified that 70% of respondents were female and male respondents accounted for 30%. In respect to race, Blacks totaled 60% Hispanics and Whites 20%. Additionally, 40% of all respondents had more than 20 years of teaching experience while 30% had 10-15 years of teaching experience. Lastly, 60% of all respondents worked in Community 1 and the remaining 40% worked in Community 2 (described below).

Data Collection

In-depth Phenomenological Interviews: The data was collected from 10 administrators who were selected from a list of 83 middle schools in the LAUSD. Using a purposeful sampling procedure, the sample was divided into two groups based on the geographical location of the schools in which the study participants workedfor this convergent parallel approach. Community 1 consisted of administrators whose school locale was the greater Los Angeles area, while Community 2 consisted of administrators whose work location was in the southern region of Los Angeles. The 30 interviews (3 interviews per administrator) conducted by telephone that was scheduled in intervals of no less than one day apart, not exceeding seven days, for a duration of 90 minutes each, with the exception of the third interview lasting 75 minutes to allow the modified EDUSERV survey to be administered to all participants.

In-depth interviews consisted of three unstructured, open-ended questions whereby subsequent questions were utilized for clarity and/or details when necessary. The questions and results are discussed in the findings section of this chapter. Every interview was recorded by a tape recorder along with researcher notes taken

simultaneously. There was a total of 12 administrators interviewed, totaling 33

interviews, but two of those 12 administrators failed to complete the series of interviews.

Specifically, one participant completed interview 1 of 3 and did not respond to the next

scheduled interview or researcher's calls or emails. Further, the other participant

completed 2 of 3 interviews also declined to be made available for the final scheduled

interview or answer researcher's emails or calls as well resulting in 10 participants (30

interviews) that were completed. The additional two participants (3 interviews) data that

was collected was not included in the data analysis or findings.

Modified EDUSERV Survey: Each modified EDUSERV survey was distributed

only once to the participants at the conclusion of the third interview whereby each

administrator received an email that contained the Monkey Survey link and instructions

for taking the survey. The survey consisted of 23 questions pertaining to expectations

(opinions) and 23 questions pertaining to perceptions (feelings) that consisted of the 5

dimensions: empathy, tangibles, reliability, responsiveness and assurance-discipline.

Also, the survey was untimed which was completed in one sitting which was completed

in an average of six minutes among participants. Survey data was collected by Monkey

Survey in their database. There were 10 survey links distributed and 7 surveys were

completed resulting in a 70% response rate.

Data Analysis

This study utilized two types of data analysis: content analysis using NVivo for

in-depth phenomenological interview transcripts and descriptive analysis for the modified

EDUSERV survey data using Microsoft Excel 2016. The in-depth phenomenological

interviews were administered to each participant in three telephone interviews whereby a different question was asked at each interview. At the conclusion of the third interview, the modified EDUSERV survey was provided to each participant via email consisting of 46 questions using a Likert scale.

In-depth Phenomenological Interviews: The 30 interviews after being transcribed were read multiple times, saved as one large file and individually which contained each administrator's three interviews. Each of the participants three interviews were read again and passages of importance were manually marked and coded using a descriptive term or phrase to identify emerging themes and patterns. Afterwards, all transcripts were uploaded into NVivo Pro, version 11, a qualitative analysis software to create categories which totaled 21 (See Table 2).

Table 2

Description of Initial Themes (Nodes)

Themes (Nodes)	Number of Participants *N=10*	Number of Comments per Participant
Accountability, responsibility	1	2
Categorical Programs	1	5
Changes in LAUSD, education	1	2
Differences between NCLB & Common Core	2	9
Intervention	3	8
NCLB advantages	3	11
NCLB disadvantages	5	27
Outside influences	1	5
Purpose or function of Title I	4	5
Recommendations	1	3
Teaching standards	2	8
Teaching style changes	2	13
Testing materials	1	4

Themes (Nodes)	Number of Participants *N=10*	Number of Comments per Participant
Title I advantages	6	15
Title I disadvantages	4	9
Title I fund decision makers	2	3
Title I funding changes	1	4
Title I funding criteria	4	15
Tutoring program	4	12
Tutoring program disadvantages	2	4
Tutoring program, intervention advantage	3	10
TOTAL		174

Thomas (2003) argued that inductive analysis of qualitative data consists of "data cleaning, reading the text, creating the categories, identifying overlapping coding/text and refinement of the categories once finalizing" (p. 5). After evaluating the categories that emerged during inductive coding of the interviews, it was evident that many of the categories overlapped causing revisions or merging of the categories necessary for clarity and condensation resulting in five defined themes which Table 3 illustrates.

Theme I: Benefits of Title I funding relates to comments made by seven participants pertaining to how Title I funding to their schools provided a means of purchasing equipment, funding staff and student services. The second theme: Tutoring of Intervention Program was developed based on the participants explanations concerning the tutoring/intervention program offered at their individual campuses. Limitations of Title I Funding theme grouped opinions about the constraints administrators experienced when expending these types of funds. The last two themes discussed the benefits and shortcomings associated with the NCLB policy/program that affect the participant's schools since implementation.

Table 3

Defined Themes (Nodes)

Themes (Nodes)	No. of Participants *N=10*	% of Participants	No. of Comments	% of Comments
Benefits of Title I Funding	7	70%	21	33%
Tutoring or Intervention Program	6	60%	14	43%
Limitations of Title I Funding	4	40%	10	40%
Advantages of NCLB Policy/Program	3	30%	10	30%
Disadvantages of NCLB Policy/Program	3	30%	7	43%
Mean	**4.6**		**11.8**	

These five themes provide information to enable the side-by-side approach to compare

the interview and survey findings in efforts of addressing the posed research questions

(Creswell, 2014, pp. 219-223).

   Modified EDUSERV Survey: The data was analyzed using Microsoft Excel 2016,

a worksheet and data analysis software. A descriptive analysis was performed and

frequency distribution and/or bar charts were developed to explore the difference

between the administrator's perceptions and expectations to determine the quality of

tutoring that LAUSD middle school students received from SES providers using quality

as the proxy. Due to the absence of a hypothesis to test along with a small sample, n=10

and response rate of 70% (7 out of 10) in this convergent parallel approach, there were no

statistical tests performed in order to avoid coefficient fluctuation (Creswell, 2014).

Results

The results of this convergent parallel study will be discussed utilizing a side-by-side approach. The five themes that derived from the 30 interviews provided the explanation of addressing "why" and "how" for the qualitative analysis. The interviews sought to answer the main research question: What role did quality play in the implementation of the NCLB policy? Further, the modified EDUSERV survey address the two sub-questions: a) How do LAUSD administrator expectations relate to the quality of tutoring services in English and Math that economically disadvantaged, middle school students received from SES providers in LAUSD? b) How do LAUSD administrator perceptions relate to the quality of tutoring services in English and Math that economically disadvantaged, middle school students received from SES providers in LAUSD? Following each theme is discussed in detail in terms of addressing the main research question.

In-depth Phenomenological Interviews

In terms of the interviews, there were three major questions or discussion topics asked of the 10 administrators to "make meaning of their experience" (Seidman, 2013, p. 18). A recap of the three questions mentioned earlier are:

Interview One: Tell me about your past life up until you became a Los Angeles Unified School District administrator working with the No Child Left Behind policy and/or Title I funding, going back as far possible as you can within 90 minutes (*administrator's life history*).

Interview Two: a) Tell me what you actually do on the job. b) Talk about your relationships with parents, tutors, SES providers and other administrators. c) Reconstruct a day as a Los Angeles Unified School District administrator working with the No Child Left Behind policy and/or Title I funding from the moment that you wake up to the time that you fall asleep within 90 minutes (*administrator's life experience)*.

Interview Three: a) Given what you have said about your life before you became a Los Angeles Unified School District administrator and given what you have said about your work now, how do you understand the No Child Left Behind policy and/or Title I funding in your life? b) What sense does it make to you? *(administrator reflects on the "meaning of their experience")*.

Based on their responses to these posed questions, five themes emerged as noted in Table 3. Below is the discussion of these results along with the modified EDUSERV survey results for a comparison later discussed to determine confirmation or disconfirmation of each other in respect to answering the research questions.

Theme I: Benefits of Title I Funding

During the third interview, the majority of administrators shared their views concerning the various benefits of the Title I funding that is a component of the NCLB policy in their respective schools such as purchasing equipment, supplies, participating in professional developing and providing tutoring or intervention services. Particularly, three participants concurred that if the Title I funding was not available, the work and/or services that are provided to students would not be possible. Participant 8 mentioned that, "I couldn't imagine not having those funds and being expected to function" which

was supported by Participant 5 who added, "I don't think we can do some of the work that we do . . . without having the Title I program." Also, comments were made concerning the main purpose of how Title I funds are spent. For example, Participant 10 stated, ". . . Title I funding allows us to buy those notebooks and just hand them to the students that . . . their parents don't have a car." Participant 7 indicated that:

Well, I think that because of the school that I work at because of the demographics . . . it makes a lot of sense that we have additional funding because ideally . . . that is what's helping us to provide services that . . . are going to make up for whatever . . . deficits that we might have. Having those extra Title I money helps us . . . provide those additional services whether it's a coach or the intervention . . .

Participant 3 added that ". . . it was . . . Title I funding that I was able to . . . attend a number of workshops in order to become a better teacher . . . to understand our students . . . who are having problems learning." Finally, several participants noted that Title I funds are providing to assist low income, performing students with supplemental services and/or materials.

Theme II: Tutoring or Intervention Program

When the administrators were asked about describing their day as an administrator in addition to the relationships they have with parents, tutors, SES providers and other administrators, Theme II emerged as the mention of aspects concerning their campus intervention or tutoring program developing. In other words, 60% of the participants discussed the dynamics of their supplemental tutoring program

during the second interview. For example, Participant 1 explained that the tutors are actually on-staff teachers and students:

> . . . are basically getting homework help if they are in . . . that particular teacher's class that's conducting the tutoring, then they are getting the extra individualized help at that time as they may not have gotten . . . the information that they may not have understood during class time.

