

THE MEDIATING EFFECT OF CUSTOMER  
SATISFACTION IN THE RELATIONSHIP  
BETWEEN SERVICE QUALITY AND  
CUSTOMER TRAINING INTENTION  
ADMINISTRATIVE TRAINING  
INSTITUTION IN NIGERIA

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UNIVERSITI PENDIDIKAN SULTAN IDRIS

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IFU AHMADU ANDENYANG

THESIS SUBMITTED IN FULFILLMENT OF THE REQUIREMENT  
FOR THE DEGREE OF DOCTOR OF PHILOSOPHY  
(BUSINESS MANAGEMENT)

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## DEDICATION

This research is dedicated to my late father Ahmadu, late mother Hauwa, late uncle Boyi, and late aunt Dana, for their care and role in my educational development.



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I would like to recognise and thank Almighty God for His grace to complete this research. It was not easy, but anything that has a beginning must surely have an end. Also, it is worthy of noting people and organisations without which this work would have not been successfully done.

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- v. ASCON Alumni Association Nigeria.

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## THE MEDIATING EFFECT OF CUSTOMER SATISFACTION IN THE RELATIONSHIP BETWEEN SERVICE QUALITY AND CUSTOMER TRAINING INTENTION AT THE ADMINISTRATIVE TRAINING INSTITUTION OF NIGERIA

### ABSTRACT

The study aims to investigate the mediating effect of customer satisfaction in the relationship between service quality and customer training intention at the Administrative Training Institution of Nigeria (ASCON). The study employed quantitative approach and used 300 trainees who had attended courses at the Administrative Staff College of Nigeria, as respondents. Survey approach was employed in collecting data and Structural Equation Modelling was used to analyse the data. The results indicated that; i) training service quality has a positive and significant effect on training intention, ii) training service quality has a positive and significant on customer satisfaction, iii) customer satisfaction has a positive and significant effect on training intention, and iv) customer satisfaction partially mediated the relationship between service quality and customer training intention. The implication of the study are that survival of training organizations depends on service quality render to customers. Customers would go for training are based on the service quality provided. Since customer satisfaction partially mediated the relationship of service quality and training intention of customers, customer satisfaction may be one of the many antecedent factor for customer training intention. It is suggested that further study on the construct of service quality should examine inter-relationship among the tangibles, reliability, responsiveness, assurance, empathy, and communication (service quality dimensions). Training organization should improve training strategies, policies and procedure for service quality to enhance customer willingness to train.





## KESAN PENYEDERHANAAN KEPUASAN PELANGGAN DALAM HUBUNGAN ANTARA KUALITI PERKHIDMATAN DAN NIAT LATIHAN DI *ADMINISTRATIVE TRAINING INSTITUTION OF NIGERIA*

### ABSTRAK

Tujuan kajian ini ialah untuk mengkaji kesan penyederhanaan kepuasan pelanggan di antara hubungan kualiti perkhidmatan dan niat pelanggan untuk menjalani latihan di *Administrative Training Institution of Nigeria (ASCON)*. Kajian ini menggunakan pendekatan kuantitatif dan 300 pelatih yang telah mengikuti kursus di *Administrative Training Institution of Nigeria* sebagai responden. Pendekatan tinjauan digunakan dalam mengumpulkan data dan Model Persamaan Struktur digunakan untuk menganalisis data. Keputusan menunjukkan bahawa; i) kualiti perkhidmatan latihan mempunyai kesan positif yang signifikan terhadap niat latihan pelanggan, ii) kualiti perkhidmatan latihan mempunyai kesan positif yang signifikan terhadap kepuasan pelanggan, iii) kepuasan pelanggan mempunyai kesan positif yang signifikan terhadap niat latihan pelanggan, dan iv) perhubungan antara kualiti perkhidmatan latihan dan niat latihan pelanggan disederhanakan sebahaginya oleh kepuasan pelanggan. Implikasi kajian ini adalah bahawa keberlangsungan organisasi latihan bergantung kepada kualiti perkhidmatan yang diberikan kepada pelanggan. Pelanggan akan bersedia untuk menjalani latihan berdasarkan kualiti perkhidmatan yang diberikan. Memandangkan kepuasan pelanggan sebahagiannya menjadi pengantara hubungan kualiti perkhidmatan dan niat latihan pelanggan, maka kepuasan pelanggan mungkin adalah salah satu pencetus untuk niat latihan pelanggan. Adalah dicadangkan agar kajian lanjut perlu meneliti pembinaan kualiti perkhidmatan dengan mengkaji hubungan antara ketaksamaan, kebolehpercayaan responsive, jaminan, empati, dan komunikasi (dimensi kualiti perkhidmatan). Organisasi latihan perlu meningkatkan strategi latihan, dasar dan prosedur untuk kualiti perkhidmatan untuk meningkatkan kesediaan pelanggan untuk dilatih.



