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

FACULTY OF MANAGEMENT AND ECONOMICS
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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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iv. International Affairs Office, UPSI; and
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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 quantitate 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.

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

ABSTRAK

Tujuan kajian ini ialah untuk mengkaji kesan penyederhanaan kepusan 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 *Adminstrative 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 perkhdmatan latihan mempunyai kesan positif yang signifikan terhadap niat latihan pelanggan, ii) kualiti perkhidmatan latihan mempunyai kesan positifyang 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 sebahaginnya oleh kepuasan pelaggan. Implikasi kajian ini adalah bahawa keberlangsungan organisasi latihan bergantung kepada kualiti perkhidmatan yang diberikan kepada pelanggan. Pelanggan Akan bersedia untuk menjalani latihan berdasarkan kualiti perkhidman 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 pembitnaan kualiti perkhidmatan degan mengkaji hubungan antara ketaksamaan, kebolehpercayaan responsive, jaminan, empati, dan komunikasi (dimensi kualiti perkhdmatan). Organisasi latihan perlu meningkatkan strategi latihan, dasar dan prosedur untuk kualiti perkhdmatan untuk meningkatan 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

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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
α	Alpha

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CHAPTER 1

INTRODUCTION

1.1 Introduction and Background of the Study

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.

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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 (Devnarrian, 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

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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:

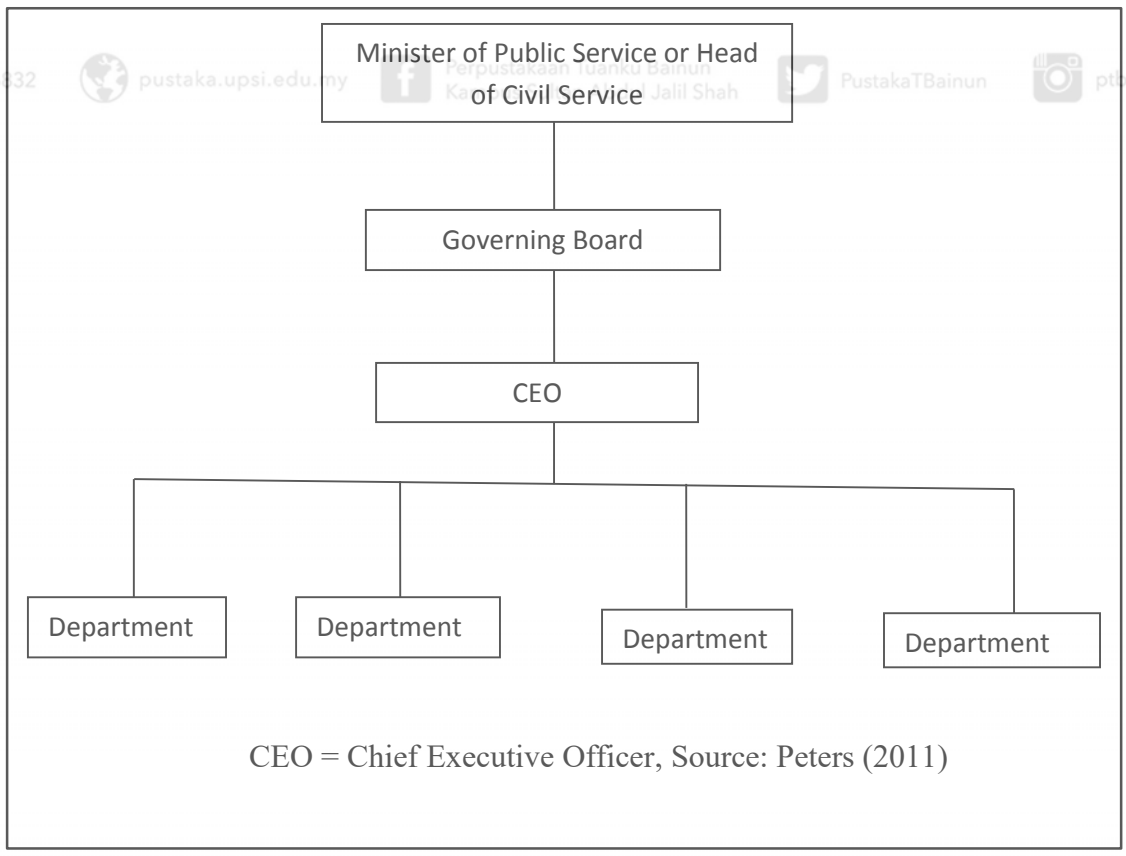


Figure 1.1. Typical Structure of Management Development Institute

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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.

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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:

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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.

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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).

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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.

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Table 1.1

Yearly Training for the Past Ten Years.

Year	Trained Number	Decrease/Increase %
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.

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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 o.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

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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

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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?

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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 to:

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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.

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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.

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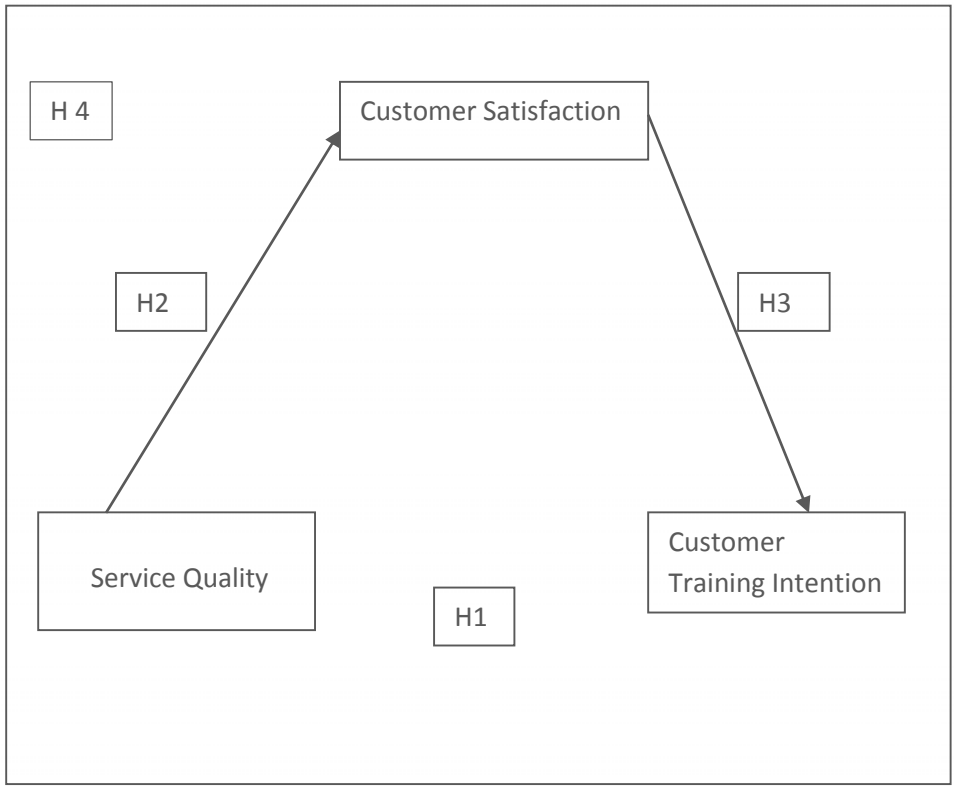


Figure 1.2. Hypotheses development

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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.

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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).

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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.

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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

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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 orgainisation.	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	To examine how customer satisfaction mediates between training service quality and customer training intention in	Customer satisfaction mediates the relationship between training service quality and customer

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intention in training organisation?	training organisation.	training intention in training organisation.

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

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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

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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).

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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).

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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).

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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).

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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

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(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

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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.

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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.

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CHAPTER 2

REVIEW OF RELEVANT LITERATURE

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2.1 Introduction

Having set the background of this study in chapter one, the purpose of this chapter is to review related literature that exist in service quality and customer training intention in an organization. There is an adage that "*you cannot understand, manage, or improve what you do not measure"* (Harbour, 2009). Reh (2012) also states that, *"you cannot manage for improvement if you do not determine to see what is getting better and what is not*". The importance of these statements reveals the extent to which measurement should be used in organisations. According to Austin (2000), "*business firms measure profits, costs, financial and material flows and other quantities. Government agencies measure compliance with laws and regulations, effectiveness of programmes and other aspects of service quality"*.

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A service by concept is an act performed for customers, of which is an important part of an organization value proposition (Buttle, 2006). Winer (2001) sees service as any "*contact or touch point"* that a customer has with an organization (customer service). This implies that the more of such contacts, the more it will facilitate customer service alternatives.

According to Winer (2001), there are two techniques for enhancing customer service. They are proactive and reactive services. Proactive is a situation where the organization has decided not to wait for customer to contact but rather be aggressive in establishing a dialogue with customers prior to complain (plan). Whereas reactive is contacting the customer to solve a problem as it arises. With proper training of staff, an organization can deploy these two methods to complement each other. Thus, by combining the two techniques, it will improve customer service as they will overcome disadvantages of each other. Kamine (2006) stressed this point by saying that "*organizations cannot afford to ignore the importance of serving customers well"*. This means that organisations ought to serve customers properly (Ladhari, 2009).

There are many factors which might affect number of participants being trained. They include such as location of an organization (Guru, 2003), technology (Daniel & Berinyuy, 2010), price of training service (Azad & Darabi, 2013), competitive advantage (Ladhari, 2009; Negi, 2009), infrastructure (Ayeni & Adelabu, 2012), human capital (Olimpia, 2012), government policies (Alfaraih, Alanezi & Almujamed, 2012), and service quality (Al-Manasra, Khattab, Qutaishat & Zaid, 2012).

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However, noting the above factors, for the location, the Administrative Staff College of Nigeria, Nigeria, is located in a serene environment devoid of hustle and bustle of a city. Besides that, it has been the initial sole training institution statutorily established by the Federal Government of Nigeria to train government employees or workers. With passage of time, the Federal Government through its Public Service Reform deregularised training policy in ASCON. That is, the government having less control over training activities in ASCON and allowing other organisations such as Consultancy units of some universities and polytechnics to train public servants too. The situation seems there has been element of competition in the training of public officers. Therefore, it is important to measure service quality to find out customers' perceived service quality that is being offered and improve where there is weakness in quality to withstand any competition through superior quality service (Negi, 2009). Furthermore, according to Daniel and Berinyuy (2010), service quality in most service organisations is antecedent to constructs of customer satisfaction, customer loyalty and repurchasing. Based on these findings, gaining knowledge of customers' perception of service quality is essential for quality management in case any weakness is found.

On price of training service, ASCON being a government institution subsidises price since it is not set up to make profit. For training infrastructure and human capital, for some recent years ago, the Federal Government of Nigeria through the management of ASCON provided training facilities, recruited staff, and trained the old ones to ensure that the services given could improve. The Federal Government also provides support by giving a yearly budget for training

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to the Ministries, Departments and Agencies (MDAs) to cater for employees' training costs (ASCON, 2016).

2.2 Theories Relevant to the Study

Knowles (1978) defines theory as a comprehensive, coherent and internally consistent system of ideas about a set of phenomena. It is agreed that the understanding of theories is important whereas there are psychologists who do not fully believe on this opinion (Gagne, 1970). The argument is that while circumstances and environments would have changed over the years, and even fresh research on the subject is on-going, but some of the theories still assume to make meanings. However, despite this argument, Knowles (1978) opined that theories might still be valid basic principle of understanding phenomena, with due review or modification according to a specific context.

2.2.1 Total Quality Management

Total Quality Management (TQM) is an embodiment of various concepts about customer focused ways of doing successful organizational activities. The principle was put forward by some contributors of which notably among them were Deming (1986); Juran (1988); Crosby (1979). It is a holistic way of viewing quality management (Goetsch & Davis, 2000). TQM dwells on idea of doing activities in an organization to *"maximize an organisation's competitiveness through continual*

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improvement of quality of its service, product, people, processes and environment" (Goetsch & Davis, 2000).

TQM is not quick approach for organization's success (Goetsch & Davis, 2000). That implies it is an approach which organizations continually strive to improve quality of service. To customers on the other side, it may mean meeting their needs and satisfaction. Prior studies on TQM indicated that there are important factors in its implementation (Tsang & Anthony, 2001). In their study of service organizations in United Kingdom they found out that service quality, training and development, top management commitment, customer focus and teamwork, among others, were key elements of TQM. In a similar study of 39 telecommunication organizations in Taiwan, part of the results showed that sufficient training of the staff was a critical dimension of quality improvement for better performance (Hsu & Sue (2002).