One participant illustrated how employing innovation resulted in the intervention classes being of great interest among students which improved English and Math skills for struggling students. Specifically,

> . . . we provided intervention classes . . . on Saturday and . . . they have the children come up to par with English and Math . . . we had robotics class . . . and . . . we added a cooking class for our intervention . . . program. Well, I noticed attendance wise as well . . . their levels went up . . . they were reading better . . . Especially the . . . cooking class because it helped with the Math skills.

Further, administrators also added the importance of tutoring or intervention for students. For instance, Participant 9 asserted that ". . . our 8th graders who are not eligible to culminate, it's really important that they attend . . . afterschool tutoring." A second participant agreed and indicated that ". . . without this funding, we wouldn't be able to offer, for example, the intervention . . . afterschool."

Hence, a couple participants discussed the limitations within the tutoring or intervention program. One participant reported that because afterschool tutoring is voluntary, parent approval and support is needed to get students involved. Also, another

participant added that a "distant relationship" existed with their tutoring program as it was staffed with "district employees" and not their on-staff teachers. Lastly, Participant 9 noted that,

> . . . we can do tutoring afterschool . . . the kids can have free lunch, we can take them out for curricular trips, but that's basically it . . . there is so much more that's needed for our children that's not being addressed.

Theme III: Limitations of Title I Funding

A few participants discussed the constraints of Title I funding when inquired as to what does Title I funding or the NCLB policy mean to them in their capacity or life experience. This led to comments pertaining to how Title I funds being disadvantageous to campuses that reply upon these funds to provide services to low performing students. To illustrate, Participant 10 commented that "I just think the funding with Title I funding going down is really a disservice to the individual schools." Another participant stated that, ". . . the 2nd semester when we go back to school . . . we'll be . . . organizing our . . . intervention programs due to our Title I funds have been cut." Finally, Participant 8 argued that,

> . . . the Title I funds, there's all these technicalities. Even this school year . . . we spent our Title I funds . . . on basic things . . . teacher positions, coordinator positions such as myself . . . technology, supplies. I think ideally, Title I should be . . . supplemental. It supposed to be supplemental . . . as they fund to service the students . . . I find them to be basic . . . consistent intervention services such as tutoring and counseling . . . that is lacking.

Theme IV: Advantages of NCLB Policy/Program

Theme IV emerged among a few participants during the second and third interviews as administrators described their daily functions and what the NCLB policy meant to them personally. Participant 1 noted that, "I think the intention of the No Child Left Behind was good" and the "No Child Left Behind took into consideration students with the IEP's [Individualized Educational Plan]." Other participants indicated that since the NCLB has been revamped, it's "not as rigid" and special education students had "a longer time to grasp the skills." Also, these participants discussed how the NCLB policy was the foundation for the current educational policy and guidelines of Common Core. Specifically, participant 2 stated that, ". . . No Left Behind Child had me to really focus on the data and its becoming like that with the Common Core . . . we are into the Common Core era now." Participant 1 added that, "It's just with No Child Left Behind, there was opportunity for tutoring . . . now-a-days with Common Core . . . tutoring . . . is strictly voluntary."

Theme V: Disadvantages of NCLB Policy/Program

Only three administrators discussed the drawbacks of the NCLB policy or program when inquired about describing what sense does the policy mean to them during the final interview. As an illustration, Participant 1 asserted that,

> . . . as far as my understanding there is No Child Left Behind . . . [how] it works today . . . I can honestly say that I don't . . . believe that it did what it was intended to do. No Child Left Behind does not look at the student's holistic, what is going on that doesn't provide, what is the home life like . . . the socioeconomic

factors that go through . . . classifying them, they are not taken into consideration

when standardized testing is developed.

This same participant added that teachers received no assistance in "learning about the

types of legislature" that is "implemented from the top down." Two other administrators

discussed the "disconnect that exist between the NCLB policy and the community" along

with teachers being targeted when their "kids were not making it."

Modified EDUSERV Survey

This study posed two sub-research questions. Each sub-research question was

linked to specific survey questions to explore applicability as a mode to determine the

quality of tutoring services. Further, the 46 survey questions (23 *perception* questions

and 23 *expectation* questions) were grouped into categories (Student Needs, Tutoring

Materials, Structure & Services, Parents of Students and Employees (Tutors)) across the

five dimensions to provide a descriptive analysis of the results. In this section, each

category will be addressed and displayed descriptively to answer sub-research question A

as mentioned in Chapter 1. As noted in Chapter 2, *perceptions* are defined as the

"feelings" of one on a particular topic or subject whereas *expectations* are defined as

"opinions" of how one thinks on a particular topic or subject. For the purposes of this

study, perceptions minus expectations equates to quality (P-E=Q) (Parasuraman et al.,

1988).

Perception (feelings)
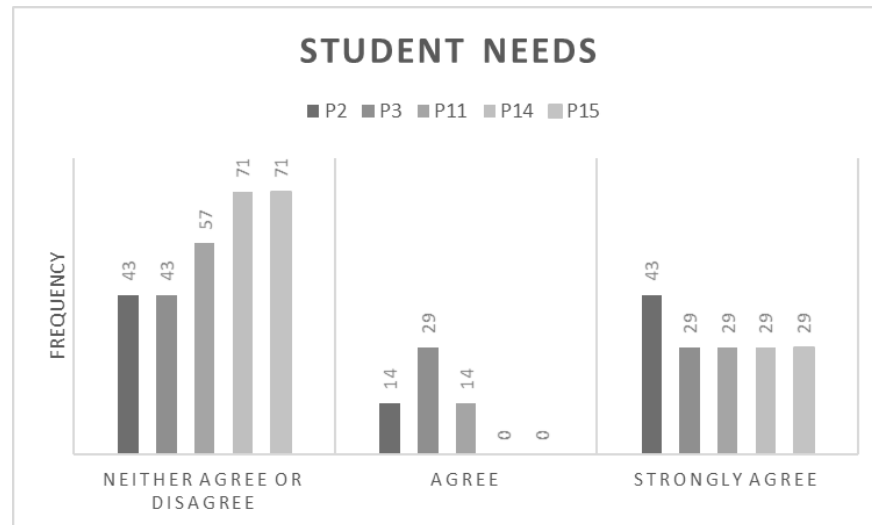
Figure 1. Student Needs Perception Survey Questions , n=7.

As noted in Figure 1, when the administrators were asked perception questions

P2, P3, P11, P14 and P15 that pertained to the needs of students in terms of

individualized attention or assistance, the majority of administrator's perceived that they

"neither agree or disagree" that student needs are attended to by SES providers. Hence,

some administrator's "strongly agreed" (43%) that SES providers in fact do give

student's individualized attention. Questions P2, P3, P11, P14 and P15 are reflected in

Appendix J.
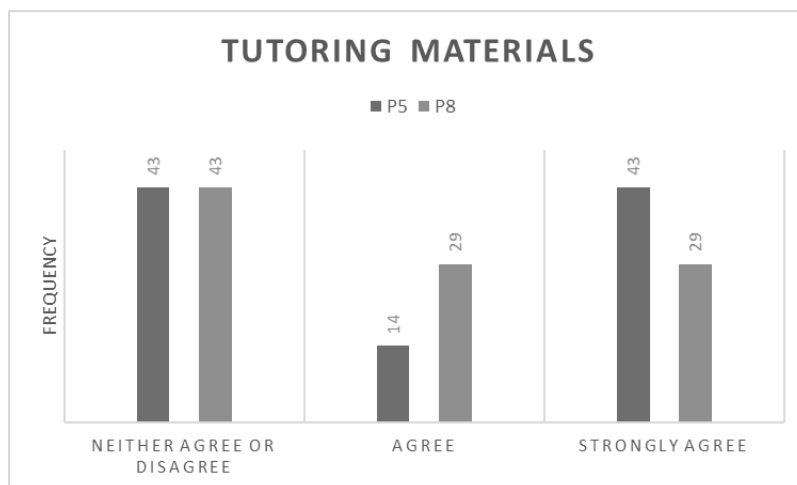
Figure 2. Tutoring Materials Perception Survey Questions, n=7.

When administrators were asked about their feelings concerning tutoring materials that SES providers have or if the tutoring materials they possess are current, some of the participants indicated that they "neither agree or disagree" (43%. Refer to Appendix K to review questions). However, many participants noted that they "strongly agree" SES providers possess up-to-date tutoring materials (43%).
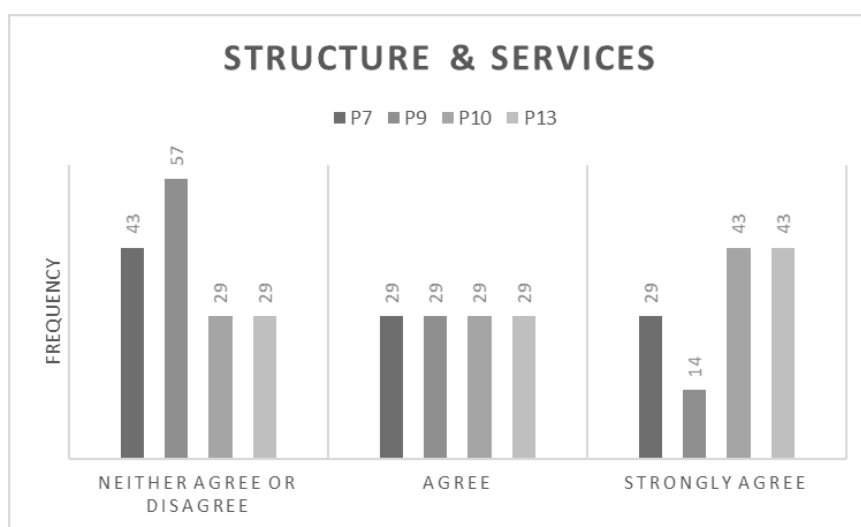
Figure 3. Structure & Services Perception Survey Questions, n=7.