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## LIST OF ABBREVIATIONS

AMOS	Analysis of Moments Structures
ASC_A	Assurance
ASC_C	Communication
ASC_E	Empathy
ASCON	Administrative Staff College of Nigeria
ASC_R	Reliability
ASC_RP	Responsiveness
CFA	Confirmatory Factor Analysis
CFI	Comparative Fit Index
EFA	Exploratory Factor Analysis
GFI	Goodness of Fit Index
HND	Higher National Diploma
IGR	Internally Generated Revenue
MDAs	Ministries, Departments and Agencies
MDI	Management Development Institute
MIs	Modification Indices
OLS	Ordinary Least Squares
PSR	Public Service Reforms
RMSEA	Root Mean Square Error of Approximation
SEM	Structural Equation Modelling
SERVICOM	Service Compact with All Nigerians

SERVPERF	Service Performance
SERVQUAL	Service Quality
SPSS	Statistical Package for Social Sciences
TPB	Theory of Planned Behaviour
TQM	Total Quality Management
TRA	Theory of Reasoned Action
TSQD	Training Service Quality Dimensions
UPSI	Universiti Pendidikan Sultan Idris
B	Beta
$\alpha$	Alpha

## CHAPTER 1

### INTRODUCTION

Service is important to customers as well as for growth of an organization. Thus, it is not a luxury, but essential to provide it. This is depicted by research results of Forum Corporation (2015), on basis of responses from more than 5,700 customers, employees and managers as follows. That, a satisfied customer has ten years average life span with an organisation. Customers do need to feel respected and cared for. The research also reported that customers were five times more likely to switch to another provider on the basis of service delivery than the quality of the service and its price. Furthermore, that service quality characteristics were inversely related to the service quality attributes rendered by organisations.

Service quality worldwide is being linked to customer satisfaction, competitive advantage and service differentiation (Harris, 2014). Also, that increased customer awareness and demand have been brought about by changes in technology and regulatory environment and control (Devnarran, 2011). The Administrative Staff College of Nigeria (ASCON) has entered this organisational environment nationally and internationally. Therefore, to maintain its role as a premier and global training organisation, the College must set a pace in service quality.

During the pre-independence in Africa, public services in some countries of the African continent were institutionalized and operated by the “*colonial masters as a bureaucracy with its rules, processes and regulations. The situation was such that policy formulation and implementations were mainly carried out by the colonial leaders*” (Peters, 2011). After independence, the African countries (Ghana 1957, and Nigeria 1960 as examples) had shortage of qualified indigenous staff to handle the public administration and management as a result of the exit of colonial public staff (Usman, 2011). Thus, the post-independence era in some of the African nations witnessed “*managerial gap*” in the public service. The gap was lack of the number of qualified staff to perform their duties in the public service of Nigeria. Qualified staff in this context refers to public officers with relevant knowledge, skills and attitudes to work in the public offices (Peters, 2011).

During the immediate period of post-independence, Nigeria had no training institution. In order to overcome the problem, the few indigenous public officers in Nigeria were being trained in Britain, which was the colonial master (Usman, 2011). According to Usman (2011), the challenge of the “*managerial gap*” and the effort to

close the deficiencies in knowledge, skills, and behavior required for public offices led to establishment of Management Development Institutes (MDIs) in some of those African countries; of which Nigeria was one of them. MDIs are institutions for providing training, consultancy and research services to officers and helping to improve management practices in public and private sector of a country (Peters, 2011). Usman (2011), defined Management Development Institute as an organization that provides skill-related and job-related training for staff in public and private sectors in a country.