Therefore, implementation of TQM processes in organizations can lead to improvement in organizations. In a study in telecommunication firms, it was established that there was positive change in quality of work processes, organizational culture, improved staff commitment, better management and employees' relationship, and productivity with operation of TQM (Patel & Djerdjouri, 2000). Also, the aggregate results of the teamwork led to effective and efficient productivity. Yet, according to Antilla (2000), TQM implementation increased profit and customer focus in organizations.

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If TQM is customer focused, it may follow that customers' needs will be pursued by organizations for satisfaction. In supporting this view, Khan (2010) opined that customer satisfaction is the main focus of TQM principle. Thus, in the dynamic world, it is necessary to be proactive in responding to customers' needs and satisfaction. This can be achieved by being in close contact with customers in meeting their requirements and maintaining competition (Vavra, 2002). According to Juran (1989), and Deming (1993), continuous improvements which are the core value of TQM are often actions related to change stakeholder needs and requirements. That is, the main reason for any work with continuous improvements is to increase stakeholder satisfaction.

Based on the principle of TQM, work is not done until consumers are satisfied (Parzinger & Nath, 2000). It can be noted that service quality and customer satisfaction are customer focused. Thus, TQM precepts would help to understanding the focus and objectives of this study which seeks to examine relationship between service quality and customer satisfaction towards customers' intention to training. All the concepts involved in the study topic deal with perceptions of people or customers through observations (Daniel & Berinyuy, 2010). That is, to what extent does customer's perception on service quality influences satisfaction which might lead to their intention to training? Therefore, the concepts of Total Quality Management as discussed under 2.2.1 above was used as a basis for building the theoretical framework for this study. This concept was to give explanation for answers to the research questions.

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2.2.2 Theory of Reasoned Action (TRA)/Theory of Planned Behaviour (TPB)

Organisations might not only be concern with changes in their environment, but could also border about consumer behavior in relationship to services being offered. Huong (2012) explained that consumer behavior refers to a consumer's decision with regard to acquisition, consumption, disposition of goods and services by human decision making process. Therefore, organisations need to know or understand the goods or services consumers need and want, and what they must do to buy the goods or services being produced. In order to know the reason customers buy or do not buy goods or services, two behavioural theories known as Theory of Reasoned Action and Theory of Planned Behaviour are hereby explored. They explain how a person's intention leads to a behaviour. Intention in such a situation is considered as a motivational variable which induces a behavior (Huong, 2012). Furthermore, Huong (2012) opined that purchase intention means possibility for customers to buy or use services or goods. Therefore, intention in this study refers to customers' willingness to act in a given way.

A Theory of Reasoned Action (TRA) was formulated from a study of how attitude impacted behavior from an expectancy value model (Ajzen & Fishbein, 1980). The theory was based on voluntary behavior, and suggested that attitudes could explain human behavior or action. According to TRA, a person's decision to exhibit a behavior could be directly predicted by his/her intention to perform the behavior voluntarily. Besides that, an individual's intention to perform a behavior could be predicted if the attitude and subjective norms were known.

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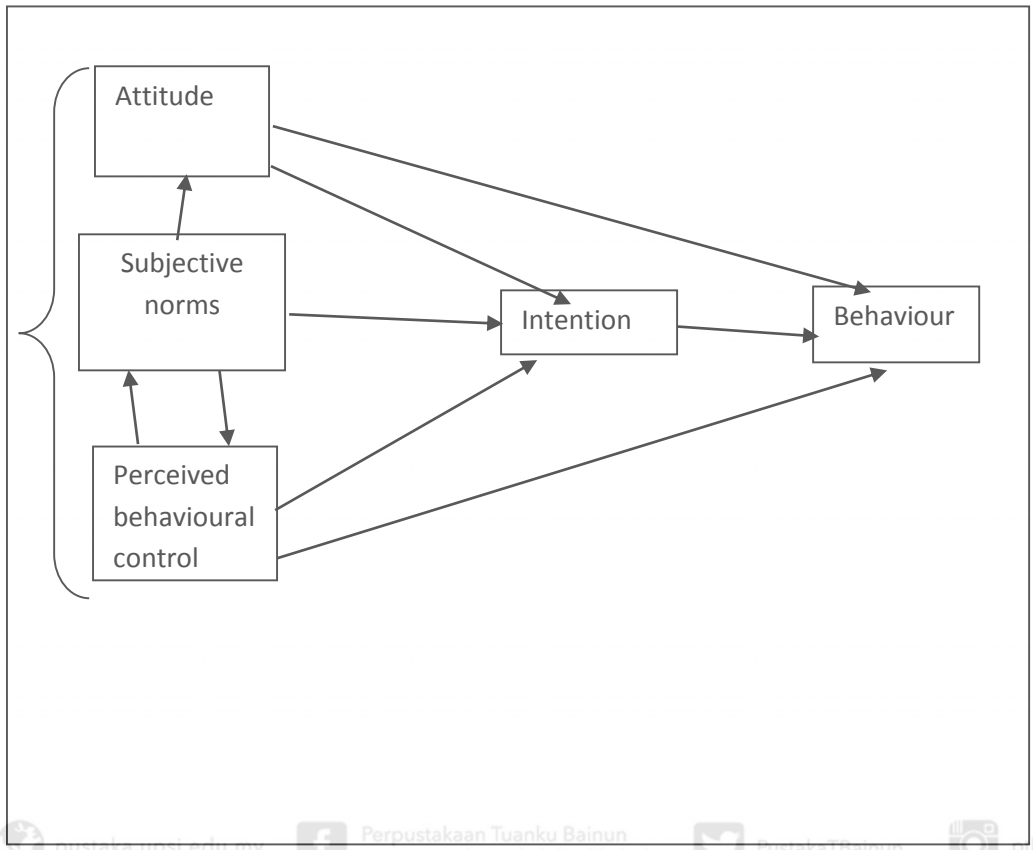
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However, later on it was found out that with the TRA, attitude and subjective norms were not conceptually different because it was not possible to differentiate personal and social factors of a person's behavioural intention. Secondly, it was noted that behavior was not completely voluntary but under control; which required a perceived behavioural control variable in the model.

To overcome the drawbacks of the TRA, a third variable of perceived behavioural control was introduced in the model and it resulted in the Theory of Planned Behaviour (TPB). In this new development, intention is determined by attitude toward a specific behavior, subjective norms and the perceived behavioural control as shown in Figure 2.1. These variables are known as predictors that lead to intention of a person (Hosein, 2008). According to TPB, the more favourable the attitude, subjective norms and the greater the perceived control, the stronger an individual's intention to act in a particular way (Ajzen, 1991).

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Source: Ajzen, (1991). The Theory of Planned Behaviour and Human Decision Processes.

Figure 2.1. Theory of Planned Behaviour

The extant literature on purchase intention of customers indicates that the Theory of Reasoned Action has been widely used to explain the construct. Huong (2012) used TRA to investigate about factors which influenced purchasing decision of consumers. The study identified appearance, price, and experience with a service or product as factors influencing purchasing intentions of customers. In another research, by Carmina and Carlos (2012) on factors that could affect customer purchase intention safe vegetable, the result indicated that trust was potential factor that influenced customer purchasing intention. In a similar research, Seyed (2012) applied TRA to find major factors affecting purchasing behavior of organic goods in

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Malaysia. The study identified price as limiting factor for customer purchasing intention.

The TPB is relevant in this study. This is because one of the construct in the study is customers training intention and the understanding of TPB would provide a theoretical context to gauge it. Development of intention can be explored through the Theory of Planned Behaviour which assumes that people do have reason for their actions (Fisbein & Ajzen, 2007). Prior studies have shown the application of TPB in cases of investigations on customer intention to purchase or buy (Ndubisi, 2004; Aliman & Mohamad, 2013). Customer training intention in the study is considered akin to customer purchase intention. From the researcher's knowledge of the literature reviewed, the term 'customer purchase intention' has been commonly used in marketing. However, the term 'customer training intention' is new but assumes the same meaning as customer purchase intention. Both concepts have to do with customers' behavioural intentions in exchange of tangible or intangible products for consideration of payment. Therefore, understanding of the TPB could throw light in this study which seeks to investigate relationship between service quality and customer satisfaction towards customer training intention.

2.2.3 Discrepancy Theory of Customers' Satisfaction

In this study also, the disconfirmation theory has been referenced in order to predict and explain consumers' satisfaction with the service being rendered by the organisation (Hsu, Chiu & Ju, 2004). The theory proposes that customers first form

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expectations or belief probabilities of attribute occurrence. Then, they form post usage perceptions about performance. A comparison between the initial expectations and performance is known as disconfirmation of expectations (Spreng and Page, 2003; Bhattacherjee and Premkumar, 2004).

According to the theory, a positive disconfirmation means performance was better than expected, and a negative disconfirmation means performance was worse than expected (Khalifa and Liu, 2003). Thus, in this study, positive disconfirmation leads to increase of customer satisfaction whereas negative disconfirmation leads to decrease in customer satisfaction (Cheung, Chan & Limayem, 2009).

Discrepancy theory provides a broad coverage in explaining customer satisfaction. Mainly, satisfaction is derivable from a comparative process that considers a prior formed impression about a service along with an experience of that same service. The comparison is made along a set of factors that are the same between the prior expectation and the subsequent experience. The relationship between the anticipated levels and experienced levels are cognitively combined to arrive at a level of satisfaction. Such formation of satisfaction is a dominant consideration in determining satisfaction in a number of services (Jiang and Klein, 2012). However, despite the support in the literature about the discrepancy theory of customers' satisfaction, care should be taken about its application in a setting. The theory should drive all actions taken in selecting the factors that best represent the comparison by an individual within the context (Mckinney, Kanghyun & Zahedi, 2014).

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2.2.4 Service Quality

The issue of service quality has been explored by academicians and practitioners in various perspectives in the context of definitions, models, and measurement, among others (Cross & Silvestro, 2000; Lasser *et al.,* 2000; Newman, 2001; Guru, 2003; Negi, 2009). Organisations operate in globalised environments. According to Seth and Deshmukh, (2005), "*conceptual models in service quality enable management to identify quality problems and plan for quality improvement schemes to bring about efficiency and general performance*". Therefore, identification of a theoretical framework in the study becomes relevant.

Service quality, customer satisfaction and customer intention are concepts which are based on observations of consumers (Negi, 2009). The research problem was on how customers perceived service quality, and the dimensions of service quality they considered satisfied or not satisfied towards training intention. Service quality could be perceived differently by the provider and customers. Service is seen as a process which contains factors of core delivery, service operation, personal attentiveness and interpersonal performance. Thus, all the stakeholders may view service in different ways. Supporting with this view, Edvardsson (1999) recommended that examination of service quality should be approached from consumers' perspective. The reason was that, customers' total perception constituted service. In a way, customers in the service process are co-producers of service in terms of assessing quality and value added. Also, other research works on service quality indicated that service quality was determined by the users of the service (Parasuraman *et al.,* 1988; Lewis & Spyrakopoulos, 2001; Johnson & Nilsson, 2003).

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According to De Roche-Jolet (2013) it was only customers who could judge service quality because quality of service had to "*conform to customers' specifications*."

Service quality is an issue that affects both public and private sector organisations (Zahari *et al.,* 2008). The concept of service quality has been expressed by scholars. Juran (1988) viewed it as *"fitness for use";* Crosby (1979) said quality is "*conformance to requirements*". Deming (1986) proposed quality should target the needs of customers present and future. Service quality also, has been defined as an extent which a service meets or exceeds customer's expectations (Parasuraman et al., 1988). Observations from different definitions consider service quality as the extent to which a service meets customer's needs and expectations (Zahari, Yusoff & Ismail, 2008; Wisniewski & Donnelly,1996; Lewis and Mitchell, 1990; Dotchin & Oakland,1994; Asubonteng, McCleary & Swan, 1996). If expectations are greater than performance, then perceived quality is less than satisfactory, and hence customer dissatisfaction results (Parasuraman, Zeithaml & Berry, 1985; Lewis *et al.,* 1990).