The above figure displays several questions that were asked of administrator's impressions of the structure and services that SES providers have when providing tutoring services to students. Participants noted that they "neither agree or disagree" (43%, 57%) with the performance and format of tutoring services, but "strongly agreed" that the SES services are offered timely and that their records are correct (43%). Questions that were grouped under the Structure & Services category can be viewed in Appendix L.
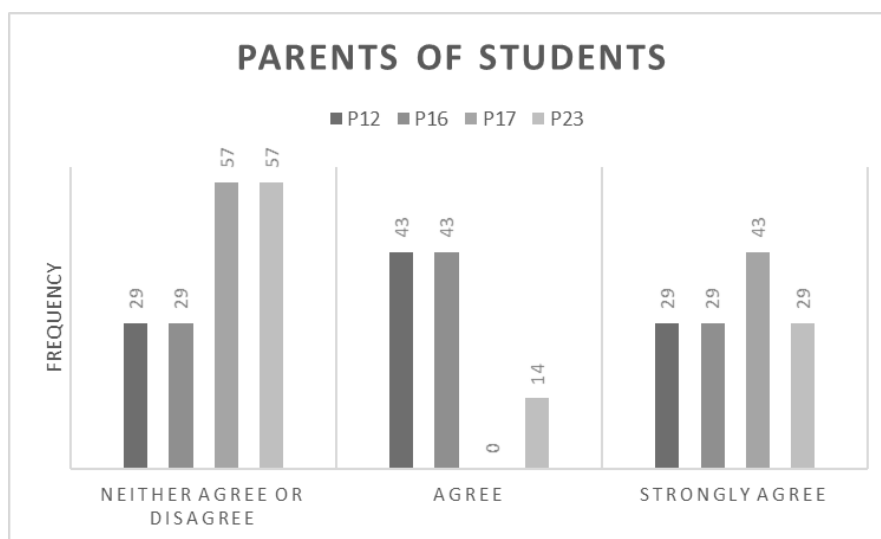
Figure 4. Parents of Students Perception Survey Questions, n=7.

Many participants "agreed" (43%) that SES providers deliver accurate and timely information to parents and are never too busy to attend to parental requests. But, when administrators were asked about SES providers being open to inquiries and opinions from parents, most noted that they "neither agree or disagree" (57%) or "strongly agree" (43%). Finally, administrators reported that they "neither agree or disagree" (57%) that

parents are able to trust the SES providers employees (tutors) (See Appendix M for questions).
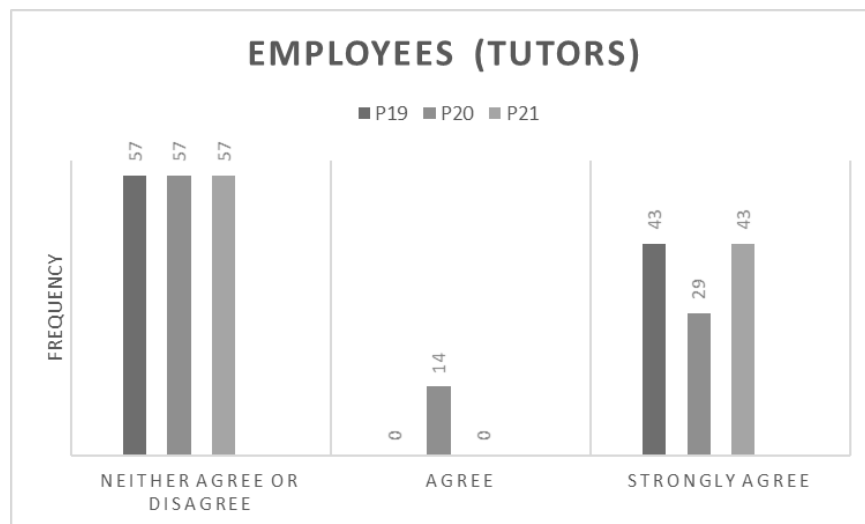
Figure 5. Employees (Tutors) Perception Survey Questions, n=7.

A majority of participants when questioned about their feelings relating to SES provider employees understanding the material in-depth and subject matter, it was rated largely as "neither agree or disagree" (57%). Several administrators "strongly agreed" (43%) that SES employees are knowledgeable of the subject matter. Also, a little over half of the administrators reported that a balanced relationship among SES employees, parents and students was that they "neither agreed or disagreed" (57%). However, the remaining participants indicated that they "strongly agreed" (43%) and felt that a cordial relationship is important.

The discussed categories sought to address the sub-research question pertaining to how do LAUSD administrator perceptions relate to the quality of tutoring that economically disadvantaged, middle-school students received from SES providers.

Based on the findings, it is obvious that "feelings" of the administrators averaged in the 50-percentile range in terms of the five categories. Hence, exploring the "opinions" or expectations of administrators concerning these same categories reflect different results.

Expectation (opinions)
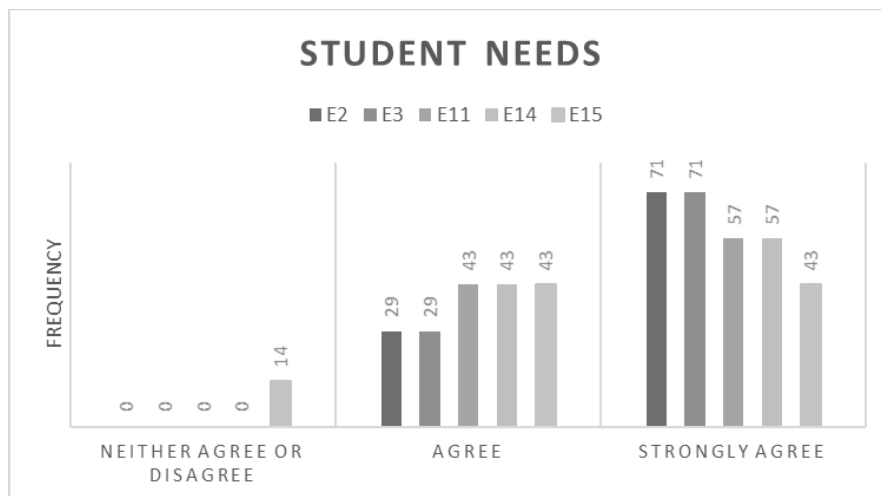
Figure 6. Student Needs Expectation Survey Questions, n=7.

The administrators stated that they "strongly agree" (71%) students should get individualized attention and their needs are understood. Also, when participants were asked if a timely response of SES providers to resolve student problems were expected, a little over half "strongly agreed" (57%) while the remaining respondents "agreed" (43%). Lastly, many administrators (43%) "agreed" and "strongly agreed" (43%) on expecting SES providers to go out of their way to assist students. The specific questions for this category can be viewed in Appendix O.

TUTORING MATERIALS

■ E5   ■ E8
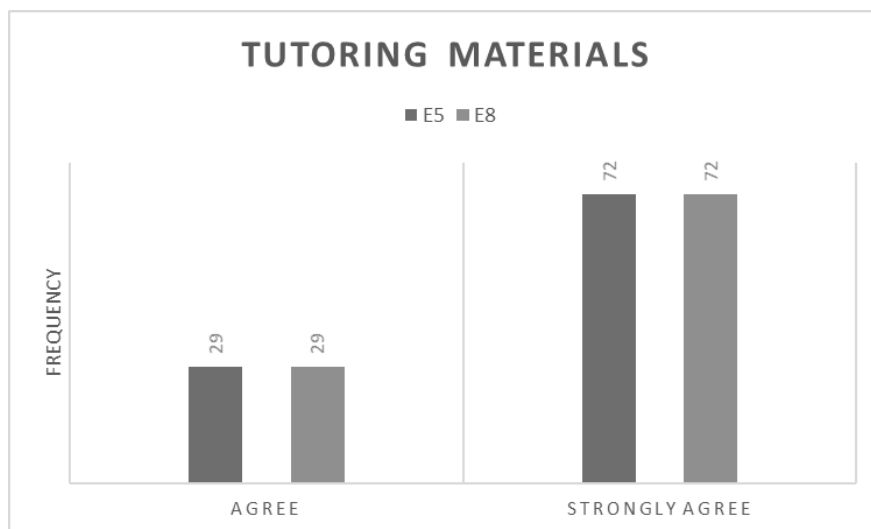
Figure 7. Tutoring Materials Expectation Survey Questions, n=7.

Administrators particularly expected SES providers to have a collection of

tutoring materials on hand (72%). Also, a majority of participants indicated that they

"strongly agreed" (72%) SES providers should have current tutoring materials. More

detail concerning the expectation questions grouped together can be viewed in Appendix

P.

STRUCTURE & SERVICES

■ E7   ■ E9   ■ E10   ■ E13
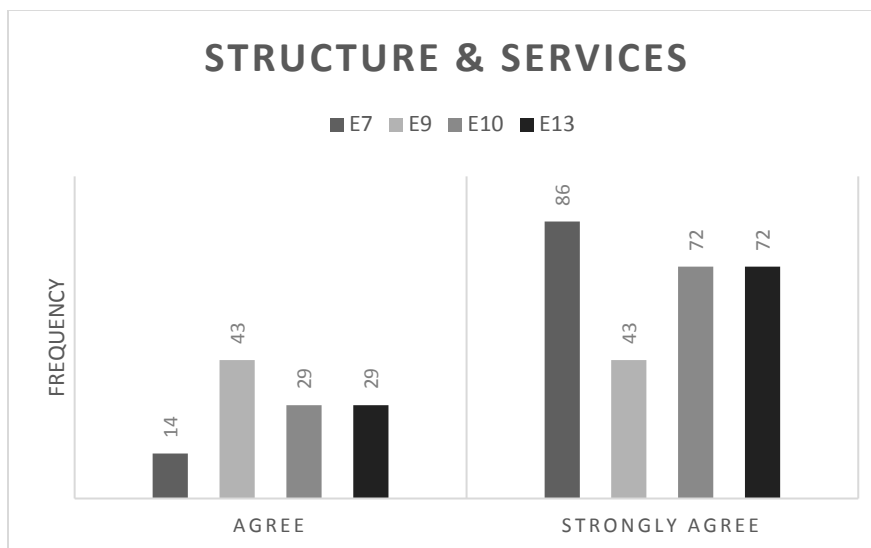
Figure 8. Structure & Service Expectation Survey Questions, n=7.