In general, Peters (2011) opined that the MDIs have a structure as depicted in Figure 1.1 below:

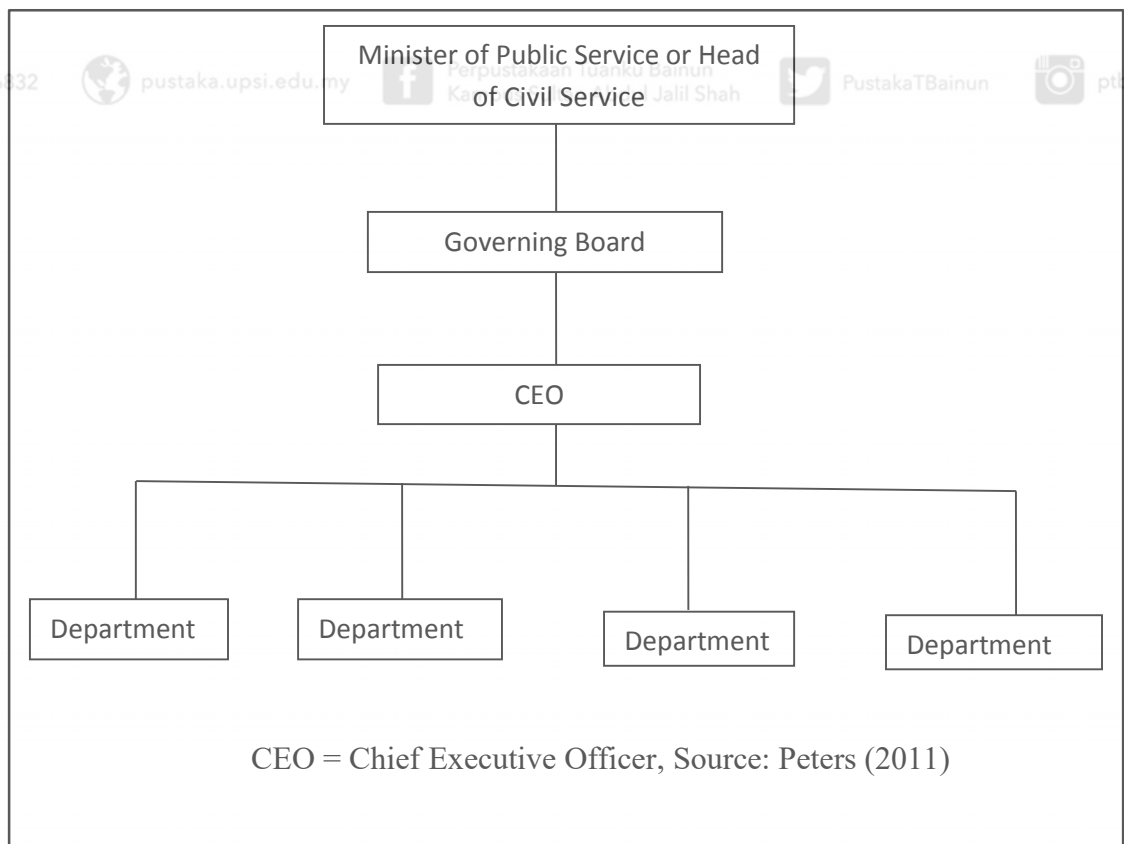


Figure 1.1. Typical Structure of Management Development Institute



The Administrative staff college of Nigeria (ASCON) is an apex Management Development Institutions (MDI) in Nigeria. ASCON was established by the Federal Government of Nigeria in 1973 as “*the principal organ for sustainable human capital development in the public sector of the Nigerian economy*”. However, in 2006, the Federal Government of Nigeria through its Public Service Reform (PSR) deregularised training services in ASCON. That is, the government does not direct major training activities in the College. The deregulation policy gave mandate to Consultancy units of tertiary institutions like polytechnics and universities to do training of public servants (ASCON, 2016).

Like some of the Management Development Institutes in Africa, ASCON was established few years after Nigeria’s independence in 1960. After the independence, the Federal Government of Nigeria realized the strong need to address the prevailing “*Managerial capacity gap*” (ASCON, 2016) that characterized the public service by then, as a result of the exit of expatriate public servants. In order to bridge the gap, the Federal Government commissioned the Institute of Administration in the University of Ife, as was called in 1967 to conduct identification of training needs for Nigerian public service and make recommendation on how to implement the training programmes identified. The exercise was carried out under the leadership of Professor Wolles who was a senior consultant in the Public Administration at the University of Ife. A key recommendation in the report submitted to the government by the commission in May, 1968 was “*a Civil Service Academy*” should be established.