Therefore, service quality is the difference between customer expectations of service and perceived/experienced service performance. According to Boulding *et al.* (1993) expectations are pre-trial feelings about a product or service. Perceived service quality comes before customers' satisfaction; and it is the precursor of customers' satisfaction (McDougall & Levesque, 2000; Jamal & Nasser, 2002). Hung, Huang and Chen (2003) posit that providing excellent service quality and high customer satisfaction are important issues confronting service industries.

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Improving delivery of service and quality of service should be concern of organisations. Naidoo (2005) argued that quality of service may be due to organizational culture and the way a service is delivered. Service delivery and service quality may impact on each other. Garnett and Garnett (2009) claimed that customers' assessment of service quality was influenced by both the end service results and the process of the service delivery. Therefore, service quality is not only measured as an end result but it includes also the service delivery process (Connor & Douglas, 2003)

Although service quality has attracted much interest in service quality literature, there is lack of consensus on its concept and measurement (Robinson, 1999; Wisniewski, 2001). This is because quality of service as opposed to that of tangible goods is insubstantial and generic in nature. Service quality is a multi-dimensional concept with multi-attributes and thus, could mean different things to various persons. Defining service quality can be complex and difficult (Jayasundara, Ngulube, & Minishi-Majanja, 2009).

Given the resources constraints under which public corporations work in Nigeria (ASCON, 2016), it is important and relevant that service quality is properly understood and measured. Then, any gap in the training quality service of ASCON could be identified and remedied. Organisations use service quality to differentiate themselves when faced with competition (Ladhari, 2009). Thus, the more need for measurement of training service quality in ASCON. Edvardsen, Tomasson and Ovretveit (1994) argued in their study that the point in developing quality in service was its analysis and measurement.

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It could be observed that the majority of works on quality service measurement used the technique of SERVQUAL (Parasuraman *et al.,* 1985 and 1988; Edvardsson, Larsson, Setterlind, 1997; Lings & Brooks, 1998; Reynoso & Moore, 1995; Brooks, Lings and Botschen, 1999; Sahney, Banwet & Karunes, 2004). However, Kang and James (2004) argued that SERVQUAL focuses more on the service delivery process than on other attributes of service, such as service-encounter outcomes.

The SERVQUAL has been a tool used by researchers to measure service quality: *bank services* (Manshor & Kumar, 2009); *grocery stores* (Daniel & Berinyuy, 2010); *education services* (Desoff, A., 2006); *airline sector* (Simpson & Sultan, 2000); *library services* (Cook & Thompson, 2001). In 1985, Parasuraman and his co-researchers came out with a conceptual model of service quality which they refined in 1988 as a five-dimension model called "*SERVQUAL*". They indicated five gaps which could affect customer's evaluation of service quality in four different industries "*credit card, securities brokerage, product repair maintenance and retail banking"* (Parasuraman *et al.,* 1988). According to Abedniya, Zaeim & Hakimi (2011), the "*gaps indicate five quality failure potentials".* Thus, the model was also called "*Gap model*".

The SERVQUAL model measures service quality by comparing customers' expectations before a service encounter and their perceptions of the actual service delivered (Parasuraman *et al.,* 1988). The five factors or dimensions for measuring service quality and their definitions are shown in Table 2.1.

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Table 2.1

The SERVQUAL Factors/Dimensions and Definitions

No.	Factor	Definition
i.	Tangibles	Appearance of physical facilities, equipment, personnel and communication materials.
ii.	Reliability	Ability to perform the promised service dependably and accurately.
iii.	Responsiveness	Willingness to help customers and provide prompt service.
iv.	Assurance	Knowledge and courtesy of employees and their ability to convey trust and confidence.
v.	Empathy	Provision of caring, and individualized attention to customers.

Despite attention to SERVQUAL by researchers, it is worthwhile to remark that without sufficient information on both the quality of service expected and perceptions of service received, feedback from customer survey can be misleading for a policy and an operational purpose. For customers may not have clearly formed expectations of service quality as SERVQUAL failure to measure absolute service quality expectation (Othman & Owen, 2001). Buttle (1996) observed that SERVQUAL could not be applied generally in all organisations to measure service quality. This is because the SERVQUAL model dimensions are organizational specific.

Arising from the weakness of the SERVQUAL in failing to "*measure absolute service quality expectation*", Cronin and Taylor (1992) developed a model of service quality which indicated only performance as means for measuring service quality called *"SERVPERF*". It focuses on measuring customer perception only in determining a service quality without "*expectation"* aspect as in case of

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SERVQUAL. However, the SERVPERF determines customers' perceptions via SERVQUAL characteristics, and leans more on the implications of satisfaction and attitude (Cronin & Taylor, 1992).

It could be observed that the perception only model measures service quality on the basis of attitude as result of its attributes, and reduces the statement items by 50% as contrasted from the SERVQUAL model. Despite these merits of SERVPERF, like the SERVQUAL, it cannot be used generally to measure service quality in all organisations or settings. Also, past studies on service quality showed that there was no consensus as to number of dimensions or criteria to measure it, though there was a need to consider basic factors for customers' perceptions and degree of a dimension importance to service quality (Hill, 1995). That means that each issue for study will determine its basic factors for customers' perception of service quality.

Scholars claimed that SERVPERF is one of the most appropriate frameworks for gauging service quality (Devnarrian, 2011). Ree (2009) reported that service quality was directly affected only by perceptions of performance. Based on the researcher's knowledge of the literature on service quality, the SERVPERF model was employed in measuring service quality in the study. Among others, SERVPERF has an edge over other models of measuring service quality. Performance-based model (SERVPERF) for measuring service quality was reported to best explained long-term service quality attitudes (Cronin & Taylor, 1992). Ree (2009) opined that SERVPERF focused on development of

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service quality perception, whereas SERVQUAL model measured perceived service quality at a given point in time.

Furthermore, SERVPERF measures both discriminant and convergent validity. In a study by Ree (2009), the average pair wise correlation for SERVPERF was 0.689 while SERVQUAL's was 0.687 with overall service quality for convergent validity. Though they were two different concepts, their measures were close to each other. Also, there was identical average pair wise correlation for SERVPERF with consumer satisfaction and purchase intentions of 0.481 as against SERVQUAL's 0.457 for discriminant validity.

The SERVQUAL model proposed by Parasuraman et al. (1988) was considered relevant and used as the main guide for the structured questionnaire to collect data on the consumers' perceived service quality in the study. The SERVQUAL uses five dimensions (tangibles, reliability, responsiveness, assurance, and empathy) to measure service quality. In this study, one dimension of communication was added to the dimensions in line with the technical quality dimension proposed by Gronroos (1982) which could be used to measure service quality. The additional dimension is technically relevant in a case of training organisations where communication is of essence between the trainer and trainees, which applies to this study.

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2.3 Service Quality Dimensions

Based on the conceptual framework of the study, six factors were considered as what customer would use to gauge the quality of training service. The factors included the five generic dimensions of Parasuraman *et al.,* (1985) ("*tangibles, reliability, responsiveness, assurance, empathy")*, and additional dimension of communication. Prior studies on service quality indicated that there was no consensus among researchers as to the number of dimensions to measure service quality (Hill, 1995). However, it was agreed that consideration should be given to basic factors important for customers' perceptions to service quality. In line with this argument, communication dimension was included in this study context. This is because communication was considered as a good measure for customers' perceptions about service quality in a training institution like ASCON, where a lot of interactions between the trainers and trainees or customers take place (George & Singh, 2000). Thus, besides the five generic service quality dimensions (Parasuraman et al., 1985), communication was included based on the study setting. The following dimensions were used in the study:

2.3.1 Tangibles

According to Parasuraman et al., (1988, 1991), tangibles were physical facilities, equipment and personnel appearances in an organization. However, in the context of this study, tangibles include training rooms, overhead projectors, whiteboard, flip chart board and appearance of personnel. Zeithaml, Bitner and Gremier (2006)

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regarded tangibles as unique in provision of training. Tangibles are means which customers can use to assess service quality, and may add value to customers of training organisations.

Professional appearance of personnel is also part of tangibles. Devnarrian (2011) supported this view in a study on students' perceptions of service quality at varsity colleges in Westville and Durban North. This implies that tangibles are not only materials but they include human beings as well. In this way, customers can also use staff appearance to evaluate service quality. This opinion can be used to develop service quality strategies for an organization's service performance.

Aliman and Mohamad (2013) in their study of private health care in Malaysia, grouped "*appearance of employees, equipment and facilities"* as tangibles. The study found that the effect of tangibles on customer satisfaction was stronger than on behavioural intention. Also, a prior study in higher education indicated that there was a significant positive relationship between tangibles and customer satisfaction (Mostafa, 2005; Beh, 2008). In a banking sector in Turkish, a study reported that tangibles had positive significant impact on consumer satisfaction (Yavas, Bilgin, & Shemwell, 2004).

2.3.2 Reliability

Reliability is regarded as ability to perform service dependably and accurately to customers. According to Yeo (2008), the difference between promise and delivery

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of service is due to inaccurate communication which may be over or under stated. That, some organisations overstate their services while others understate their service performance. This may likely bring about the actual service not meeting customers' expectations. In another perspective, Brink and Berndt (2005) stated that reliability means an organization keeps its promises at first given time for a service and keeps it consistently. They concluded that reliability of service has positive relationship with customer purchasing intention. Thus, in training organisations, customers may look for accurate delivery of services the first time of encounter, and continuously also. Previous studies showed that reliability impacted significantly on customer satisfaction (Vong, 2007; Beh, 2008). Aliman and Mohamad (2013) posited that reliability was the second important factor in determining customer satisfaction in handling patients.

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2.3.3 Responsiveness

Parasuraman *et al.,* (1988) considered responsiveness of service as the willingness to help customers and provide prompt service. It includes among others, "*openness, friendliness, helpfulness, and willingness*" (Zeithaml *et al.,* 1990). Dale (2003) reported responsiveness as "willingness to assist customers and give prompt service continuously". This will include dealing with customers' questions as soon as possible. Wisniewski and Wisniewski (2005) and Vong (2007) indicated that responsiveness in service organisations has significant positive effect on customer satisfaction. Employees of organisations in this context have crucial role to customers. Thus, interactions of employees with customers may have impact on

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perception of service quality in training organisations. A study in a health care services showed that there was no significant influence of responsiveness on behavioural intention (Aliman & Mohamad, 2013).

2.3.4 Assurance

Assurance implies that staff has ability to convey trust and confidence to customers. It refers to courtesy, credibility and competence of employees (Dhurup, Singh & Surujlal, 2006). According to Devnarrian (2011), assurance is "*the competence of the staff in providing a courteous and secured service"*. From the above, it may imply that an organization with a strong brand can convey trust and confidence to customers. Customers may then view performance on the basis of expectation from service. In a health care setting, Aliman and Mohamad (2013) found that assurance dimension of service quality has more influence on customer satisfaction than behavioural intention.

2.3.5 Empathy

Parasuraman *et al.* (1985) regarded empathy as "provision of caring, and individualized attention to customers". Yeo (2008) stresses the need for greater customer-oriented interactions with customers. He identified "*listening, understanding, and communicating with customers*" as means for achieving empathy in organisations. Customers should be made to feel special in interactions.

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Denvarrian (2011) viewed empathy as providing "*caring and individualized attention to customers*". If this feat is achieved in an organization, customer expectations may be exceeded. However, it may pose a problem where there are many customers to be served.

Empathy has been regarded as the most important factor of service quality for buying or using service intention (Chowhary & Prakash, 2007). It has direct positive relationship with customer buying intention. From the extant literature on service quality to the knowledge of the researcher, empathy has no relationship with customer satisfaction. In this study, empathy will mean associating with customers through personalised attention (Curry & Sinclair, 2002). In training organisations, such attention may help customers where there are individual differences among trainees.

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2.3.6 Communication

Communication means the interactions between the service provider and customers (Nek, 2013). According to Zeithaml et al., (1990), communication is means for returning calls, keeping customers informed and clarity in spoken and written communications. It is an important factor in interacting with customers (Baliga & Krampf, 1997). Aliman and Mohamad (2013) opined that improving the communication skills of employees was important as they were involved in interacting with the customers in service delivery standards and service provider's real performance.

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Arreola (2000) explained that communication includes such things as "*clarity in exposition, demonstrated enthusiasm, and ability to motivate, capture, hold attention of learners and create total learning conditions"* necessary to a subject matter being taught. Communication involves providing information quickly, clearly, easily, adequately and interestingly to customers (Taner & Antony, 2006).