An overwhelming majority of administrators expected that tutoring services should be structured appropriately (86%). Administrators also "strongly agreed" (72%) that SES providers should stick to their promised services in a timely fashion and keep efficient records. However, less than half of participants (43%) stated that they either "agree" or "strongly agree" that SES services are expected to be executed correct the first time. Questions are noted in Appendix Q for this category.
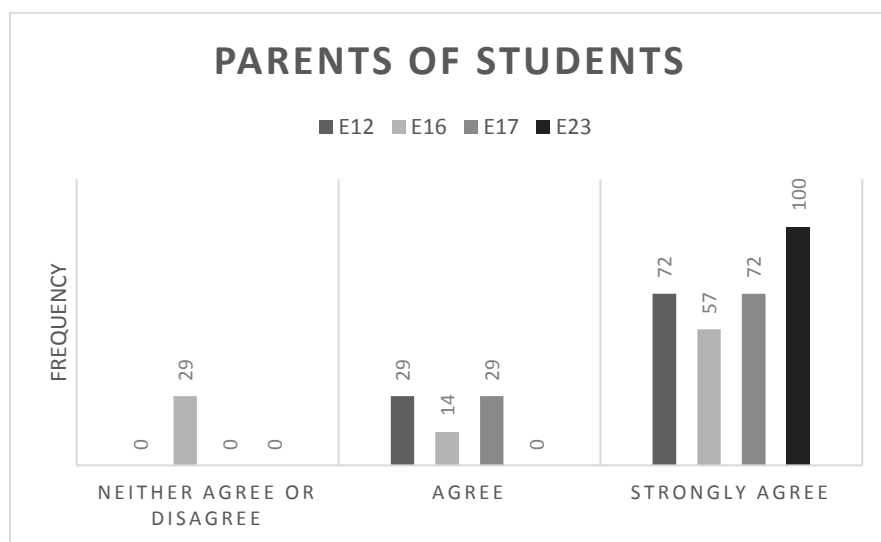
Figure 9. Parents of Students Expectation Survey Questions, n=7.

Participants stated that they "strongly agree" (72%) when questioned concerning their impression of SES providers being open to parental comments or concerns along with providing prompt and correct information to inquiring parents. Also, over half (57%) of administrators indicated that they "strongly agree" SES providers should never be too busy to address parental concerns. Lastly, all administrators "strongly agreed"

(100%) that their expected parents to be able to trust SES provider employees (tutors).

Appendix R reflects the combined questions mentioned above.
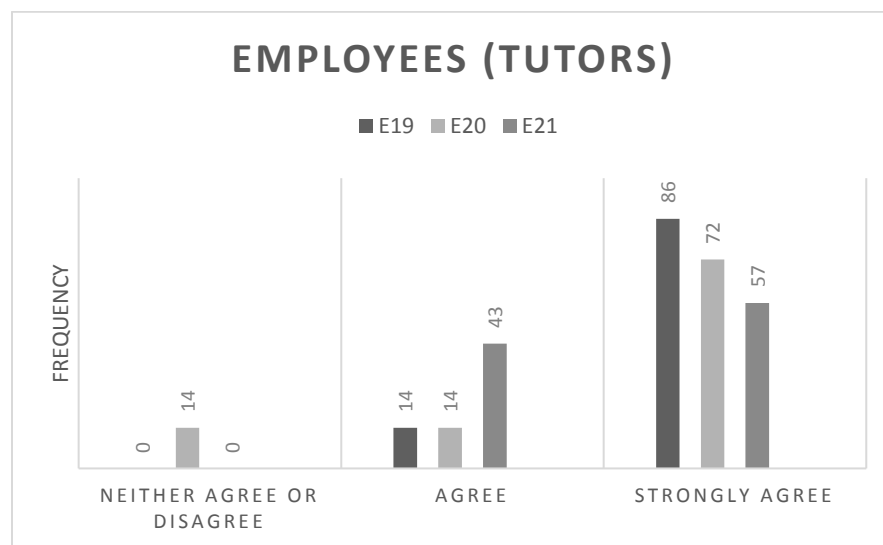
Figure 10. Employees (Tutors) Expectation Survey Questions, n=7.

Based on Figure 10, an overwhelming majority of administrators noted that they "strongly agreed" and expected SES provider employees to know the subject matter and content in-depth (86%, 72%). Also, administrators added and "agreed" (43%) or "strongly agreed" (57%) that it is expected that SES provider employees have a congenial relationship with parents and students.

Reflecting on both perception and expectation results, it is quite evident that the outcome differs between what one has "a notion of" compared to what one "assumes to be so" in terms of the quality of supplemental learning socioeconomically disadvantaged students should receive.

Measuring Service Quality (Perception-Expectations=Quality). Parasuraman et al. (1991) established the formula for measuring service quality which is calculating the

difference between perceptions (what one feels) and expectations (what one thinks) or (P-E=Q). The modified EDUSERV survey provided data in order to determine the quality of tutoring services that LAUSD middle school students received for this study.

Table 4

Service Quality of SES Providers Tutoring Services, n=7

Dimensions	Perception Mean	Expectation Mean	Service Quality
Empathy	*3.89*	*4.64*	*-0.75*
The SES providers is genuinely concerned about the students	4	4.86	-0.86
The SES providers give individual attention to the students	4	4.71	-0.71
The SES providers understands the individual needs of students	3.86	4.71	-0.85
The SES providers has the student's long-term interest in mind	3.71	4.29	-0.58
Tangibles	*3.90*	*4.71*	*-0.82*
The SES providers has up-to-date tutoring materials	4	4.71	-0.71
Their employees are well dressed and appear neat	3.86	4.57	-0.71
The structure of the tutoring services are well designed	3.86	4.86	-1.00
The SES providers have a collection of tutoring materials	3.86	4.71	-0.85
Reliability	*3.91*	*4.57*	*-0.66*
The SES providers performs the service right the first time	3.57	4.14	-0.57
The SES providers offers their services at the time they promise to do so	4.14	4.71	-0.57
The SES providers shows interest to solve student's problems	3.71	4.57	-0.86
The SES providers gives accurate and timely information to the student's parents	4	4.71	-0.71
The SES providers keeps their records accurately	4.14	4.71	-0.57
Responsiveness	*3.75*	*4.47*	*-0.72*
The SES providers responds quickly and promptly	3.57	4.57	-1.00
The SES providers are willing to go out of its way to help students	3.57	4.29	-0.72
The SES providers are never too busy to respond to parental requests	4	4.29	-0.29
The SES providers always welcome parental questions and comments	3.86	4.71	-0.85

Dimensions	Perception Mean	Expectation Mean	Service Quality
Assurance-Discipline	*3.81*	*4.74*	*-0.93*
The SES providers are confident that their employees are fair and impartial in grading	3.86	4.71	-0.85
The SES providers are confident that their employees has a good understanding of the subject matter	3.86	4.86	-1.00
The SES providers are confident that their employees has an expert understanding of the material	3.71	4.43	-0.72
The SES providers creates a harmonious relationship between their employees, students and parents	3.86	4.57	-0.71
The SES providers employees are polite	3.86	4.86	-1.00
Parents are able to trust SES providers employees	3.71	5	-1.29
OVERALL SERVICE QUALITY	**3.85**	**4.63**	**-0.78**

Table 5 explains the mean scores between the perceptions and expectations of the administrator's responses to the modified EDUSERV survey. The difference between perceptions and expectations equate to a gap (Parasuraman et al., 1988) which determines the service quality of SES provider tutoring services. As noted in Table 4, the mean scores for the five dimensions displayed that service quality of tutoring services were lacking according to administrators. Empathy (-0.75), Tangibles (-0.82), Reliability (-0.66), Responsiveness (-0.72) and Assurance-Discipline (-0.93) all resulted in a negative mean score as well as the overall service quality mean (-0.78) to support the modified EDUSERV results. Chapter 5 discusses the interpretation of these findings.

Comparison of the Findings

In-depth Phenomenological Interviews: The collection and analysis of the in-depth phenomenological interviews resulted in two identifying geographical communities among administrators and the commonality and disparity between responses to the posed interview questions as discussed earlier in this chapter. Comparisons will be made

among the five themes as the other themes were merged to eliminate duplication or a

pattern was not identified among the comments.

Table 5

Comparison of Themes Among Communities, n=10

THEME	Community 1	%	Community 2	%
Benefits of Title I Funding	4	67%	3	75%
Tutoring or Intervention Program	3	50%	3	75%
Limitations of Title I Funding	2	34%	2	50%
Advantages of NCLB Policy/Program	1	17%	2	50%
Disadvantages of NCLB Policy/Program	1	17%	2	50%
Not based on 100%	*n=6*		*n=4*	

Administrator participants were grouped into two communities that were based on

their geographical location of their work location within the LAUSD as noted in Table 1

displayed earlier in this chapter. Hence, a comparison of the two communities in relation

to the comments made during the in-depth phenomenological interviews that revealed

patterns resulted in a difference of importance. For instance, the main overarching theme

"Benefits of Title I Funding" was discussed 67% in Community 1, but 75% among

administrators located in Community 2. Further, the second prominent theme, "Tutoring

or Intervention Program" was discussed 75% of the time during the administrator

interviews among those located in Community 2 versus 50% of the time in Community 1.

Themes I-V were compared to the five main categories of the modified

EDUSERV survey results (Student Needs, Tutoring Materials, Structure & Service,

Parents of Students and Employees (Tutors)) as shown in Table 15.