The Federal Government after the study of the recommendations decided that the proposed “*Civil Service Academy*” be called the Administrative Staff College of Nigeria (ASCON). The Government went further and said that “*the College would be a foremost management institute for training of public servants*”. Thereafter, the college came into existence in 1973 (The Federal Government of Nigeria Decree No. 39, 1973, now ASCON Act, Cap. 6, Vol. 1, LFN 1990).

The following are ASCON’s objectives (ASCON, 2016). The details are attached as Appendix A. Among the objectives is that ASCON is to “*undertake, organize and facilitate study courses, conferences, lectures, seminars and the like; and to promote the aforesaid objectives.*” Thus, based on ASCON’s objectives, four categories of training are conducted for its customers as follows:

- a. Political office holders;
- b. Top management officers, comprising of Permanent Secretaries and Directorate cadre;
- c. Senior management officers; and
- d. Middle management officers.

Though these groups constitute ASCON’s target customers as stipulated by the College enabling law, it also provides special intervention training to lower cadre officers in the public service on request by the Ministries, Departments and Agencies.



## 1.2 Problem Statements

This study seeks to bridge the gaps in service quality literature by examining relationship between service quality and customer satisfaction towards customer training intention. Also, it was to examine mediating effect of customer satisfaction in the relationship between service quality and customer training intention. Service quality has attracted attention by educationists and organizations (Aliman & Mohammad, 2013). The interest in service quality has been as results of competition, customer loyalty, repurchasing, customer satisfaction and other factors that exist where organizations operate (Daniel & Berinyuy, 2010). This view is consistent with that of Devnarrian (2011); which said that service quality promotes customer satisfaction and encourages customers' intention to return to service. However, there has been mixed feelings about the previous studies on service quality as they were lacking in theoretical and operational perspectives (Jiradilok, Malisuwan & Sivaraks, 2014).

The Administrative Staff College of Nigeria as a government agency does not see marketing of training service as compared to that of a tangible product in which customer satisfaction is considered paramount. Since training service in ASCON has been commercialized, its trainees have to be seen and treated as customers in marketing perspective. Thus, there is need for ASCON to strategise in order to satisfy customer service. Service quality is an important strategy for ASCON to succeed and win in competitive environment. Part of this strategy is for ASCON to evaluate its service quality (ASCON, 2016).



In the context of this study, Administrative Staff College of Nigeria was the service institution and the trainees were the customers. Table 1.1 depicts the number of customers trained by ASCON in the last past 10 years (2005 to 2014), showing the yearly decreases or increases in the number of trainees. A reflection on the statistics of trained participants in the Table 1.1 indicates that 18,475 people were trained in 2005 to a declining situation that led to only 4,200 customers being trained in 2014. Thus, there was a reduction of 14,275 customers from the base year (2005) number of trainees (18,475 less 4,200). A cursory look at the training pattern for past ten years (2005 – 2014), which had been its dominant activity showed a declining trend in Table 1.1 as reported at the ASCON Management Retreat of January, 2014. This was worrisome as an organization set up by the Federal Government of Nigeria to bridge the “*managerial capacity gap*” in the country.

Table 1.1

*Yearly Training for the Past Ten Years.*

<b>Year</b>	<b>Trained Number</b>	<b>Decrease/Increase %</b>
2005*	18,475	100% (Baseline performance)
2006	17,720	Decreased by 755 (4.09%) **
2007	18,515	Increased by 795 (4.49%)
2008	12,654	Decreased by 5,861 (36.66%)
2009	14,905	Increased by 3,063(24.21%)
2010	11,842	Decreased by 3,063(20.55%)
2011	6,685	Decreased by 5,157 (43.55%)
2012	5,523	Decreased by 1,162 (17.38%)
2013	4,219	Decreased by 1,304 (23.61%)
2014	4,200	Decreased by 19 (0.45%)

Source: ASCON, Administration Department (2014)

\*The baseline year and people trained were 2005 and 18,475 participants respectively.