Aktar, Upal and Umme (2008) reported that communication was an important dimension in measuring service quality. Other earlier studies on service quality showed that communication had a significant positive relationship with service delivery and customer satisfaction (Cheney 2011; Mostafa, 2005 & Vong, 2007). Communication strengthens employees' relationship and fosters their performance. Manolias (2000) in a study of police organization found that poor communication hindered delivery of quality service.

Communication style is a way in which service personnel treat a customer's complaints (Nek, 2013). Two styles of communication are identified (Nek, 2013). One type is convergence – the service provider uses a range of strategies to show understanding and helpfulness during the communication processes. The second is maintenance style – which is a *"standardized approach to a service".* In this second one, *"no effort to move towards the customer vocally, verbally and non-verbally".* Whichever communication style is used; communication is a two-way means to be effective. Firstly, getting the message across fluently, and secondly, be empathetic and a good listener (Nek, 2013).

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Organizations are structured in a way to reflect how they communicate. That is, structure represents how interactions exist in them (Baron & Greenberg, 2010). Berger (2008) indicated that formal and informal channels are two ways of communication practices in organizations. That, formal channel exists where communication follows the established structure of organizations; whereas informal channel represents where communication exists out of formally established structure (Adrian & Downs, 2004; Christopher, 2006). It was found that problems of effective and efficient formal communication channel often lead to the informal channel to meet personal needs of employees to communicate.

Communication is critical in stimulating delivery of best value to public service. Coffey International Development (2007) in a study of public services indicated that both formal and informal communication channels had positive significant relationship with quality decisions in public services. This finding links to Freeman (1984) stakeholder theory which stated that all with interests or stakes in a service delivery framework should be involved to achieve better results. Furthermore, formal communication significantly influenced leadership and enhanced quality of public services. On the other hand, informal communication led to collaborative work and organization innovation (Nardi, 2005).

In order to understand the topic and provide answers to the research questions, there was a need to establish a theoretical framework. This was to build a conceptual model to form a basis for empirical observations (Daniel & Berinyuy, 2010). Therefore, to explore the study questions and give explanation for answers to them, the service quality concept becomes relevant in the study (Creswell, 2009).

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2.4 Customer Satisfaction

There is no generic concept of customer satisfaction (Hayes, 2008). Cote and Giese (2000) opined that customer satisfaction was a response that pertains to a purchasing or buying experience at a particular time. That is, a post experience of an organization's service. Conceptually, customer service satisfaction is nurturing and meeting customer preferences and expectations to enhance value of service delivered (Dason, Nwankwo, & Owusu-Frimpong, 2010). In another dimension, Farris, Neil, Phillip and David (2010) defined customer satisfaction as the number of customers whose experience with an organization, its service or product exceeds stated satisfaction expectations.

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Naturally, the first step towards making customers stay with an organization is to ensure that the customers are satisfied. Nek (2013) maintains that the "*overall customer satisfaction dimension is directly related to customer retention".* Szwarc (2005) views customer satisfaction as how customers perceive an organisation's service or product in the light of their experiences with that organization, as well as by comparison with what they have seen or heard about other organizations. Gitman, Carl and Daniel (2005) maintained that in a competitive market place, customer satisfaction was seen as a key differentiator and increasingly had become a key element of business strategy.

In attempt to find whether customers were satisfied with food services in a military hospital in Turkey, a study indicated that demographic attributes were not significant determinants of patients' satisfaction (Celik, Demir, Sahim & Teke,

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2006). This shows that in trying to satisfy the customers, demographic characteristics were of less important. Other prior studies on customer satisfaction showed that where performance of service quality is high, it increases customer satisfaction (Parasuraman *et al.,* 1988). Negi (2009) in his study on mobile service found relationship between "*customer-perceived service quality and overall satisfaction". That, customer satisfaction was antecedent of service quality.* Fen and Meillian (2005) posited that customer satisfaction and service quality "*positively affected repurchase intention".* Consistent with the findings of Parasuraman et al. (1988), and Negi (2009), Daniel and Berinyuy, (2010) using the SERVQUAL model in their study of grocery stores argued that customer satisfaction and service quality were functions of customers' expectations and perceptions though they were two different constructs. Magi and Julander (2009) also reported on their study on grocery shops that there was positive relationship among service quality, customer satisfaction and customer loyalty.

To operationalise satisfaction is to compare a customer's perception of an experience with expectation in what is called expectations disconfirmation model of customer satisfaction (Buttle, 2006). This model of customer satisfaction assumes that customers have expectations and with them they can judge performance. However, sometimes a customer's expectations may be met but the customer may not still be satisfied. According to Buttle (2006), this takes place when customer's expectations are low: "*I expected the plane to be late. It was. I am unhappy*." Therefore, Farris *et al.* (2010) opined that in searching customer satisfaction, organizations generally ask customers whether their product or service has met or exceeded expectations. When customers have high expectations and the reality fall

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short, they may be disappointed and likely rate their experience as not satisfied. Expectations are a key factor behind satisfaction.

Customer satisfaction provides a leading indication of customer purchase intentions and loyalty. Although market share may indicate how well a firm is performing currently, satisfaction is perhaps the best indicator of how likely it is that the firm's customers may make further purchases in future (Farris *et al.,* 2010). Donaldson (1995) maintains that customer loyalty does not necessary mean satisfaction as customers might remain because there are no alternative services or goods available to meet their needs. Reichheld (1996) claims that customer satisfaction is a first good step in customer retention but poor substitute for loyalty. Supporting this view, Mittal and Kamakura (2001) stated that satisfaction is a major factor for customer retention.

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However, in service context, Bitner (1990) reveals that customer's loyalty is a direct function of satisfaction. Also, some empirical studies support the positive link between customer satisfaction and loyalty (Hallowell, 1996; O'Lough & Coenders, 2002; Taylor & Baker, 1994). Although satisfaction is a determinant of brand loyalty, a satisfied customer sometimes switches to another service or product. Theoretical approaches to explain this phenomenon include: the behavioural science theory of variety seeking (Zuckerman 1979, McAlister & Pessemier 1982), and transactional cost theory (Johnson, Hermann, Huber & Gustafson 1997).

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In this study, customer satisfaction will be used to measure customer training intention and gauge the relationship between service quality dimensions and customer training intention. Training Service quality dimensions will be used to measure customer satisfaction and customer training intention.

2.5 Customer Training Intention

The most vital aspect of consumers' behavior is their buying intention (Gillani, 2012). The buying intention is a condition in which a customer is willing to transact for a service from an organization. Kimery et al., (2002); Jiradilok, Malisuwan, Madan, & Sivaraks (2014) viewed customer buying intention as an outcome of attitude which refers to a customer's willingness to buy or use service from an organization. Furthermore, that the buying intention is often used as a representative of the actual purchase behavior in a consumer behavior research works. They noted that predicting consumer behavior, especially buying intention, has been a tedious task for organizations as it keeps changing under influences of factors in the environment. Therefore, in the study, customer training intention will be regarded and used as customer buying or purchasing intention, due to similarity in concept as the two terms are referred to a person's readiness and willingness to buy or use a service (Kotler et al., 2006).

Constanzo and Shaw (2000) recognized that customer intention was a good predictor for behavior. Thus, a model that hinges on attitude – behavior to explain a

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person's attitude could be predicted via the person's intention (Ajzen, 2005). A creation of a customer's intention is an attitude of customer behavior.

Understanding and knowing customers are important and challenging aspects of any organisation. This study seeks to examine whether service quality affects training customer intention, and the mediating effect of customer satisfaction in the relationship.

2.6 Relationship between Service Quality and Customer Satisfaction

Based on the knowledge of the researcher on the literature review, the relationship between service quality and customer satisfaction has been a contentious issue (Lee, Lee & Yoo, 2000). It has been so because some scholars viewed customer satisfaction as having causal effect on service quality, while others posited that it was service quality that impacted on customer satisfaction (Culiberg & Rojsek, 2010). However, it could be opined that it is only when consumers have experienced service that they could testify whether it has been satisfactory or not (that is, service quality causes consumer satisfaction). Besides the issue of causal relationship between service quality and customer satisfaction, prior studies indicated that there was an overall relationship between the two constructs (Cronin & Taylor, 1992; Wang, Lo & Hui, 2003; Cristobal, Flavian & Guinaliu, 2007; Culiberg & Rojsek, 2010).

Service quality is the difference between customer perceptions and expectations of service (Parasuraman et al., 1985). In this study which focusses on examining customer training intention, service quality was considered as

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conformation to consumers' requirements. On the other hand, Customer satisfaction is a feeling that arises from a real experience of service (Devnarrian, 2011). It is a phenomenon which can take place at different layers of an organization. Thus, a multidimensional concept having characteristics that are major features of service quality (Abdul, Habib & Rafiqul, 2011). This view is consistent with prior studies which also claimed that service quality and customer satisfaction are related, but different constructs (Oliver, 1980; Parasuraman et al., 1988; Cronin & Taylor, 1992). The difference between the two constructs is that service quality is a long-term overall assessment while customer satisfaction is one-time transaction yardstick (Ree, 2009). Furthermore, Smith and Swinehart (2001) claimed that the link between service quality and customer satisfaction was strong. However, they also reported that service quality and customer satisfaction were two separate constructs.

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High perceived service quality leads to customer satisfaction. Magi and Julander (2009) found among grocery stores that there was positive relationship between perceived service quality, customer satisfaction and loyalty. However, in the relationship, customer satisfaction might not lead to customer loyalty. This finding was consistent with that of Saravan and Rao (2007) which showed service quality influencing customer satisfaction. Negi (2009) indicated that there was a significant positive relationship between service quality and customer overall satisfaction in telecommunication services. However, it was noted that the quality dimensions such as tangibles, assurance and empathy showed weak relationship with service quality.

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Based on previous studies, service quality has been shown as an antecedent of customer satisfaction (Newman, Maylor & Chansarkar, 2001; Zeithaml, Bitner & Gremler, 2006). It can be noted from this fact that if actually a service perceived by customers exceeds their expectations, there is tendency for them to feel satisfy. Kotler et al. (2006) pointed out that customer would be dissatisfied if a service encountered was below expectations. Therefore, there is positive relationship between service quality and customer satisfaction. That is, the higher perceived service quality, the increase in customer satisfaction of service and vice versa.

In order to empirically explore the topic of this study, the relationships between the six service quality dimensions in the study and customer satisfaction were examined as follows:

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2.6.1 Tangibles and Customer Satisfaction

An investigation among patients in Penang private hospitals in Malaysia, that all service quality dimensions (reliability, responsiveness, assurance, empathy) had a positive relationship with customer satisfaction, with exception of tangible dimension (Navid, Ahmad & Yuserrie, 2010). The result or perceived relationship might be stressing the fact that health service which is essential for human life emphasized about good health quality service for customers to be satisfied.

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In a study on "*Business Support Services*", Ree (2009) indicated that there was a moderate positive relationship between tangibles and consumer satisfaction in support services for business. Also, a study to determine consumer perceived service quality in mobile services reported that tangibles had a strong significant relationship with customer satisfaction (Negi, 2009). The result shows that tangibles should not be neglected in satisfying customers in the mobile industry.

Tangible dimension of service quality has a positive relationship with customer satisfaction. In a study of consumers' perception of service in grocery stores, Daniel and Berinyuy (2010) reported that tangibles were related to high customer satisfaction. This was depicted by a higher perception score which tangible dimension recorded for customer satisfaction.

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In educational sector, a study of higher education institutions found that student who were customers in this context, view service quality in terms of tangibles in which they derived satisfaction (George, 2008). Thus, the study established a positive link between tangibles and customer satisfaction. This means that higher institution of learning should pay attention to provision of tangibles to yield customer satisfaction in the institutions.

Similarly, a study in educational sector (Wentzel, 2011) found that students' satisfaction of service delivered in institution for higher education and training was related with appearance of physical facilities, personnel and equipment; which were elements of tangible dimension of service quality. Thus, there was a relationship between students' satisfaction and tangible dimension of service quality. The result

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implied that the appearance of the tangible elements of physical facilities, personnel and equipment were significant to students' satisfaction of service in the institution. Also, a prior study in higher education indicated that there was a significant positive relationship between tangibles and customer satisfaction (Mostafa, 2005; Beh, 2008). In a banking sector in Turkish, a study reported that tangibles had positive significant impact on consumer satisfaction (Yavas, Bilgin, & Shemwel 2004).