Table 6

Relationships between Themes and Survey Categories

SURVEY CATEGORIES	THEME(S) LINKAGE
Student Needs	Tutoring or Intervention Program
Tutoring Materials	Benefits of Title I Funding
	Tutoring or Intervention Program
	Limitations of Title I Funding
Structure & Service	Tutoring or Intervention Program
	Advantages of NCLB Policy/Program
	Disadvantages of NCLB Policy/Program
Parents of Students	Tutoring or Intervention Program
Employees (Tutors)	Tutoring or Intervention Program

Upon an analysis of determining what survey categories are related to the five themes, every survey category discusses aspects that are akin to the "Tutoring or Intervention Program" theme. For instance, survey questions P2, P3, P11, P14, P15 and E2, E3, E11, E14 and E15 are related to the SES provider attending to the particular or individualized student needs promptly. Also, tutoring materials are undoubtedly related to Theme II as well as Themes I and III that discussed the benefits and constraints of Title I funding. Structure and service that were asked in survey questions P7, P9, P10, P13 and E7, E9, E10 and E13 surrounded SES providers having a good foundation and service performance of their program was linked to not only Theme II, but Themes IV and V which outlined the positives and negatives of the NCLB policy. Theme II also related strongly to parents of students who are required to interact with SES providers regarding tutoring services that their child may receive. Lastly, SES employees who are in fact tutors that conduct tutoring services was linked to the "Tutoring or Intervention

Program" theme for survey questions P19, P20, P21 and E19, E20 and E21. An interpretation of these relationships is discussed in Chapter 5.

Evidence of Trustworthiness

The researcher utilized inductive coding to ensure validity and credibility of the 30 in-depth phenomenological interviews. Seidman (2013) argued that the structure of three-interviews provides the methodology to accomplish validity (p. 27). The methodology included gathering information over 1 to 3 weeks whereby "internal consistency" of what was said was checked and comments were linked to the experience of others to determine what the experience actually meant to the participants (p. 27).

All 30 transcripts were read by the researcher multiple times and important passages were highlighted and labeled. The transcripts were uploaded into NVivo Pro, version 11 and coded to run a report on the preliminary codes (nodes). Any overlapping codes were merged, and the final coded transcripts were read again that resulted in five themes emerging.

Credibility was established by listening to the tape recordings of responses for accuracy and clarity, referring to researcher notes taken during the interviews for nuances the tape recordings were unable to acquire. Lastly, stakeholder checks were conducted whereby each participant was provided with a copy of the transcript consisting of their three interviews to check for content accuracy (Creswell and Miller, 2000; Creswell, 2013; Thomas, 2003). However, the credibility and validity for the modified EDUSERV survey was not reassessed due to the small sample size n<30.

Further, transferability was created by the thick description of the life of an LAUSD administrator to pain a vivid picture to capture and comprehend their individualized meaning on their experiences. Due to the constant checking of the transcripts, confirmability was obtained as well.

Summary

After analyzing the interview transcripts, the results addressed the main research question: What role did quality play during the implementation of the NCLB policy in the LAUSD? Five themes emerged from the in-depth phenomenological interviews of administrators after expressing their experiences with the NCLB policy and/or Title I funding. In order to assert how administrators answered the research question, the main construct definition must be restated. Quality is defined for the sake of this study as the "degree or grade of excellence" that refers to a high standard (American Heritage Dictionary of the English Language, 2016).

Administrators expressed their ability to provide materials and or services to students be it tutoring or intervention. Also, the participants revealed that tutoring was voluntary, an asset for those on the verge of not graduating and the inconsistency and variance among campus programs. Disadvantages of Title I funding was discussed, specifically the current budget cuts being detrimental to tutoring services provided. Lastly, when the benefits of the NCLB policy and/or program was elaborated on, administrators described the policy providing more options for assisting economically disadvantaged students and the Obama administrating ridding the constraints from the remnants of the Bush era. In addition, participants expressed the NCLB being the

premise for the components of Common Core. Hence, the constraints of NCLB were identified by participants as not meeting its proposed goal, teachers being held responsible for student failure and the disconnect with communities along with the impact of a student's home life on academic achievement.

The modified EDUSERV survey set out to answer a: How do LAUSD administrator *perceptions* relate to the quality of tutoring services in English and Math that economic disadvantaged middle school students received from SES providers? Here, five main categories were formulated after analyzing the results. The administrators indicated that their impression of SES providers going out of their way for students to attend to their needs was neutral ("neither agree or disagree," 71%). While others "neither agreed or disagreed" (57%, 43%) that student needs, individualized attention and resolving problems was their perception of a SES provider. For the remaining four survey categories (Tutoring Materials, Structure & Services, Parents of Students and Employees (Tutors)), less than half of administrators stated that they "agreed" or "strongly agreed" with some of the aspects of the various categories.

The second sub-research question the survey addressed was: How do LAUSD administrator *expectations* relate to the quality of tutoring services in English and Math the economically disadvantaged middle school students received from SES providers? The administrator's expectation results differ from their perceptions. For example, a majority of administrators either answered "agree" or "strongly agree" concerning student needs, tutoring materials, structure & service, parents of students and employees (tutors). Whereby elements surrounding individualized student needs and attention,

current tutoring materials, structure of tutoring services, timely response to parents and

employees (tutors) being knowledgeable of the subject and content being prominent

(71%, 86%). All administrators "strongly agreed" (100%) that they expect parents to be

able to trust SES employees who are the tutors that assist students. The interpretation of

the data will be discussed in Chapter 5.

Chapter 5 restates the purpose of this mixed-method convergent study. The

findings are interpreted to clarify if the results confirm, disconfirm or expand knowledge

in the discipline and determine if convergence or divergence exists among the interview

and survey data. Further, limitations of the study, recommendations, implications

followed by the conclusion is also discussed.

Chapter 5: Discussion, Conclusions, and Recommendations

Introduction

The purpose of this study was fulfilled as the convergent parallel mixed-methods approach allowed the concept of "quality" to be explored among LAUSD administrators. Both qualitative (in-depth phenomenological interviews) and quantitative (modified EDUSERV survey) was employed to compare the findings for discovering convergence or divergence between the themes and survey results. This chapter discusses the interpretation of the findings noted in Chapter 4 along with interpreting the comparison findings, describes the limitations that arose within the study, provides recommendations for further research, describes the implications for a positive social changed followed by a conclusion.

Interpretation of the Findings

The NCLB policy which has been reauthorized as ESSA of 2015 still provides Title I funding to Title I schools to provide supplemental services to socioeconomic disadvantaged students (United States Department of Education, 2015). These supplemental services range from afterschool tutoring or intervention programs, materials for students, coordinator salaries, equipment (technology) and supplies. Each of the five themes that derived from the interviews and five survey categories are interpreted below in exploring the relationship between quality and the implementation of the NCLB policy as the proxy to measure the quality of tutoring services.

Theme I: Benefits of Title I Funding

Title I funding is a federal component of the NCLB or ESSA Act (United States Department of Education, 2005). The findings reflected that a majority (70%) of administrators commented the importance of having the supplemental funding which affords their campus to provide tutoring or intervention programs, purchase materials or equipment for students and supplies for teachers, employ Title I staff and periodically provide opportunities for professional staff development. All of these aspects clearly define the impact upon tutoring that additional funding provides especially within Title I schools which are usually located in low income areas.

Theme II: Tutoring or Intervention Program

Over 60% of participants provided statements relating to the afterschool or intervention program. It was found during the interviews that these terms were used interchangeably. It was very evident that every campus tutoring or intervention program is structured differently such as what type of classes offered, how frequent, who actually conducts the classes and if participation is mandatory or voluntary. Good et al. (2014) argued that the "instructional core" must be aligned with in-class curriculum, consistency within the program, attendance and length of program (p. 12; Heinrich et al., 2014). A more recent study expanded an earlier study (Ascher, 2006) that the lack of equipped and prepared tutors erodes efficacy (St. Clair & Stone, 2016). Hence, this finding confirms the current knowledge of the literature as well as points out the elements that impact the quality or standards of a supplement learning program which negates effectiveness.

Theme III: Limitations of Title I Funding

Less than half (40%) of the administrators conversed about the constraints that are attached to the receipt of Title I funding. Results demonstrated that budgetary cuts and spending restrictions resulted in tutoring or intervention programs to lack consistency which is detrimental to student success and measuring quality of tutoring services is inhibited. One can assert that administrators being unable to provide consistent supplemental services to low performing students can in fact do more harm than good in their academic achievement. These aspects confirm the arguments of Ascher (2006), Good et al. (2014), Heinrich et al. (2014) and St. Clair and Stone (2016) which adds to the current discipline.

Theme IV: Advantages of NCLB Policy/Program

Only a few (30%) participants talked about the benefits of the NCLB policy during the three interviews. Their opinions pertained to the intention of the NCLB policy being good, the rigidness is absent, it was the groundwork for Common Core being implemented and tutoring was mandated. It can be presumed that some components of the NCLB policy is indeed viable and beneficial which disconfirms the supporting literature.

Theme V: Disadvantages of NCLB Policy/Program

There were a few administrators that provided remarks concerning the limitations of the NCLB policy. Specifically, participants noted that it failed to meet its goal, disconnect between the community and policy exists, teachers are punished if students fail and being left on their own to figure out the requirements of legislature

implementation that occurs at the top of the organization. These outcomes undoubtedly

support the contentions of: Chunnu-Brayada (2012) (adverse impacts of top-down policy

implementation); Ejere (2011) (various deficiencies that impact policy implementation);

Heilig et al. (2011) and Young and Curcic (2013) (impacts on teachers concerning NCLB

accountability pressures); Karelitz et al. (2011) (inept facets of the "highly qualified

teacher"); and, Murname and Popay (2010) (effects of variance of NCLB

implementation). My findings, in conjunction with those of other scholars, robustly

confirm that these ills still exist and a resolution is warranted in the public educational

policy realm.

Survey Category 1: Student Needs (perception=feelings)

Within this category, five survey questions reflected that the majority of

administrators (71%) were neutral on this topic. However, one question pertaining to the

"individual needs of students" was "strongly agreed" (43%) upon by administrators

because they "felt" that SES providers should care about of the students that they serve.

Student Needs (expectations=opinions)

The individual needs of students being understood and individualized attention

rated as 71% ("strongly agree") among administrators who opinioned as a duty of SES

providers to their students that they are tutoring. It is evident that the perceptions of

participants differ from that of what their expectations were concerning the needs of

students by 28%. This interpretation is discussed in the comparison section later in this

chapter.

Survey Category 2: Tutoring Materials (perception=feelings)

Less than half (43%) of administrators "felt" neutral about tutoring materials consisting of a current collection among SES providers, whereas, 45% "strongly agreed" only concerning current materials as being necessary.