\*\*To express the change in the number of people trained from year to year as a percentage of the 10 years period, divide the difference between the two consecutive/successive years by the earlier year, and multiply by 100% to get each year increase or decrease for the period under study.



The disclosures of this problem of declining number of participants were made during ASCON Management retreats held in January, 2011 at Cotonou in Benin Republic; January, 2012 at Whispering Palms Resort; and January, 2014 at ASCON respectively. In order to depict the concern of ASCON Management about the problem of the persisting declining of training patronage during the period under this study, the Management Retreat of 2014 set up a five-man committee to look into the dwindling number of trainees and proffer solution to overcome it (ASCON, 2014).

The extent of the decline in the number of trainees, and the yearly decreases or increases of trainees are also displayed in Table 1.1. The Table 1.1 shows a total decline of 14,275 (18,475 – 4,200) participants trained for the period under study.

Analysis of the training from the baseline year in 2005 indicates a decrease performance of 4.09% in 2006, increase of 4.49% in 2007, decrease of 36.66% in 2008, increase of 24.21% in 2009, decrease of 20.55% in 2010, decrease of 43.55% in 2011, decrease of 17.38% in 2012, decrease of 23.61% in 2013, and decrease of 0.45% in 2014. Thus, as seen from the training statistics of ASCON during the study period, the number of people being trained was dwindling. That could be accounted by competition from other training institutions who were attracting trainees or customers that were previously going to ASCON for training (ASCON, 201).

The drastic downward trending of training patronage was alarming and of concern to the Management of ASCON. This was because the implication of the situation was such that while there were fixed costs to bear within a certain period from the revenue generated, it would be difficult to do so if revenue continued to



dwindle. That was such an issue because usually, the Federal Government gives quarterly subvention to ASCON on condition that it supplemented the amount with internally generated revenue (IGR) (ASCON, 2014).

In another perspective, during conduct of training programmes at ASCON, complaints were heard from the trainees about lack of logical delivery and presentations of the subject matters and training objectives not being clear (ASCON, 2014). The customers looked unhappy and discontented about the training programmes. Also, through the end of training programme evaluation forms, comments by trainees and frequently spoken about the issues of inability of trainers to balance theory with practice during training sessions were stated (ASCON, 2014). That is, the training contents were not related to practical life situations. Furthermore, the trainees' comments included that of poor coverage of the course contents. This pointed to the fact that gaps existed in the training service at ASCON, and the customers' needs and satisfaction were not properly being met.

Besides the aforementioned problems at ASCON, since the establishment of ASCON in 1973 as a training organisation, its training service had never been empirically measured (ASCON, 2014). It is the view of the researcher that in the face of dwindling number of customers coming to ASCON for training, examining service quality was a probable factor for resolving the problem. Supporting this position, Chew (1988) noted the importance of measuring service quality in a corporate organization and recommended its use as a means for improving

productivity. Garvin (1993) stressing the benefits of service quality reported that if service of an organization was not measured, it could not be managed.

Therefore, this study is unique and important. Firstly, the literature on previous studies on service quality tended to focus mostly on profit making service organizations (Daniel & Berinyuy, 2010). However, the setting of this study was on a non-profit service organization which prior studies shunned. Service quality has strategic benefits on customers' satisfaction which could apply to both profit and non-profit organizations. Secondly, concern of the ASCON Management on the declining patronage of training and its implication; and complaints by ASCON participants on lack of service quality during training programmes constituted management problems. These problems have been translated to a research problem which gives focus on the need for this empirical study on examination of relationship between service quality and customer satisfaction towards customer training intention, to fill gaps in the literature.

### 1.3 Research Questions

The study is to determine the relationship between training service quality and customer training intention. Specifically, the following questions will be answered in the study in order to realize its objectives:

- 1.3.1 Does training service quality has a significant effect on customer training intention in training organisation?

1.3.2 Does training service quality has a significant effect on customer satisfaction in training organisation?

1.3.3 Does customer satisfaction has a significant effect on customer training intention in training organisation?

1.3.4 Does customer satisfaction mediate the relationship between training service quality and customer training intention in training organisation?