2.6.2 Reliability and Customer Satisfaction

Reliability as a dimension of service quality deals with accuracy and exactness of service rendered (Wentzel, 2011). From the researcher's knowledge of the literature review, not much of the reliability dimension of the service quality has been specifically linked with customer satisfaction. Instead, overall relationships of service quality and customer satisfaction subsisted.

However, reliability which is a dimension of service quality means conforming to customers' requirements, depicting indirect relationship of reliability with customer satisfaction (Deming, 1986; Crsby, 1992). In a study with patients, Alima et al. (2013) ranked reliability as the second important variable in patients' satisfaction of service. The patients in this context represented customers, which emphasized the essence of reliability in making them satisfied.

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Also, prior studies on service quality claimed that reliability impacted significantly on customer satisfaction (Vong, 2007; Beh, 2008). According to Daniel and Berinyuy, (2010) in a study on grocery stores indicated that there was a high significant link between reliability dimension of service quality and customer satisfaction of products and services by students. This implies that reliability dimension has to be regarded significant in measuring service quality in grocery stores. In another perspective, an earlier study reported that reliability as a dimension of service quality led to consumer satisfaction (Arasli, Mentap-Smadi & Katirciaglu, 2005). This was more of a causal relationship between reliability dimension and customer satisfaction.

Furthermore, in a study of banks, it was established that reliability and customer satisfaction were positively linked (Culiberg & Rojsek, 2010). Thus, consumer satisfaction in banks could be achieved through improvement in the reliability dimension of service quality. Reliability dimension of service quality can affect customers positively or negatively. According to Devnarrian (2011), low reliability of service among students indicated negative satisfaction by them as customers.

2.6.3 Responsiveness and Customer Satisfaction

Another dimension of service quality to be considered in relationship with customer satisfaction is responsiveness. It is an aspect of service quality in which customers gauge how prompt and speedy they receive service. Devnarrian (2011) noted in a study with college students that responsiveness was a dimension of service quality

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which treats consumers' complaints, problems, requests and questions with regard to service being delivered. From the knowledge of the researcher on service quality literature and customer satisfaction literature, most of the relationships established between service quality and customer satisfaction has been on overall service quality and customer satisfaction. There is little or none establishment of relationships between each of the service quality dimensions and customer satisfaction.

However, from the literature, there is a causal relationship between responsiveness and consumers' perception of service satisfaction by college students (Devnarrian, 2011). Furthermore, in a study on retail banking, responsiveness had a positive link with customer satisfaction. Thus, responsiveness dimension of service quality affects customer satisfaction in rendering retail banking services (Culiberg & Rojsek, 2010). The implication of this is that managers of retail banking should emphasise provision of responsiveness dimension of service quality for consumers' satisfaction.

2.6.4 Assurance and Customer Satisfaction

Service quality and customer satisfaction have been adjudged as being multidimensional constructs – achieved at various levels of an organization (Daniel & Berinyuy, 2010). Assurance as a dimension of service quality examines staff ability and courtesy to build consumer trust and confidence in service providence (Arasli et al., 2005). Like other dimensions of service quality, from available literature, assurance lacks link with customer satisfaction.

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However, some relationships existed as follows. Firstly, Zeithaml et al., (2006) posited that trust and confidence which were elements of assurance dimension had relationship with customer satisfaction of service delivery at educational institutions. Furthermore, the study linked high or low assurance dimension of service quality to consumer perception of service satisfaction by students (Devnarrian, 2011). Also, another study in retail banking claimed a positive relationship of assurance dimension with customer satisfaction (Culiberg & Rojsek, 2010).

2.6.5 Empathy and Customer Satisfaction

Empathy dimension of service quality deals with provision of care and willingness to pay attention to customers in the process of service delivery. According to Arasli et al., (2005), empathy predicts customer satisfaction. That is, a kind of relational dimension of empathy with consumer satisfaction. Also, a study conducted in a banking industry supported a positive significant link between empathy dimension of service quality and customer satisfaction (Jamal & Nasser, 2002).

A relationship between empathy and customer satisfaction was witnessed in a study with students of higher institutions. Empathy dimension was reported to have positive significant association with students' satisfaction (Devnarrian, 2011). The students who were customers felt satisfied as a result of empathy elements of service they received from their institutions in terms of listening and interactions. Similarly, from the literature review, not much of relationships between empathy and

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customer satisfaction have been reported to the knowledge of the researcher to date. Rather, it has been noted that it is the overall relationships of service quality and customer satisfaction which have emphasized in literature.

2.6.6 Communication and Customer Satisfaction

Communication dimension has been introduced in the study as a dimension of service quality based on the study setting, which is a training institution. It is the interactions between a service provider and customer. Communication is an additional dimension to the five traditional dimensions used by Parasuraman et al. (1985) in a model to measure service quality. Thus, from the literature reviewed by the researcher, communication dimension lacks prior relationship with customer satisfaction.

However, from the literature, communication has a positive significant relationship with customer satisfaction due to interactions (Vong, 2007; Cheney, 2011; Aliman & Mohamad, 2013). In another study with a police organization, Manolias (2000) found that poor communication link with negative customer satisfaction. In the public service, unlike the cases in business organizations, Coffey International Development (2007) reported in a study that formal and informal communication channels had positive significant relationship with service satisfaction among citizens. This result was consistent with Freeman (1984) Stakeholder theory, which stated that all interests or stakes in a service delivery framework should be engaged to gain better satisfaction.

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2.7 Relationship between Customer Satisfaction and Customer Training Intention

Customers need to be content with service rendered. Customer satisfaction refers to a situation whereby service encountered meets the expectation of customer. It is a result of comparing customer prior expectation with perceived performance of the service rendered (Kotler, Cunningham & Turner, 2001). Customer intention on the other hand means result of attitude which refers to customers' willingness to purchase service (Kimery & McCord, 2002). In a prior study on factors attracting customers to a service provider and also to retain them in an on-line business, price factor was used and customer tended to buy from other service providers and other service provider who rendered good customer service (Reibstein, 2002). The implication of this finding is that good customer service could be antecedent for customer patronizing intention.

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However, literature on customer satisfaction indicates that there are no common antecedent variables of customer satisfaction as each study selected factors that best met the setting and time (Belanger & Schaupp, 2005). Supporting this claim, Juradilok, Malisuwan, Madan & Sivaraks (2014) opined that *"there was no recipe of the antecedent factors used to measure customer satisfaction which would finally lead to purchasing intention"* in the context of e-commerce.

High customer satisfaction can sustain customer buying intention (Bhattacherjee, 2001). Furthermore, Chen, Chen & Chen (2014) in a study to verify the effect of information on customer making of purchase decision, indicated that information and satisfaction significantly improved customer buying intention. The

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result of the study shows that information might have increased the understanding of the customers on the service and made them inclined to further use it.

Ree (2009) in assessing the relationship between customer satisfaction and purchasing intention of customers through correlation analysis, found that the two constructs had strong positive relationship ($r = 0.72$ & $p < 0.01$). The result supports the opinion that service quality is an antecedent of customer satisfaction and customer satisfaction is antecedent of purchase intention. In healthcare organisations, Otani and Harris (2004) found that customer satisfaction had positive effect on customer buying intention.

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2.8 Relationship between Service Quality and Customer Training Intention

From available literature to the knowledge of the researcher, there has been relationship between service quality and customer buying or purchasing intention (Parasuraman et al., 1985; Smith & Swinehart, 2001; Hsu, Liu & Wu, 2008; Li, Huang & Yang, 2011; Mpinganjira, 2011). However, based on the researcher's knowledge up-to-date, there has been no study gauging service training intention which is premised on the Theory of Reasoned Action/Theory of Planned Behaviour (Ajzen et al., 1980). Therefore, in this study, customer training intention is considered akin to customer buying or purchasing intention based on the concepts of the two constructs as derived from the Theory of Planned Behaviour.

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According to Bou-Llusar, Camison-Zornoza and Tena (2001); and Falk, Hammerschmidt and Schepers (2010), the effects of service quality on customer intention take direct form. With direct effect, service quality is an antecedent of customer buying intention (Parasuraman et al., 1988; Boshoff & Gray, 2004; Li, Huang & Yang, 2011). In health service industries, previous studies showed that direct effect existed between service quality and customer buying intention (Baker & Crompton, 2000; Hsu, Lu & Wu, 2008). Baker and Crompton (2000) posited that in banking industry, *"service quality dimensions were positively and directly related with purchase intention"*. This means to have higher customer purchasing intention, there must be more improvement in the service quality dimensions.

In an investigation (Ree, 2009) to assess relationship between service quality dimensions and purchasing intention using assurance, competence, reputation, clout, reliability, awareness, collaboration, accessibility and competitiveness as service quality dimensions, the results of the correlation analysis indicated the following:

a. Six out of the nine service quality dimensions were strongly significant to the overall perceived service quality ($r > 0.70$ & $p < 0.01$);
b. Reputation and accessibility had a moderate significant with the overall service quality ($r = 0.67$ & $p < 0.01$);
c. Clout dimension had a weak relationship with the overall service quality ($r = 0.22$ & $p < 0.06$);
d. 8 out of the 9 dimensions had a moderate correlation with purchasing intention ($r > 0.30$ & $p < 0.01$);

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e. clout dimension had no relationship with purchasing intention (r = 0.04 & p ‹ 0.71); and

f. the average aggregate relationship between service quality and purchasing intention was moderate (r = 0.69 & p ‹ 0.01).

Other prior studies that indicated relationship between service quality and customer purchasing intention included that of Berry, Parasuraman and Zeithaml (1996). They held that perceived service quality was positively related with customer purchasing behavior. The implication of that result is that customer defection or retention could be guided by the result, as poor service quality may imply customer defection, and the opposite may mean retention of customers.

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Ndubisi (2004) opined that perceived service quality factors like tangibles, assurance, empathy, and communication and patronage intentions of customers were related with customer complaining behavior in bank organisations. Consistent with some previous research works, Aliman and Mohamad (2013) reported that there was a positive direct link between service quality and customer purchase intention.

A person's life style can influence consumption behavior (Suprato & Wijaya, 2012). This idea may help in predicting customer buying intention, which supports opinion of Fraj and Martinez (2006), that life style could affect intention of buyer's behavior. The concept was demonstrated in a food industry by Gracia and Magistris (2008), who found that a healthy consumption life style had a positive relationship with a consumer's buying intention. Specifically, each dimension of service quality was explored in relationship with the customer training intention as follows:

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2.8.1 Tangibles and Customer Training Intention

The literature review from the knowledge of the researcher indicated mostly the overall service quality relationships with other constructs in the study. Little or none relationship was established between each service quality dimension and other constructs. Tangibles consist of equipment, physical facilities and staff appearance in organizations with regard to service provision. On the other hand, customer training intention means a situation in which a customer is willing to transact for service. As emphasized earlier, from the literature reviewed, there has been no study on customer training intention.

However, there were prior studies on customer purchasing or buying intention (Hsu et al., 2008; Huang et al., 2011; Mpinganjira, 2011). From the Theory of Planned Behaviour (Ajzen et al., 1980), customer training intention in this was considered akin to customer purchasing or buying intention due to similarity of the two concepts. All of them are expressing intention as precedent to behavior for exchange of service. Training which service is could also be purchased as tangible product.

Notable relationships of tangible dimension of service quality with customer training intention include the following. Generally, there was relationship between tangibles and customer training intention as reported by Parasuraman et al. (1985) and Huang et al. (2011). Earlier, Ndubisi posited that tangibles had positive relationship with purchasing intention of customers. Consistent with this finding,

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Aliman and Mohamad (2013) reported that there was a causal relationship between tangibles and customer purchasing intention.

In another study on product service quality and purchase intention, Saleem, Ghafar, Ibrahim, Yousuf and Ahmed (2015) stated that tangible dimension directly impacted on customer purchase intention. That implied that after using a service, purchase intention increases, and also could decrease because it has direct relations which influenced each other. There was also a direct effect of tangibles on customer training intention as opined by Huang et al. (2011) that tangible dimension was an antecedent to customer training intention. In a health sector, a study claimed that tangibles impacted positively on purchase intention (Hsu et al., 2008).

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2.8.2 Reliability and Customer Training Intention

The means by which organizations fulfill promises of customers and maintain them refers to reliability of service (Brink et al., 2005). Consistency and accuracy of service are main elements of service reliability. Reliability is another dimension of service quality in this study. Intention of customer is a condition which shows the extent of customer willingness to have service from an organization (Jiradilok et al., 2014).