Tutoring Materials (expectations=opinions)

Hence, as administrators voiced their opinions surrounding the necessity of SES providers having a current group of tutoring materials, the results shifted dramatically where the majority of administrators either "strongly agree" (72%) or "agree" (29%) with this aspect. One can conclude that having prevalent materials is important to having a positive impact on student achievement. The difference between the feelings and opinions of administrators (43%) is discussed in the comparison section as well.

Survey Category 3: Structure & Service (perceptions=feelings)

Concerning how the tutoring services are formatted as well as how services are conducted, administrators "felt" neutral on these elements (43%, 57%). Whereas, less than half of the administrators "strongly agree" (43%) and "felt" records of SES providers are correct and services promised are upheld.

Structure & Service (expectations=opinions)

A vast majority of administrators voiced that they "strongly agree" (86%) a well-structured tutoring program, accurate records and making good on promised services (72%) are important attributes. Viewing how participants "felt" concerning structure and service, they "expect" an adequate foundation that will result in efficacy. The variance of 43% is elaborated on in the comparison section of this chapter.

Survey Category 4: Parents of Students (perceptions=feelings)

Participants felt that SES providers give quick and correct information to parents and are always available to address their concerns ("agree," 43%). Parents being able to trust the employees of SES providers and being open to parental needs, over half of participants carried a neutral feeling. But, a little less than half (43%) of the administrators felt that SES openness to parent's questions were important.

Parents of Students (expectations=opinions)

For this survey category, participants "strongly agreed" (72%) that immediate and precise information as well as parent concerns should be attended to by SES providers. Administrators further indicated that they "strongly agree" (57%) that SES providers should be accessible to parental needs. Hence, the overarching result concerned all of the participants (100%) "strongly agreeing" that parents should be able to trust the tutors. Inspecting how administrators "perceived" about parents of students compared to what they "expected" or what "should have been" in relation to trust between parents and tutors, there was a difference of 57% which will be interpreted in the comparison section later in this chapter.

Survey Category 5: Employees (Tutors) (perceptions=feelings)

In this final survey category, participants felt neutral (57%) regarding tutors knowing the subject matter, having an in-depth knowledge of the material and tutors, parents and students having a positive relationship.

Employees (Tutors) (expectations=opinions)

Once administrators were queried on employees' knowledge of the content and the type of relationship dynamics of tutors, parents and students, a majority of participants (86%, 72%) noted these aspects of having importance. Hence, the disparity of these findings among feelings and opinions equated to 29% that will be explained in the next section.

Interpretive Comparison of the Findings

As shown in Table 3 of Chapter 4, different themes emerged from the responses of administrators who were in either geographical Community 1 or 2. Overall, it is quite apparent that *benefits of Title I funding* (67%, 75%) and *tutoring of intervention program* (50%, 75%) are key themes for administrators despite their location. This may indicate that the reliance on Title I funding is the ultimate driving force of tutoring or intervention programs in LAUSD as administrators. Further, in Table 6 in Chapter 4, all of the five survey categories linked to the *tutoring or intervention program* due to the content of the questions on the modified EDUSERV survey. In addition, *tutoring materials* linked to the *limitations of Title I funding* and *benefits of Title I funding*. One can imply that Title I funding provides a means to purchase necessary tutoring materials for supplemental learning programs and the constraints that were shared by the administrators. Finally, *structure and service* also linked to themes pertaining to *advantages of NCLB policy/program* and *disadvantages of NCLB policy/program*. Hence, as validated by the configuration the participants, adequate and efficient tutoring service as well as of a tutoring program must be designed well to impact student achievement.

Upon review of Table 5 in Chapter 4, it is quite palpable that the expectations (opinions) of administrators were higher than their perceptions (feelings). All 23 questions reflected a expectations mean score ranging from 4.47 to 4.74 which reflected a majority of participants "strongly agreeing" with many posed survey expectation statements. The highest expectation score reported was "Parents are able to trust SES provider employees" (5). Whereby, the lowest expectation score was 4.29 which included "The SES providers has the student's long-term interest in mind," "The SES providers are willing to go out of its way to help students," and "The SES providers are never too busy to respond to parental requests" statements.

The perception mean score for the 23 questions ranged from 3.75 to 3.91. Two statements in the reliability dimension resulted in the highest perception scores. Specifically, "The SES providers offer their services at the time they promise to do so" and "The SES providers keeps their records accurately" yielded scores of 4.14. Hence, a few respondent's perception scores of 3.57 represented the lowest scores of "The SES providers performs the service right the first time," "The SES providers responds quickly and promptly to student needs" as well as "The SES providers are willing to go out of its way to help students" statements.

The highest gap score (quality=perception score-expectation score) was reflected in "Parents are able to trust SES providers employees (-1.29). Table 16 also calculated the mean and gap scores for each dimension to determine the overall service quality. The highest gap score was for Assurance-Discipline (-0.93). Other scores from highest to lowest were Tangibles (-0.82), Empathy (-0.75), Responsiveness (-0.72) and Reliability

(-0.66). The overall gap score was (-0.78) which indicates that SES providers failed to

provide quality tutoring services to middle school students. Remedies are needed in

order to close this deficit.

Administrators strongly opinioned that parents were able to trust SES employees

which was under the Assurance-Discipline dimension. While this dimension had the

highest gap and mean score, one can assume that administrator's expectations of SES

employees that encourage trust is very important when rending tutoring services to

students. Also, Tangibles (2nd highest gap and mean score, 4.71) which pertain to school

facilities and equipment, earlier studies pointed out the need of consistency of materials

and methodology is significant to attain quality tutoring services and efficacy (Good et

al., 2014; Heinrich and Niscar, 2013; Heinrich et al., 2014). The results confirmed these

findings. However, Reliability, Empathy and Responsiveness was the least which

pertained to the service provider having the enthusiasm to provide instantaneous service

to students and parents. It can be inferred that this dimension is not of significant

importance to participants which has an effect upon determining quality of tutoring

services.

Conceptual Framework Interpretation of Findings

Policy implementation as discussed in Chapter 2, clearly defines the parameters

and components of how a policy once developed is put into action. After examining the

findings, one can deduce that based on the overall gap score of (-0.78), SES providers

that offered tutoring services to LAUSD middle school students failed to supply quality

services. This does not imply that students that participated in the program did not

improve. Hence, based on the summation of Theme V: "Disadvantages of NCLB Policy/Program," respondents noted the absence of support from top administrators when legislature was implemented. Further, this supports the argument of Pressman and Wildavsky (1984) (implementers must be knowledgeable of the process) and Robichau and Lynn (2009) (policy implementation is ranked) which identifies the systematic failures of public policy implementation.

Limitations of the Study

Limitations that were discussed in Chapter 3 were addressed during the study. The minimum sample of 10 administrators was met. Further, the purposive sampling method utilized reduces the generalizability of the findings. Hence, this study is limited to the context of the LAUSD and cannot be generalizable to all areas of secondary tutoring or supplemental learning.

Recommendations

The findings of this study identified policy recommendations to improve the "quality" of tutoring or intervention services (supplemental learning) to enhance effectiveness when public policies such as the NCLB or ESSA components are implemented in the public-school system.

Policy Recommendations

1. Require tutoring or intervention program structures to be consistent to ensure conformity within LAUSD.

2. Assess the tutor's knowledge base on the subject matter to ensure that student needs are being met adequately.

3. Establish tutoring or intervention curriculum that is aligned with daily in-class teaching lesson plans for attaining efficacy.

4. Develop a method for timely and concise communication among all stakeholders (i.e., teachers, counselors, coaches, parents, tutors, students, etc.).

5. Evaluate the progress of students at the start, middle and end of supplemental service programs to examine if any improvement has occurred and if not, what modifications are necessary to ensure growth.

6. Require an internal annual program evaluation of tutoring or intervention programs to explore the level of efficacy independently that does not rely on annual state assessments.

Other researchers in earlier studies concur with the necessity to augment supplemental services with instrumental policy changes to rid the constraints (Good et al., 2014; Heinrich et al., 2014). Hence, this study touches only the tip of the iceberg concerning the need for a research-base that will assist policymakers when devising educational public policies. Other metropolitan districts, parents as the voice of the students, teacher and tutor views should be sought that would provide a more holistic view concerning improving the quality of student supplemental assistance.

Implications

Having discovered the "quality" of tutoring services by way of examination of the connection between quality and implementation of the NCLB, currently ESSA policy, revealed and confirmed previous studies surrounding tutoring ineffectiveness still exists. Employing the policy recommendations mentioned in this study, will undoubtedly

provide a positive social change to public policies and educational systems.

Implementation of policies must have a distinctive plan to ensure effectiveness by which

duplication of methodology is discovered. Pressman and Wildavsky (1984) asserted that

policymakers are focused on policy design instead of policy action plans (p. 230). This

study uncovered some aspects of quality not being a part of the implementation of the

NCLB as administrators voiced their feelings and opinions concerning the importance of

structure of the program, parents trust, tutor's capabilities and available materials.

It is imperative that a more concise, consistent and effective plan is created by

decisionmakers to reform supplemental leaning program policies. For instance, devising

a structured tutoring program with consistent curriculum within the LAUSD will revamp

the current inconsistencies that exist among campuses. Further, benchmarks of not "test

scores," but programming will improve effectiveness as well (Good et al., 2014; Heinrich

& Nisar, 2013; Heinrich et al., 2014). The findings of this study additionally pointed out

that the insight and know-how of tutors in respect to the material is significant as a lack

thereof has a detrimental effect on tutoring success (Ascher, 2006; Burch et al., 2007; St.

Clair and Stone, 2016). Lastly, this study fits into the field by expanding the knowledge

concerning tutoring effectiveness and the need for a research-base to serve as a

framework for policymakers (Murname & Papay, 2010; Heilig et al., 2011; Karelitz et

al., 2011; McAndrews, 2013; Mintrop & Sunderman, 2009).

Conclusion

With the reform of the NCLB policy and it being reauthorized as ESSA that

eliminated the penalties of low performing schools, Title I funding that supports tutoring

and intervention programs remain. In its survival, implementation woes along with structural and tutor intellectual components of supplemental learning programs require attention. Participants strongly felt that parents must be confident that the additional assistance their child receives is from a competent and trustworthy tutor from a well-constructed program. Any deficiency of these elements has an adverse effect on tutoring results which indeed negates student success. Time is of the essence to formulate compelling mechanisms to augment the acumen of our future societal leaders.