## 1.4 Research Objectives

The aim of the study is to examine whether training service quality has significant effect on customer training intention. The objectives of this research specifically are

1.4.1 Examine whether training service quality affect customer training intention in training organisation.

1.4.2 Examine if training service quality affect customer satisfaction in training organisation.

1.4.3 Examine whether customer satisfaction significantly affect customer training intention in training organisation.

1.4.4 Examine how customer satisfaction mediates between training service quality and customer training intention in training organisation.



## 1.5 Study Hypotheses

Ibrahim (2007) views a hypothesis as “an educated guess about solution of a problem.” That is, a logically “conjectured relationship between two or among variables expressed in the form of testable statements”. The relationship is deduced on the basis of the network of associations established in the theoretical framework for a specific research (Sekaran, 2013). Noor and Page (2009) consider a hypothesis as a “prediction about the outcome of an investigation”. Thus, a hypothesis is assumed to be true unless the study shows evidence to reject it. This study is to examine relationship between service quality and customer training intention with customer satisfaction as a mediating factor.

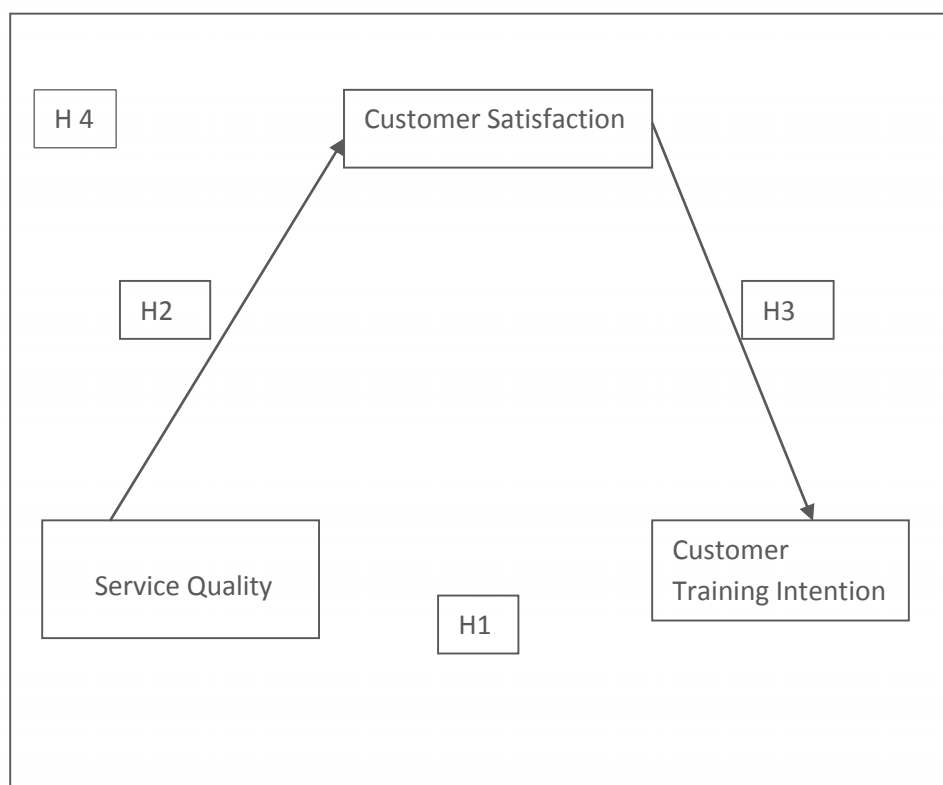


Figure 1.2. Hypotheses development

Based on the objectives of the study and the literature review, Figure 1.3 shows hypotheses formulated to be tested empirically. The hypotheses H1, H2, and H3 were tested for causal effects. Hypothesis H4 was tested for mediating effect of customer satisfaction in relationship between Service Quality and Customer Training Intention. The study used SEM technique to test the hypotheses. Therefore, the theoretical model of the study was converted to AMOS Graphic in chapter 4 to enable analysis of inter-relationships of the constructs for interpretation (Awang, 2014).

From the conceptual framework (Figure 1.2), service quality might affect customer training intention. The study uses service quality dimensions to examine customers' perceived service quality. Therefore, on the strength of the study objectives, literature reviewed and theoretical framework, the following hypotheses were developed:

H1: Training service quality has a significant effect on customer training intention in training organisation.

H2: Training service quality has a significant effect on customer satisfaction in training organisation.