The literature review on service quality indicated that on aggregate, service quality significantly impacts most of behavioural intentions. This includes customer intention to purchase or train. However, most of the customer intention to purchase

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relationships is on overall impact of service quality rather than service quality dimensions. On dimensional level of service quality, relationship existed between reliability as a service quality dimension and intention to purchase in a study with banks (Ndubisi 2004). There was also a positive and direct relationship between reliability and custom intention to purchase in a study on customer retention in mobile communication industry (Gupta, Momaya & Seth, 2005). That implies that when there is increase in reliability of service, intention to purchase by potential customer will increase.

Similarly, reliability dimension of service quality impacts directly on customer purchasing intention. Huang et al. (2011) found that reliability was antecedent of intention. The result of direct effect of reliability dimension was consistent with earlier study by Parasuraman et al. (1988). Equally, Hsu et al. (2008) reported that there was direct significant impact of reliability dimension on customer purchase intention in a health sector study. In a banking industry, reliability dimension of service quality associated with purchase intention (Baker & Crompton, 2000).

2.8.3 Responsiveness and Customer Training Intention

Responsiveness is a dimension of service quality in this study. It is willingness to provide prompt service to consumers. Employees do interact with customers in the process of rendering service to them. The rate at which customers receive service is of value in service quality. Intention deals with consumers' willingness to receive

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service from service provider. The rate of promptness of service may vary in relationship with intention to have service.

From the literature review to the knowledge of the researcher to date, there is little or no relationship which exists between responsiveness dimensions of service quality and customer training intention. What exists mostly is relationship of the overall service quality and customer purchase intention. In a study of private health care in Malaysia, responsiveness indicated no relationship with customer intention for health care service in the private hospital (Aliman & Mohamad, 2013). Though promptness of service is unique in health care matters, the setting of the study which had adequate emergency units and facilities would have taken care of the promptness of service in this context. The implication of the finding of the study is that though the overall service quality has links with the customer purchase intentions; the impact of responsiveness as a dimension may not be inclusive in the relationship. Thus, indirectly, responsiveness has no relationship with consumer purchase intention in such industry.

2.8.4 Assurance and Customer Training Intention

Staff of any organization contributes to provision of service to customers. The quality of service to an extent depends much on the employees. The ability of employees of an organization to build confidence and trust in provision of service to customers means assurance. More often than not, an organization with strong brand

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of service conveys competence, trust and confidence to consumers (Devnarrian, 2011).

In this study, assurance is one dimension of service quality. From the literature review to the knowledge of the researcher to date, there is no specific study which established a link between assurance dimension and customer training intention. However, some prior studies reported relationships of assurance dimension of service quality with customer purchase intention, which is similar to customer training intention as the two constructs are based on intention.

The overall service quality as a construct has a significant impact on purchase intentions (Ree, 2009). This is in line with an earlier study which claimed that service quality modified customers' purchase intentions (Oliver, 1980). On a dimensional level, assurance has a stronger link on customer satisfaction than customer purchase intentions (Aliman & Mohamad, 2013). The implication of the finding is that relationship with customer satisfaction can be developed through betterment of the assurance dimension. Communication skills of employees can help customers to perceive assurance of service through interactions with them (Aliman & Mohamad, 2013).

2.8.5 Empathy and Customer Training Intention

Individualised caring and giving attention to customer expectations is a function of service quality (Parasuraman et al., 1985). In this study, empathy is a dimension of

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service quality aimed at achieving these feats. Customers need good service care and interactions from service provider (Aliman & Mohamad, 2013).

Literature on service quality indicated that there was no relationship between empathy dimensions of service of service quality with customer training intention. The association that exists is the link between empathy dimension of service quality and purchasing intention of customers, which is considered in this study as customer training intention.

On aggregate, literature on service quality claimed that there was a significant relationship between service quality and customer purchase intention. On service quality dimension of empathy, a study in a banking industry revealed that there was association between empathy dimension of service quality and purchase intention of customers (Ndubisi (2004). In another study, Gupta et al. (2005) indicated a positive link between empathy and customer purchase intention. It suffices to opine that lack of relationships of service quality dimensions with purchase intention of customers from the literature review, includes that of empathy dimension.

2.8.6 Communication and Customer Training Intention

In this study, communication was considered as a dimension of service quality construct. Communication dimension is an attribute of service quality where interactions between a service provider and consumers are achieved. As stated earlier, communication dimension was introduced as a factor for customers to

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measure service quality because of complaints for lack of service delivered by consumers in a training institution setting. Customer intention on the other hand deals with the willingness of potential customers to use a service. Establishing relationships between communication and customer training intention is a way to explore the topic of this study.

However, based on the literature review to date, no prior relationship has been linked between communication dimension and customer training intention, though that of service quality and customer purchase intention exist. The reason being that customer training intention is a new construct introduced in this study. Despite customer training intention newness, it has been considered in this study to mean the same thing as customer purchase intention construct.

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Prior studies showed that communication as a dimension of service quality has a significant positive relationship with customer purchase intention (Aktar et al., 2008). Vong (2007) opined that communication links moderately positive with customer purchase intention. Berger (2008) in another perspective reported that there was association between formal and informal communication and customer purchase intention in service organisations. From a study on public services, Coffey International Development (2007) found a significant positive link between communication and customer purchase intention.

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2.9 Customer Satisfaction Mediating Relationship between Service Quality and Customer Training Intention

The literature on customer satisfaction revealed mediating effects of customer satisfaction in relationship between service quality and purchasing intention (Hsu et al. 2007; Mpingajira, 2008). However, based on the researcher's knowledge of the literature to date, there is no study that examines mediating effect of customer satisfaction in relationship between service quality and customer training intention. In a study of health care service, Mpingajira (2008) found that customer total satisfaction was a good mediating factor in the relationship between service quality and customer purchasing intention. However, earlier studies claimed that both customer satisfaction and service quality influenced customer buying intentions (Parasuraman et al., 1988; Cronin & Taylor, 1992). The result emphasized that customer satisfaction had a positively stronger effect on buying intention than service quality.

Another prior study in ceramic industry to test relationship among service quality perception, customer satisfaction and purchasing intention, the result indicated that customer satisfaction mediated the relationship between service quality and customer purchasing intention (Bou-Llusar Camison-Zornaza & Escrig-Tena, 2001). Furthermore, the mediating influence of customer satisfaction has also been reported in a study of health care industry and other service organisations (Hsu, Liu & Wu, 2008; Breaa, Comesanaa & Gonzalez, 2007). Also, mediating effect of customer satisfaction was found in the relationship between health service quality and trust of patients in a study at Jordan (Alkaa'ida & Alrubaice, 2011). On the

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overall, customer satisfaction was found to be a good mediating factor between service quality and customer buying intention (Mpingajira, 2008).

2.9.1 Customer Satisfaction Mediating Relationship between Tangibles and Customer Training Intention

In this study, tangibles constitute a dimension of service quality which deals with physical facilities, appearance of personnel, and infrastructure in the process of service delivery. Prior studies indicated in a study of ceramic industry that customer satisfaction mediated the relationship between tangibles as a dimension of service quality and customer purchase intention (Bou-Llusar et al., 2001; Mpingajira, 2008). Hsu et al. (2008) in a study of health care industry revealed customer satisfaction mediated the link between tangibles dimension and customer purchasing intention.

Furthermore, literature review showed that customer satisfaction was a good mediator of the association between tangibles and customer purchase intention (Mpingajira, 2008). Also, an earlier study claimed that both customer satisfaction and tangibles impacted on customer purchase intention (Parasuraman et al., 1988; Cronin & Taylor, 1992). However, in the relationship, customer satisfaction had a stronger positive impact on customer purchase intention than tangibles. Conversely, in a study on private health care, it was established that the impact of tangibles on customer satisfaction was stronger than on customer purchase intention (Aliman & Mohamad, 2013). The result imlies that in such health industry, there is need to improve on the provision of tangibles in order to ensure customer satisfaction. The mediating influence of customer satisfaction in the relationship between tangibles

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and customer purchase intention is a reflection of the impact of customer satisfaction in the overall service quality relationship with customer purchase intention (Mpingajira, 2008).

2.9.2 Customer Satisfaction Mediating Relationship between Reliability and Customer Training Intention

Customer Satisfaction is a post experience of service perceived by customers. Reliability is dimension of service quality which concerns about ability and accuracy of service provision to customers. From the literature review, relationships among these constructs were reported mostly on the aggregate service quality rather than on its dimensions.

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However, a prior study revealed that customer satisfaction strongly mediated relationship between reliability dimension and customer purchase intention in ceramic industry (Bou-Llusar et al., 2001). According to Alkaa'ida et al. (2011), customer satisfaction moderately influenced relationship of reliability and patients' purchase intention. In another study that empirically tested customer intention on cosmetic products, it was found that customer satisfaction exerted a significant positive impact in the relationship between reliability and customer purchase intentions (Chen, Chen, Chen, 2014). The implication of the finding is that increase in perception of customer satisfaction could increase impact of reliability on customer purchase intention in the cosmetic product industry.

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2.9.3 Customer Satisfaction Mediating Relationship between Responsiveness and Customer Training Intention

The responsiveness dimension of service quality is concerned with the willingness to give prompt service and assistance to customers. Customer satisfaction may or may not mediate in the link between responsiveness dimension and customer purchase intention (Aliman & Mohamad, 2013). Literature on customer satisfaction mediating impacts to date indicated some relationships between responsiveness and customer purchase intention. In a study with patients in the health sector, customer satisfaction had no significant influence in the relationship between responsiveness and customer purchase intention (Ehigie, 2006). In ceramic industry, a study revealed that relationship existed among responsiveness as a service quality dimension, consumer satisfaction and purchasing intentions of consumers (Bou-Llusar et al., 2001). The relationship was such that customer satisfaction positively mediated the relationship of responsiveness and customer intention to purchase.

Other previous reported that customer satisfaction mediated the association of responsiveness dimension and customer intention to purchase included those of Ehigie (2006) in health sector, and Vong (2007). It could be noted from the literature that though prior studies investigated the relationships of customer satisfaction, responsiveness dimension of service quality and customer purchase intentions, there is no study that investigated such relationships at ASCON which is the setting of this study. Therefore, this study examines the mediating impact of customer satisfaction in the link between responsiveness and customer purchase intention which is represented by customer training intention.

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2.9.4 Customer Satisfaction Mediating Relationship between Assurance and Customer Training Intention

Prior studies have revealed associations among the constructs of customer satisfaction, assurance dimension of service quality and customer intention to purchase (Parasuraman et al., 1988; Alkaa'ida et al., 2011; Aliman & Mohamad, 2013). However, from the researcher's knowledge of the literature to date, no study has examined such relationships at the Administrative Staff College of Nigeria as a setting.

Assurance as a factor for service quality entails staff knowledge and ability to instill trust and confidence among customers of a service. According to Aliman and Mohamad (2013) in a study of private health care services reported that the influence of assurance dimension of service quality was stronger on customer satisfaction than on customer purchase intention. This result of the study supported some earlier studies which indicated mediating impact of customer satisfaction in the link between assurance and customer intention to purchase (Breaa et al., 2007; Hsu et al., 2008; Alkaa'ida et al., 2011). The implication of those findings among the constructs is that management of the industries involved should develop staff ability to inspire trust and confidence in their consumers. This could be through proper interactions of the staff with the customers.

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2.9.5 Customer Satisfaction Mediating Relationship between Empathy and Customer Training Intention

Empathy dimension of service quality is a factor that has been considered in this study to be unique in measuring service quality. It involves personalized attention to needs of consumers. Information about customers helps to achieve this feat (Aliman & Mohamad, 2013). Literature review indicated lack of mediating influence of relationship between empathy as a dimension of service quality and customer purchase intention with a setting as Administrative Staff College of Nigeria. This study therefore, examined mediating impact of customer satisfaction in the link between empathy dimension and customer intention to purchase.

From the knowledge of the researcher in prior studies to date, revealed that mostly mediating effects of customer satisfaction in the relationship between overall service quality and customer purchase intention than on dimensional service quality basis. Thus, the studies showed less of the mediating effects of customer satisfaction on the basis of service quality dimension. However, in a study of private health care, customer satisfaction mediated relationship of empathy and customer intention to purchase (Alkaa'ida et al., 2011). Though customer satisfaction mediated the relationship, another prior study claimed that empathy had no relationship with customer satisfaction (Curry et al., 2002).