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Appendix A: Screening Questions for Potential Participants

Initial contact procedures for recruiting administrators:

1. Each prospective administrator will be contacted at their respective location by
    telephone.

2. The researcher introduced herself as a Ph.D. student at Walden University; the
    topic of the study; how their input would deem valuable to the study, the nature of
    the study, the requirements of the participants and the aspects of the Consent
    Form.

3. If the participant was suitable, the researcher asked the administrator to join the
    study.

4. The researcher emailed a Consent Form to the administrator and retrieved an
    executed copy before the first scheduled interview.

5. Three 90 minute telephone interviews were scheduled with the administrator no
    less than one day apart and no more than a week apart.

Appendix B: Follow-up Recruitment Letter to Administrator Participants

[Date]

[Name and Address of participant]

Thank you for accepting my invitation to talk about your life experience as an administrator during the implementation of the No Child Left Behind policy (NCLB) and to share your expectations and perceptions concerning the quality of NCLB tutoring services supplied by Supplemental Educational Service providers to LAUSD middle school students. Sharing your personal experience working as a LAUSD administrator would provide valuable information for making this study a success. The interviews will be held as follows:

Interview one:

Time

Location

Address of location

Interview two:

Time

Location

Address of location

Interview three:

Time

Location

Address of location

During the last 15 minutes of the third interview, the EDUSERV survey will be administered to capture your expectations and perceptions pertaining to the NCLB tutoring service quality. Each interview will consist of only the two of us. If for some reason you won't be able to keep the above schedule, please call me as soon as possible so that I can reschedule. If you have any questions, please give me a call at (909) 471-3747.

I am looking forward to meeting you [insert administrator's name] on [insert date]. See you then.

Sincerely,

Dovie D. Dawson, MPA, Ph.d. candidate

Walden University

Appendix C: In-Depth Phenomenological Interview Questions for Administrators

Interview questions for administrators were as follows:

Interview one:

Tell me about your past life, up until the time you became a LAUSD administrator working with the NCLB policy and/or Title I funding going as far back as possible within 90 minutes.

Interview two:

1. Tell me what you actually do on the job.

2. Talk about your relationships with parents, tutors, SES providers and other administrators.

3. Reconstruct a day as a LAUSD administrator working with the NCLB policy and/or Title I funding from the moment that you wake up to the time that you fall asleep within 90 minutes.

Interview three:

Given what you have said about your life before you became a LAUSD administrator and given what you have said about your work now, how do you understand the NCLB policy and/or Title I funding in your life? What sense does it make to you?

Appendix D: Permission to use EDUSERV

Dovie Dawson

From:	Munhurrun, Prabha <pmunhurrun@umail.utm.ac.mu>
Sent:	Tuesday, January 21, 2014 8:56 PM
To:	Dovie Dawson
Subject:	Re: Permission to use EDUSERV instrument in dissertation

Dear Ms Dovie Dawson

I refer to your enclosed email and sincerely apologise for the late reply. With respect to your request, please note the following:

1. you are granted the permission to use the EDUSERV instrument for your study, given that you will acknowledge the source

2. I've gone through the modified EDUSERV and it looks fine. The model sometimes needs to be modified to fit the context and therefore you will have to investigate the reliability and validity of the modified EDUSERV.

I wish you all the best with your PhD and please do not hesitate to contact me if your have further queries.

Kind regards
Prabha

On 6 January 2014 08:16, Dovie Dawson <doviedawson@gmail.com> wrote:

Dear Professor Ramseook-Munhurrun:

I am a doctoral student at Walden University and currently writing my dissertation entitled "An Evaluation of the No Child Left Behind Act: Service Quality of Tutoring Services Provided by Supplemental Educational Providers Utilizing EDUSERV." I would like to ask two things of you concerning the EDUSERV instrument for my study.

1. I would like to have your written permission to use the EDUSERV instrument for my study.

2. In order for the EDUSERV instrument to be geared towards my study, I needed to edit a few questions. I have attached the modified expectation and perceptions questions. I would be honored if you would review the questions and give me an expert opinion as to if the modified questions would not disturb validity.

Thank you for your consideration and prompt reply.

1

Appendix E: The Original EDUSERV Survey (Expectations)

	Strongly Disagree	Disagree	Neither agree or disagree	Agree	Strongly Agree
Empathy					
E1. The school should be genuinely concerned about the educators	1	2	3	4	5
E2. The school should give individual attention to its educators	1	2	3	4	5
E3. The school should understand the individual needs of educators	1	2	3	4	5
E4. The school should have the educators' long-term interest in mind	1	2	3	4	5
School Facilities					
E5. The school should have modern looking equipment	1	2	3	4	5
E6. The physical facilities at the school should be visually appealing					
E7. The structure of any course content should be well designed	1	2	3	4	5
E8. The school should have complete and modern laboratory	1	2	3	4	5
E9. The school should have modern library with complete collection	1	2	3	4	5
E10. The school should have good sports and recreational facilities	1	2	3	4	5
Reliability					
E11. The school should perform the service right the first time	1	2	3	4	5
E12. The school should provide their services at the time they promise to do so	1	2	3	4	5

E13. The school should show interest to solving educators' problem	**1**	**2**	**3**	**4**	**5**
E14. The school should give accurate and timely information to the educators	**1**	**2**	**3**	**4**	**5**
Responsiveness					
E15. The school should respond quickly and promptly to educators' needs	**1**	**2**	**3**	**4**	**5**
E16. The school should be willing to go out of its way to help educators	**1**	**2**	**3**	**4**	**5**
E17. The school should never be too busy to respond to educators' requests	**1**	**2**	**3**	**4**	**5**
E18. The school should always welcome educators' questions and comments	**1**	**2**	**3**	**4**	**5**
Assurance-Discipline					
E19. The school should be confident that the educator are fair and impartial in grading	**1**	**2**	**3**	**4**	**5**
E20. The school should be confident that the educator has a good understanding of the course content and syllabus	**1**	**2**	**3**	**4**	**5**
E21. The school should be confident that the educator has an expert understanding of the material	**1**	**2**	**3**	**4**	**5**
E22. The school should create a harmonious relationship among staff and students	**1**	**2**	**3**	**4**	**5**
E23. The school should develop democratic school regulation	**1**	**2**	**3**	**4**	**5**

Appendix F: The Modified EDUSERV Survey (Expectations)

Directions: This survey deals with your opinions of tutoring services provided by SES providers. Please show the extent to which you think SES providers offering tutoring services should possess the features described by each statement. If you strongly agree that SES providers should possess a feature, circle the number 5. If you strongly disagree that SES providers should possess a feature, circle 1. If your feelings are not strong, circle one of the numbers in the middle. There are no right or wrong answers – all we are interested in is a number that best shows your expectations about SES providers offering tutoring services.

	Strongly Disagree	Disagree	Neither agree or disagree	Agree	Strongly Agree
Empathy					
E1. The SES providers should be genuinely concerned about the students	1	2	3	4	5
E2. The SES providers should give individual attention to the students	1	2	3	4	5
E3. The SES providers should understand the individual needs of the students	1	2	3	4	5
E4. The SES providers should have the student's long-term interest in mind	1	2	3	4	5
Tangibles					
E5. The SES providers should have up-to-date tutoring materials	1	2	3	4	5
E6. Their employees should be well dressed and appear neat	1	2	3	4	5

E7. The structure of the tutoring services should be well designed	**1**	**2**	**3**	**4**	**5**
E8. The SES providers should have a collection of tutoring materials	**1**	**2**	**3**	**4**	**5**
Reliability					
E9. The SES providers should perform the service right the first time	**1**	**2**	**3**	**4**	**5**
E10. The SES providers should offer their services at the time they promise to do so	**1**	**2**	**3**	**4**	**5**
E11. The SES providers should show interest to solve student's problems	**1**	**2**	**3**	**4**	**5**
E12. The SES providers should give accurate and timely information to the student's parents	**1**	**2**	**3**	**4**	**5**
E13. The SES providers should keep their records accurately	**1**	**2**	**3**	**4**	**5**
Responsiveness					
E14. The SES providers should respond quickly and promptly to student needs	**1**	**2**	**3**	**4**	**5**
E15. The SES providers should be willing to go out of its way to help students	**1**	**2**	**3**	**4**	**5**
E16. The SES providers should never be too busy to respond to parental requests	**1**	**2**	**3**	**4**	**5**
E17. The SES providers should always welcome parental questions and comments	**1**	**2**	**3**	**4**	**5**
Assurance-Discipline					
E18. The SES providers should be confident that their employees are fair and impartial in grading	**1**	**2**	**3**	**4**	**5**

E19. The SES providers should be confident that their employees has a good understanding of the subject matter	1	2	3	4	5
E20. The SES providers should be confident that their employees has an expert understanding of the material	1	2	3	4	5
E21. The SES providers should create a harmonious relationship between their employees, students and parents	1	2	3	4	5
E22. The SES providers employees should be polite	1	2	3	4	5
E23. Parents should be able to trust SES providers employees	1	2	3	4	5

Appendix G: The Original EDUSERV Survey (Perceptions)

	Strongly Disagree	Disagree	Neither agree or disagree	Agree	Strongly Agree
Empathy					
P1. The school is genuinely concerned about the educators	1	2	3	4	5
P2. The school gives individual attention to its educators	1	2	3	4	5
P3. The school understands the individual needs of educators	1	2	3	4	5
P4. The school has the educators' long-term interest in mind	1	2	3	4	5
School Facilities					
P5. The school has modern looking equipment	1	2	3	4	5
P6. The physical facilities at the school are visually appealing					
P7. The structure of any course content is well designed	1	2	3	4	5
P8. The school has complete and modern laboratory	1	2	3	4	5
P9. The school has modern library with complete collection	1	2	3	4	5
P10. The school has good sports and recreational facilities	1	2	3	4	5
Reliability					
P11. The school performs the service right the first time	1	2	3	4	5
P12. The school provides their services at the time they promise to do so	1	2	3	4	5