H3: Customer satisfaction has a significant effect on customer training intention in training organisation.

H4: Customer satisfaction mediates the relationship between training service quality and customer training intention in training organisation.

## 1.6 Significance of the Study

This research is to determine the relationship between service quality and customer satisfaction towards customer training intention. There was rationale that made the research “*important and worthwhile*” (Noor & Page, 2009) to be conducted. Therefore, the results of this research would add values and benefit service providers, researchers, policy makers, managers and humanity in sphere of service quality.

From the literature on SERVQUAL model, prior studies have been conducted in service organisations like the library, restaurants, banking, health service and telecommunication, but few or none study on the SERVQUAL and training organisation. Besides that, this study introduced a new variable which was communication dimension in the modified SERVQUAL model used. That was a departure from the traditional five dimensions SERVQUAL model used by previous researchers. Thus, it is a contribution to academic knowledge in conceptual framework development of service quality, customer satisfaction, training service and theoretical issues.

The results of the study would enable the researcher to gain insight into empirical evidence of relationships between service quality, customer satisfaction and training intention. Furthermore, ASCON since inception has never conducted a service quality study for its training service. Measuring service quality from time to time would assist identify gaps in service quality and better customer satisfaction and have competitive edge in service quality (Devnarrian, 2011).

Furthermore, the findings of this research would lead to improvement in redesigning of programmes and other facilities in Management Development Institutions. Also, trainers and facilitators would benefit by varying their class management and instructional methodologies. Management of training institutions would benefit from the study results by formulating better policies that meet customer satisfaction.

The research results would contribute to existing theories by confirming of adding value to relationship between service quality, customer satisfaction and training intention. Besides that, the study findings would give impetus to potential researchers to embark on related further study in service quality.

## 1.7 Scope of the Study

A research has to be delimited because it is not feasible to study everything at a time in a given area. Therefore, decisions have to be made to set the parameters about the study of the sample used, the treatment to administer, the measurement it will take, the study setting and elements that are “.... related to the research design and methodology” (Noor & Page, 2009).

According to Noor and Page (2009), limitation of a research is “weakness in the study”. It could be foreseen at the proposal stage (anticipated). However, when stated at the end of the study, it implies that the limitation or weakness which was not “overcome” during the study. Therefore, this research was limited to examination of

service quality and its relationship with customer training intention in ASCON. Furthermore, due to internal constraints on the study duration, human and material resources, and logistic, only ASCON trained customers within the past 10 years (2005 to 2014) were considered as sample for this study.

### 1.8 Research Questions, Research Objectives and Hypotheses

Table 1.2

*Research Questions, Research Objectives and Hypotheses*

Research Questions	Research Objectives	Hypotheses
1. Does training service quality has a significant effect on customer training intention in training organisation?	To examine whether training service quality affects customer training intention in training organisation.	Training service quality has a significant effect on customer training intention in training organisation.
2. Does training service quality has a significant effect on customer satisfaction in training organisation?	To examine if training service quality has a significant effect on customer satisfaction in training organisation.	Training service quality has a significant effect on customer satisfaction in training organisation.
3. Does customer satisfaction has a significant effect on customer training intention in training organisation?	To examine whether customer satisfaction has a significant effect on customer training intention in training organisation.	Customer satisfaction has a significant effect on customer training intention in training organisation.
4. Does customer satisfaction mediate the relationship between training service quality and customer training intention in training organisation?	To examine how customer satisfaction mediates between training service quality and customer training intention in training organisation.	Customer satisfaction mediates the relationship between training service quality and customer training intention in training organisation.

intention in training  
organisation?

training organisation.

training intention in  
training organisation.

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The main aim of the study was to examine relationship between service quality and customer satisfaction towards customer training intention. Table 1.3 indicates the research questions, objectives, and hypotheses tested.

## 1.9 Operational Definition of Terms

The following terms and phrases were defined as used in this research:

### 1.9.1 Not-for-profit organization

Organisations are established for various reasons. Some are primarily to get return on investment, some just to render services while some are mixture of both service and return. Not-for profit in context of this study refers to organisations that are set up to primarily render service. Any return from their activities is to sustain their existence (Abdulla, 2008).