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2.9.6 Customer Satisfaction Mediating Relationship between Communication and Customer Training Intention

Communication dimension of service quality is means by which staff interact with customers in the process of service delivery. In this way, improvement in communication skills of staff helps to make interactions better. Some prior studies reported associations among the constructs of customer satisfaction, communication and customer purchase intentions (Aktar et al., 2008; Cheney, 2011; Aliman & Mohamad, 2013). Despite those studies, no study to date to the knowledge of the researcher investigated the relationships of the constructs with ASCON as a setting.

Literature review on customer satisfaction revealed a significant positive effect of customer satisfaction mediating the association of communication dimension and customer intention to purchase in a study of training organisations (Mostafa, 2005; Vong, 2007; Fong, 2008). This finding implies that in training organizations, communication activities will increase consumers' satisfaction perception of service delivered. Thus, customers in training organizations setting would depend on employees' skills in communicating the expected service. Customer satisfaction positively mediated the relationship between communication and customer intention to purchase in provision of public services (Coffey International Development, 2007). This result indicates that increase in customer satisfaction will lead to improvement in relationship of communication dimension of service quality and purchasing intention of customers.

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2.10 Demographic Information

Demographic information gives an understanding of the respondents in a study. To the knowledge of the researcher, past studies suggested that this section should be placed in the last section of the questionnaire because it contained items or questions which were usually emotional in nature. Thus, if it were put in an earlier section, could bias respondents' responses on the subject matter of the study (Daniel & Berinyuy, 2010). This study shares in the same reasoning.

The literature on service quality shows that gender affects the perception of service quality (Wentzel, 2011). Based on a preposition on whether there was a significant relationship in quality of service provided to students using biographic variables (gender, year of study and age), Wentzel (2011) further reported that there was a significant relationship between service quality and gender ($p < 0.05$) and age ($p < 0.01$) variables. Karbala and Wandebori (2012) claimed that age factor can influence purchase intention in a service which relates to age, due to the difference of behavior among individuals. Therefore, service design has to be done with regard to age of customers.

In another prior study with students from higher education, the results showed that male students were more likely to focus on social value during service consumption whereas females were more critical of the price and quality as it related to value (Le Blanc & Nyuyen, 1997). In a related study of students by a UK university, the result indicated that maturity of students affected the perception of service quality (Baron & Oldfield, 2000). The study was on final and first year

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students' perception of service quality which varied over four years of their study. In this study, the biographic information of the respondents included gender, age, highest educational qualification and the year (s) respondents were trained at ASCON.

2.11 Summary of the Literature Review

The review of the literature indicates that service quality has attracted attention of both academicians and practitioners. Various research works show service quality has significant role in private and public sectors of organisations (Zahari *et al.,* 2008). Service quality is the extent to which a service meets or exceeds customer needs and expectations (Lewis *et al.,* 1990); Wisniewisk *et al.,* 1996; Asubonteng *et al.,* 1996; Seilier, 2004; Zahari *et al.,* 2008). It has links with contribution to market share and return on investment (Philips, Chang & Buzzell, 1983; Newman, 2001; Anderson & Zeithaml, 1984). Customer satisfaction (Hung *et al.,* 2003; Boltan & Dew, 1991; Boulding et al., 1993; Lasser *et al*., 2000; Sureshchander *et al.,* 2002), customer loyalty (Hallowell, 1996), and as well as customer retention (Reichheld & Sasser, 1990) have relationships with service quality.

Also, it has been found that there are relationships between service quality and profitability (Rust & Zahorik, 1993; Chang *et al*., 1998), reduction in manufacturing costs and improving productivity (Gummesson, 1998), and as well as competitiveness of service (Lewis, 1989). It can be observed from the review that

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service quality relationships have been characterized by recurrent precepts that have enormously contributed to the study of service quality.

However, despite the contributions of the researchers to knowledge in the field of service quality from the review, there is mixed, little or no significant information on relationship between service quality and customer training intention, with customer satisfaction as mediating factor, to date. Therefore, this study is aimed at filling the gap or void. On the strength of the literature reviewed, a conceptual theoretical framework depicting the key variables in the research has been drawn up in Figure 3.1; to guide the study in chapter 3.

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CHAPTER 3

THE RESEARCH DESIGN AND METHODOLOGY

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3.1 Introduction

This chapter explains the research design, variable measurements, research instrument, population, sampling procedure, and data collection procedure and data analysis plan.

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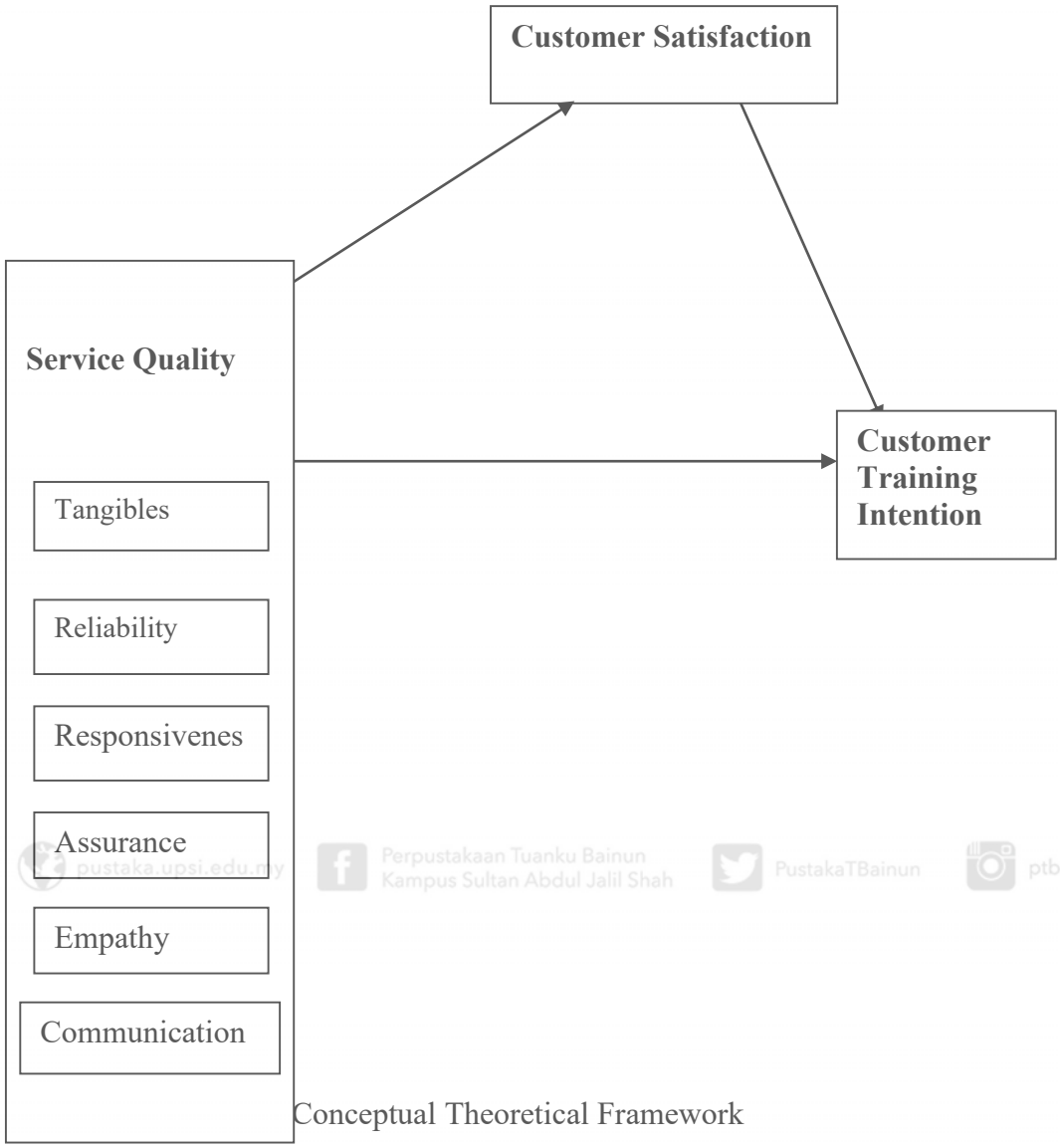
3.2 Research Framework

This study seeks to link the literature on service quality to performance in training organisations. Past studies on service quality as observed from the service quality literature have dwelled mostly on the context of profit making organisations (Ganguli, Eshghi and Roy, 2008; Buttle, 2006; Parasuraman *et al.,* 1985). The conceptual models and constructs used may be lacking in case of a not-for-profit service organization like ASCON. In this study, the Structural Equation Modelling was used to develop the conceptual theoretical framework to direct the study seeking to examine relationship between service quality and training intention, with customer satisfaction as mediating variable. Therefore, Figure 3.1 illustrates the conceptual theoretical framework in the study. It depicts the relationship between service quality and customer satisfaction towards customer training intention.

The conceptual theoretical framework was converted to Analysis of Moments Structures (AMOS) Graphics for analysis using empirical data. The application of AMOS Graphics (software) was to model and analyse the inter-relationships among the constructs and variables in the study (Awang, 2014). When the framework was converted to AMOS Graphics, the ellipses indicate the directly unobserved variable or latent constructs. The rectangles show the directly observable variables. In this study, as shown in Figure 3.1, Training Service Quality, Customer Training Intention and Customer Satisfaction are latent constructs. They were measured by using questions or items in the study questionnaire.

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Conceptual Theoretical Framework

Figure 3.1. A Conceptual Research Framework

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3.3 Study Design

A research design includes the methodology and procedure employed to carry out a scientific research. Holmes (2003) describes it as *"glue that holds the research project together, and guides it towards its objectives"*. Noor and Page (2009) opined that "*the goal of the research determines the research design or plan of the study because it influences the type of data to be collected and methods of data analysis".* Therefore, a research design is a kind of an *"overall plan"* which determines among others, type of data collection, analysis and the extent to which the results of the study could be generalized (Kee & Hoon, 2009).

This study uses a quantitative and descriptive research design which employs the technique of a survey method to confirm stated hypotheses or find answers to the research questions. That is, "*a cross-sectional research design based on accumulated data analysis to provide insights to the research problem"* (Abedniya *et al.,* 2011). The descriptive design is chosen in order to take advantage of large sample and show the extent of association between the variables (Altunisik, Coskun, Bayraktaroglu & Yildirim, 2007).

Also, the study was a confirmatory research in which the result predictions were made before the investigation stage started. This was to reduce the tendency of wrongly reporting a "non-significant outcome as significant – type 1 error" (Robson, 1993). The primary data for the study were gathered through self-completed questionnaire administered on the respondents by the researcher and research assistants.

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3.4 Variable Measurement and Instrument Design

Gauging service quality unlike that of tangible goods may constitute a problem (Ladhari, 2009). This is because tangible goods usually have specifications such as weight, taste, colour and length; whereas service can only be experienced by customers. However, this study used questionnaire to measure the variables involved, based on customers' responses on scale for measuring them.

Thus, the designed questionnaire for the study consists of four sections which were used to collect data from the respondents. The sub-sections were as follows:

a. Customers' perception of service quality;

b. Customer training intention;

c. Customer satisfaction; and

d. Customers' demographic items.

Having chosen the type of survey and the sampling method to use in the study, the next step was the arrangement of the survey questions. Firstly, related questions were put in subgroups. This was to enable the concept being examining to be clear to the respondents. Secondly, sensitive questions were put at the end of each subgroup and the end of questionnaire. The purpose was to commit the respondents who would have filled the less sensitive questions before reaching sensitive questions (on age, gender, marital status, qualification) (Jackson, 2003).

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Thus, in this study, the last part of the questionnaire was Section D, which was on respondents' demographic information (sensitive). Divorced and separated were put together as an item, widow and widower also as another item in the section. This arrangement was to avoid respondents from dodging in responding to such items.