P13. The school shows interest to solving educators' problem	**1**	**2**	**3**	**4**	**5**
P14. The school gives accurate and timely information to the educators	**1**	**2**	**3**	**4**	**5**
Responsiveness					
P15. The school responds quickly and promptly to educators' needs	**1**	**2**	**3**	**4**	**5**
P16. The school is willing to go out of its way to help educators	**1**	**2**	**3**	**4**	**5**
P17. The school is never too busy to respond to educators' requests	**1**	**2**	**3**	**4**	**5**
P18. The school always welcomes educators' questions and comments	**1**	**2**	**3**	**4**	**5**
Assurance-Discipline					
P19. The school is confident that the educator are fair and impartial in grading	**1**	**2**	**3**	**4**	**5**
P20. The school is confident that the educator has a good understanding of the course content and syllabus	**1**	**2**	**3**	**4**	**5**
P21. The school is confident that the educator has an expert understanding of the material	**1**	**2**	**3**	**4**	**5**
P22. The school creates a harmonious relationship among staff and students	**1**	**2**	**3**	**4**	**5**
P23. The school develops democratic school regulation	**1**	**2**	**3**	**4**	**5**

Appendix H: The Modified EDUSERV Survey (Perceptions)

Directions: This survey deals with your feelings about tutoring services that SES

providers offer. For each statement, please show the extent to which you believe SES

providers has the feature described by the statement. Once again, circling a 5 means that

you strongly agree that SES providers has that feature, and circling a 1 means that you

strongly disagree. You may circle any of the numbers in the middle that show how

strong your feelings are. There are no right or wrong answers – all we are interested in is

a number that best shows your perceptions about SES providers offering tutoring

services.

	Strongly Disagree	Disagree	Neither agree or disagree	Agree	Strongly Agree
Empathy					
P1. The SES providers is genuinely concerned about the students	1	2	3	4	5
P2. The SES providers give individual attention to the students	1	2	3	4	5
P3. The SES providers understands the individual needs of the students	1	2	3	4	5
P4. The SES providers has the student's long-term interest in mind	1	2	3	4	5
Tangibles					
P5. The SES providers has up-to-date tutoring materials	1	2	3	4	5
P6. Their employees are well dressed and appear neat	1	2	3	4	5
P7. The structure of the tutoring services are well designed	1	2	3	4	5

P8. The SES providers have a collection of tutoring materials	**1**	**2**	**3**	**4**	**5**
Reliability					
P9. The SES providers performs the service right the first time	**1**	**2**	**3**	**4**	**5**
P10. The SES providers offers their services at the time they promise to do so	**1**	**2**	**3**	**4**	**5**
P11. The SES providers shows interest to solve student's problems	**1**	**2**	**3**	**4**	**5**
P12. The SES providers gives accurate and timely information to the student's parents	**1**	**2**	**3**	**4**	**5**
P13. The SES providers keeps their records accurately	**1**	**2**	**3**	**4**	**5**
Responsiveness					
P14. The SES providers responds quickly and promptly to student needs	**1**	**2**	**3**	**4**	**5**
P15. The SES providers are willing to go out of its way to help students	**1**	**2**	**3**	**4**	**5**
P16. The SES providers are never too busy to respond to parental requests	**1**	**2**	**3**	**4**	**5**
P17. The SES providers always welcome parental questions and comments	**1**	**2**	**3**	**4**	**5**
Assurance-Discipline					
P18. The SES providers are confident that their employees are fair and impartial in grading	**1**	**2**	**3**	**4**	**5**
P19. The SES providers are confident that their employees has a good understanding of the subject matter	**1**	**2**	**3**	**4**	**5**

P20. The SES providers are confident that their employees has an expert understanding of the material	**1**	**2**	**3**	**4**	**5**
P21. The SES providers creates a harmonious relationship between their employees, students and parents	**1**	**2**	**3**	**4**	**5**
P22. The SES providers employees are polite	**1**	**2**	**3**	**4**	**5**
P23. Parents are able to trust SES providers employees	**1**	**2**	**3**	**4**	**5**

Appendix I: Student Needs Perception Survey Questions (feelings)

SURVEY QUESTIONS	Service Quality Dimension	Strongly Disagree	Disagree	Neither Agree or Disagree	Agree	Strongly Agree
P2. The SES providers give individual attention to the students	Empathy	☐	☐	☐	☐	☐
P3. The SES providers understands the individual needs of the students	Empathy	☐	☐	☐	☐	☐
P11. The SES providers shows interest to solve student's problems	Reliability	☐	☐	☐	☐	☐
P14. The SES providers responds quickly and promptly to student needs	Responsiveness	☐	☐	☐	☐	☐
P15. The SES providers are willing to go out of its way to help students	Responsiveness	☐	☐	☐	☐	☐

Appendix J: Tutoring Materials Perception Survey Questions (feelings)

SURVEY QUESTIONS	Service Quality Dimension	Strongly Disagree	Disagree	Neither Agree or Disagree	Agree	Strongly Agree
P5. The SES providers has up-to-date tutoring materials	Tangibles	☐	☐	☐	☐	☐
P8. The SES providers have a collection of tutoring materials	Tangibles	☐	☐	☐	☐	☐

Appendix K: Structure & Services Perception Survey Questions (feelings)

SURVEY QUESTIONS	Service Quality Dimension	Strongly Disagree	Disagree	Neither Agree or Disagree	Agree	Strongly Agree
P7. The structure of the tutoring services are well designed	Tangibles	☐	☐	☐	☐	☐
P9. The SES providers performs the service right the first time	Reliability	☐	☐	☐	☐	☐
P10. The SES providers offers their services at the time they promise to do so	Reliability	☐	☐	☐	☐	☐
P13. The SES providers keeps their records accurately	Reliability	☐	☐	☐	☐	☐

Appendix L: Parents of Students Perception Survey Question (feelings)

SURVEY QUESTIONS	Service Quality Dimension	Strongly Disagree	Disagree	Neither Agree or Disagree	Agree	Strongly Agree
P12. The SES providers gives accurate and timely information to student's parents	Reliability	☐	☐	☐	☐	☐
P16. The SES providers are never too busy to respond to parental requests	Responsiveness	☐	☐	☐	☐	☐
P17. The SES providers always welcome parental questions and comments	Responsiveness	☐	☐	☐	☐	☐
P23. Parents are able to trust SES providers employees	Assurance-Discipline	☐	☐	☐	☐	☐

Appendix M: Employees (Tutors) Perception Survey Questions (feelings)

SURVEY QUESTIONS	Service Quality Dimension	Strongly Disagree	Disagree	Neither Agree or Disagree	Agree	Strongly Agree
P19. The SES providers are confident that their employees has a good understanding of the subject matter	Assurance- Discipline	☐	☐	☐	☐	☐
P20. The SES providers are confident that their employees has an expert understanding of the material	Assurance- Discipline	☐	☐	☐	☐	☐
P21. The SES providers create a harmonious relationship between their employees, students and parents	Assurance- Discipline	☐	☐	☐	☐	☐

Appendix N: Student Needs Expectation Survey Questions (opinions)

SURVEY QUESTIONS	Service Quality Dimension	Strongly Disagree	Disagree	Neither Agree or Disagree	Agree	Strongly Agree
E2. The SES providers should give individual attention to the students	Empathy	☐	☐	☐	☐	☐
E3. The SES providers should understand the individual needs of the students	Empathy	☐	☐	☐	☐	☐
E11. The SES providers should show interest to solve student's problems	Reliability	☐	☐	☐	☐	☐
E14. The SES providers should respond quickly and promptly to student needs	Responsiveness	☐	☐	☐	☐	☐
E15. The SES providers should be willing to go out of its way to help students	Responsiveness	☐	☐	☐	☐	☐

Appendix O: Tutoring Materials Expectation Survey Questions (opinions)

SURVEY QUESTIONS	Service Quality Dimension	Strongly Disagree	Disagree	Neither Agree or Disagree	Agree	Strongly Agree
E5. The SES providers should have up-to-date tutoring materials	Tangibles	☐	☐	☐	☐	☐
E8. The SES providers should have a collection of tutoring materials	Tangibles	☐	☐	☐	☐	☐

Appendix P: Structure & Services Expectation Survey Questions (opinions)

SURVEY QUESTIONS	Service Quality Dimension	Strongly Disagree	Disagree	Neither Agree or Disagree	Agree	Strongly Agree
E7. The structure of the tutoring services should be well designed	Tangibles	☐	☐	☐	☐	☐
E9. The SES providers should perform the service right the first time	Reliability	☐	☐	☐	☐	☐
E10. The SES providers should offer their services at the time they promise to do so	Reliability	☐	☐	☐	☐	☐
E13. The SES providers should keep their records accurately	Reliability	☐	☐	☐	☐	☐

Appendix Q: Parents of Students Expectation Survey Questions (opinions)

SURVEY QUESTIONS	Service Quality Dimension	Strongly Disagree	Disagree	Neither Agree or Disagree	Agree	Strongly Agree
E12. The SES providers should give accurate and timely information to student's parents	Reliability	☐	☐	☐	☐	☐
E16. The SES providers should never be too busy to respond to parental requests	Responsiveness	☐	☐	☐	☐	☐
E17. The SES providers should always welcome parental questions and comments	Responsiveness	☐	☐	☐	☐	☐
E23. Parents are able to trust SES providers employees	Assurance-Discipline	☐	☐	☐	☐	☐

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Appendix R: Employees (Tutors) Expectation Survey Questions (opinions)

SURVEY QUESTIONS	Service Quality Dimension	Strongly Disagree	Disagree	Neither Agree or Disagree	Agree	Strongly Agree
E19. The SES providers should be confident that their employees has a good understanding of the subject matter	Assurance-Discipline	☐	☐	☐	☐	☐
E20. The SES providers should be confident that their employees has an expert understanding of the material	Assurance-Discipline	☐	☐	☐	☐	☐
E21. The SES providers should create a harmonious relationship between their employees, students and parents	Assurance-Discipline	☐	☐	☐	☐	☐