### 1.9.2 Delimit

Refers to the natural parameter about the study in terms of the setting, sample to use and the measurement it will take, “*related to the research design and methodology*” (Noor & Page, 2009). That is, the natural boundaries of the

study. The study is delimited to ASCON. Limitation of study on other hand is the internal constraints on the study, like duration, human and material resources, and logistic which may restrict it scope.

### 1.9.3 Public service

It refers to the machinery of government for achieving political and economic goals of a nation. The major functions of public service are the implementation of government policies, programmes and advising the government (Peters, 2011).

### 1.9.4 SERVQUAL

A model for measuring consumers' perceptions of service quality. The model measures service quality by comparing customers' expectations before service is encountered and their perceptions of the actual service delivered (Parasuraman et al., 1985, 1988).

### 1.9.5 Baseline

It is the current level at which an activity (process, production) is performed in an organization. For example, an organization is currently training 1000 persons per month (Harbour, 2009). Thus, it shows the starting point of training performance in this study.

### 1.9.6 Measurement

This refers to ascertaining the extent, amount or size of something. It can be “*quantitative when it expresses numerically or countable, and qualitative where it expresses a judgment or opinion of quality*” (Harbour, 2009). In this study, measurement is quantitative, based on concrete information.

### 1.9.7 Training

The provision of learning experiences directed toward assisting a person to acquire knowledge, skills and attitudes appropriate to do their tasks competently at present or in future (George & Singh, 2000).



### 1.9.8 Customer

Refers to a person (organisation) who receives goods or services from another party (organization) in exchange of payment. According to Anton (1996), what a customer considers important is “*value*” for a service or product. That is, the quality of service or product. In this study, customer refers to training customer.

### 1.9.9 Skills

Ability which has been acquired by training to produce answers in problem situation. Skills include creativity, teamwork, leadership, communication, motivation and interpersonal dealings in a work place (George & Singh, 2000).

### 1.9.10 Deregulation

Being free from control or regulating activities of agencies. In this study, it means less control or regulation of training activities in ASCON by the Federal Government of Nigeria (ASCON, 2014).

### **1.9.11 The College**

Refers to the Administrative Staff College of Nigeria, which is the setting for this study.

### **1.9.12 Training Organisation**

An organisation which is permeated with a culture whereby employees continuously attempt to increase their knowledge and skills (Aminuddin, 2008). In this study, training organisation refers to an organisation which is set up with the aim of changing employees' attitudes, skills and knowledge through the learning process so that they can perform their jobs efficiently.

### **1.9.13 Customer Training Intention**

Customer training intention is one of the constructs in this study. From the literature review to date, the term is new to the knowledge of the researcher. Thus, there is lack of prior studies on the construct. In this study, the term 'customer training intention' refers to possibility of customers to buy or use service (training service). The term has been used interchangeably with customer purchase intention which also expresses customers' possibility to buy goods and services as explored by the Theory of Planned Behaviour

(Ajzen, 1991; Fisbein & Ajzen, 2007; Carmina & Carlos, 2012; Huong, 2012).

The Theory of Planned Behaviour (Ajzen, 1991) states in part that a customer willingness to buy depends on intention, which is also willingness. Thus, both customer purchase intention and customer training intention are anchored on willingness of customers to obtain service from a provider. Therefore, it is the view of the researcher that the two terms be used interchangeably in the study as they mean the same thing.

#### 1.9.14 Service quality

Parasuraman et al., (1988) viewed service quality as an outcome of expectations over perceptions of service performance. Negi (2009) claimed that it is a gap between expectations and perceptions of customers. Also, service quality is regarded as a tool for differentiating a service from that of competitors (Daniel & Berinyuy, 2010). In this study, service quality refers to meeting or exceeding the needs of customers.

## 1.10 Layout of the Study Chapters

On a whole, the research is sub-divided in five chapters. Chapter one is about general information on the study. It encapsulates the background information, setting, problem statement, research objectives, scope and limitations, significance and definition of terms as used in the study.

Chapter two includes review of literature which embraces SERVQUAL theory, service quality, customer training intention, customer satisfaction, mediation and demographic information. Chapter three deals with the research framework, design, variable measurement, validation of the measurement instrument, as well as population, sample, data collection, and technique for data analysis. In chapter four, the analysis of the data was discussed. Chapter five focused on conclusions and recommendations of the study.