To measure variables, it involves a survey (Kessler, 2003) with a set of statements using a Likert scale. All survey items of this study variables with exception of respondents' demographic information were measured with on a 5-point Likert scale, ranging from one (1) for strongly disagree to five (5) for strongly agree as shown in Table 3.1:

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Table 3.1

Five-point Liker-point scale

Strongly Disagree	Disagree	Undecided	Agree	Strongly agree
1	2	3	4	5

A Likert scale with five options or odd number of alternatives has been chosen in the study instead of even number alternatives because the researcher views it as biased to coerce respondents to lean in one direction with use of even number alternative scales (Jackson, 2003). By providing a neutral alternative in a five-point scale, it may make respondents' choice more natural than being artificial or forced.

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Section A of the questionnaire contains 27 items which have been adapted from the works of Aliman and Mohamad (2013) to measure service quality construct. Twenty-two of the items were adapted to measure five dimensions (tangibles, reliability, responsiveness, assurance, and empathy) and five items were also adapted to measure the communication dimension which is an additional one in this study. Both the original scales for the items in the two works used a 7-point Likert scale ranging from "1" for "Strongly disagree" to "7" for "Strongly agree". The Cronbach's alpha for Aliman and Mohamad (2013) was 0.94. In this section, "ASCON" has been introduced in the items and word "modern" in the original item replaced with "state-of-the-art" for communication dimension, the phrase "of ASCON" has been added to the original items (please see Appendix B).

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Section B items of the questionnaire were to measure customer training intention. They have been adapted from Aliman and Mohamad (2013) who measured the items on a 7-point Likert scale, "1" for "strongly disagree" and "7" for "strongly agree". The Cronbach's alpha for the items was 0.75. In this research, the phrase "customer purchase or use intention" has been substituted with "customer training intention" and added to the items the phrase "at ASCON" (please see Appendix B).

Customer satisfaction construct measurement items are contained in Section C of the instrument. The items were adapted from the work of Aliman and Mohamad (2013), who used a 5-point Likert scale with Cronbach's alpha 0.96, internal consistency reliability coefficient. In this study, the phrase "Malaysia private

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hospital" has been substituted with "ASCON" and the word "training" has been introduced in the items (please see Appendix B).

Demographic questions as contained in Section D of the questionnaire were to elicit basic information on respondents' profile. Those items on age, gender, marital status, and educational qualification were to enable understanding of some characteristics of the respondents in the study (please see Appendix B).

3.5 Validation of the Measurement Instrument

A good research instrument is a type that results in measures that are relevant, accurate, objective, sensitive, one-dimensional and efficient (Sambo, 2005). This means that a questionnaire to be used by a researcher must be able to yield a proper result if applied in a study. In this study, the questionnaire was validated to test if it was administered, the respondents would understand it, and also to test for content and discriminant validity of the questionnaire. That is, to show the scale measures the constructs of the study (content validity) (Malhotra, Krosnick & Thomas (2009), and to indicate the degree to which a measure does not correlate with other constructs which are to be different (discriminant validity). This had to be done because the instrument involved was adapted from previous researchers with changes, and so its validity had to be ascertained. This was consistent with Kruger, Mitchell & Welman (2005), who opined that when a new questionnaire had been designed, it was essential to pre-test it before using it in the research sample. By applying this view in a research work, it would help to check the functionality of the instrument. In this study, two approaches were employed to validate the questionnaire as follows:

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3.5.1 Expert Appraisal of the Questionnaire

The questionnaire was given to experts in the area of Management, especially with SEM background for their assessments and comments on its suitability for use in terms of the wording of the items, adequacy and understanding by the respondents (Cavana, Delahaye & Sekaran, 2001). One of the experts was a practitioner while the other was a university lecturer. The practitioner was a retired university professor who now works as a private research consultant. His firm specialises in conducting researched in the area of social sciences.

The university lecturer works with the Faculty of Economic and Management of a university in Nigeria as an associate professor. He has more than 20 years of lecturing experience in statistics. He has written books and papers in journals in his area of specialisation, which include Structural Equation Modelling (SEM). They were requested to evaluate the instrument in terms of of the constructs, relevance, representation of the question items and simplicity of the language used.

After the evaluation of the questionnaire by the experts, the following observations were made as stated in Table 3.2.

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Table 3.2

Experts' Appraisal and Observation

Appraisal	Observation
i. The use of a 7-point scale	To be replaced with a 5-point scale in order to reduce time in filling without compromising the subject matter.
ii. The opening instruction "3. Tick your answer as appropriate in each question".	To be "3. Choose (Tick√) or fill your answer as appropriate in each question".
iii. Your age is ……..	Classify ages: 25 or below, 26-30, 31-35, 36-40, 41-45, 46-50, 51-55, 56-60 61-65. This is because some respondents, especially females do not want to categorically state their ages due cultural affirmative.
iv. Section A : DEMOGRAPHIC STATEMENT	To be last Section (D). This view was in agreement with that of Daniel and Berinyuy, (2010) that items on respondents' experiences should be place first before those of demographic which were emotional in nature and could bias the objectivity of responses on the subject matter.

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The observations of the experts in Table 3.2 were noted and the questionnaire was revised accordingly.

3.5.2 Pilot Study with Respondents' Representatives

Equally, after the revision of the questionnaire from the experts' appraisal, it was subjected to a pilot study. The essence was to fine tune the instrument in terms of respondents' understanding of the constructs and other issues related to answering the questionnaire. The respondents for the pilot study were current trainees at ASCON, who were attending training. That is, the pilot study did not use the actual

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respondents. This was to avoid biases from the same respondents filling the questionnaire.

The pilot study was conducted using the designed questionnaire. It involved personally administering the questionnaire to 100 respondents across the different cadres. The choice of 100 sample size for the pilot was based on the rule of thumb as proposed by Awang (2014) for using a SEM technique in analysis of data. A part of the rule of thumb states that where a study model has "*five or less latent constructs; and each latent construct has more than three measuring items",* the minimum sample size should be 100. The responses and comments of the respondents as captured in Table 3.3 were amended.

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Table 3.3

Respondents' Observations on the Questionnaire

Appraisal	**Observation**
a. The writing was too small.	Use bigger font.
b. The 7-point scale consumes time.	Reduce to a 5-point scale.
c. The demographic section.	The demographic section should be placed last in the questionnaire. This view was similar to that of Daniel and Berinyuy, (2010) which maintained that items on respondents' experiences should be placed first before those of demographic which were emotional in nature and could bias objectivity of the responses.

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Since the instrument was adapted from those used in past studies, the pilot study was a re-validation. The results from all the items in each of the constructs showed that Cronbach Alpha value of >0.7 was obtained. Again the pilot study gave the researcher an idea of the challenges which were likely to occur during the main survey. For example, some of the respondents (trainees) declined to participate in the study because they felt that since they were employed by the federal government, their views might be interpreted as sabotage. However, they were made to understand that any view in the study remains anonymous and that the study was purely for academic purposes and not against any government policy.

3.5.3 Pilot Study Results

The essence of conducting the pilot study was to determine whether the hypothesized models in the study could fit the data (i.e. variables in the questionnaire). The results in Table 3.4 Show that RMSEA value of 0.11 and CFI of 0.83 was obtained for the hypothesized training service quality dimension model. Based on results of these two model fit indices (RMSEA and CFI), it could be seen that the fit obtained was very poor (i.e. The data did not fit the model properly). The recommended threshold for RMSEA is ≤.08 while CFI is ≥ .9 (Byrne, 2010). One major reason that could be adduced for this is because of the sample size. The pilot study was conducted on 100 respondents which is below 200 the threshold recommended by some authors for structural equation modeling (cite them). Aside checking whether the data could fit the hypothesized models in the study, the pilot study has confirmed that the items loaded correctly on the constructs (i.e. factor loadings >.05) which is an important criterion for SEM.

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Table 3.4

Selected Goodness- of-fit Statistics Output for Hypothesized Service Quality Model

RMSEA				
Model	**RMSEA**	LO 90	HI 90	PCLOSE
Default model	**.115**	.104	.126	.000
Independence model	.264	.255	.273	.000

Baseline Comparisons					
Model	NFI Delta1	RFI rho1	IFI Delta2	TLI rho2	**CFI**
Default model	.741	.706	.835	.809	**.832**
Saturated model	1.000		1.000		1.000
Independence model	.000	.000	.000	.000	.000

RMR, GFI				
Model	RMR	GFI	AGFI	PGFI
Default model	.086	.676	.603	.552
Saturated model	.000	1.000		
Independence model	.497	.147	.082	.137

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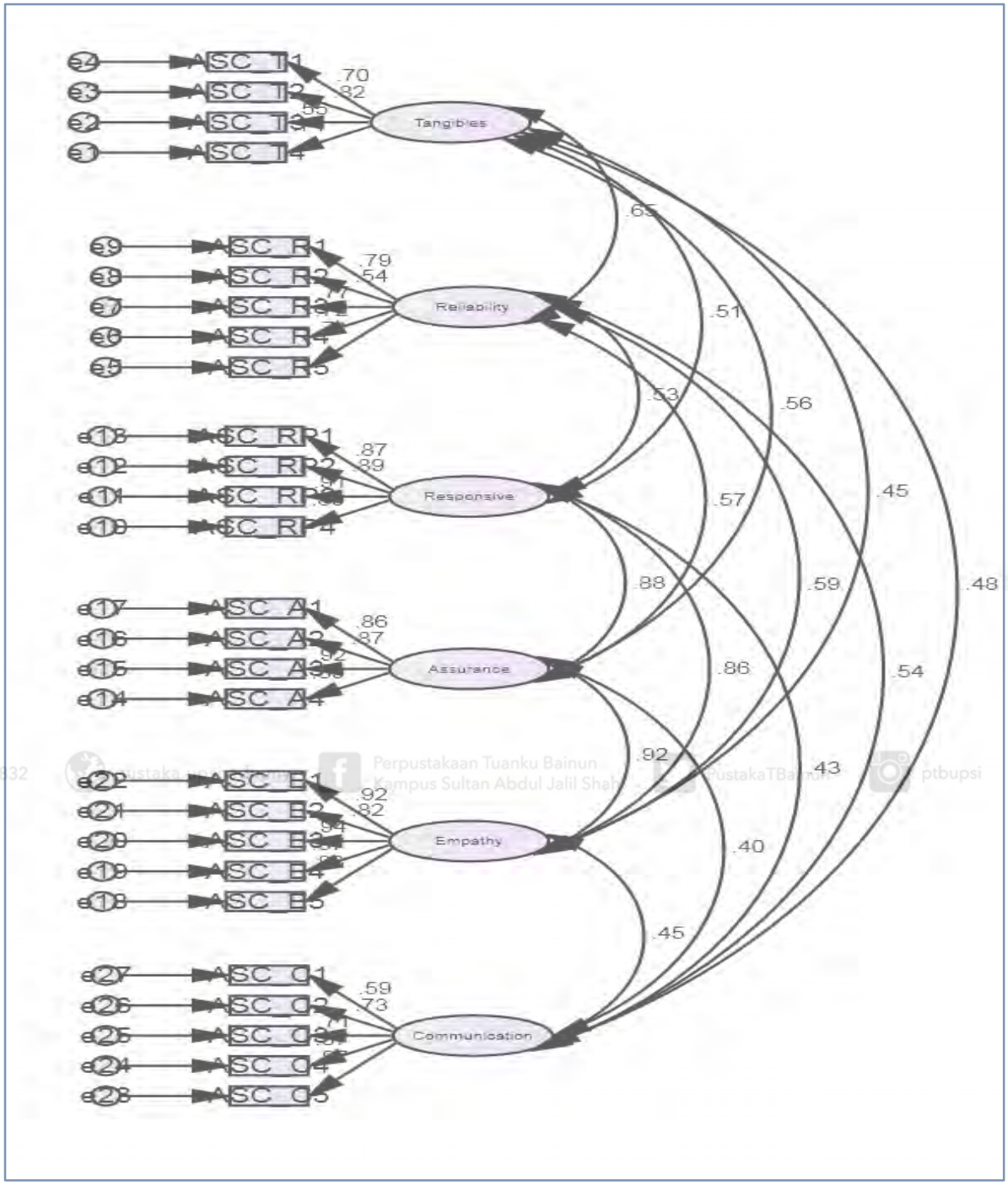


Figure 3.2. Hypothesized Training Service Quality Dimensions

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Furthermore, the full hypothesized structural model was tested with the pilot study data. Similarly results in Table 3.5 Show that the fit indices did not meet the threshold recommend for SEM (RMSEA = .10, CF1=.80). As earlier stated, the inability of the data (i.e. pilot sample) in fitting the hypothesized structural model is due to its size which is below the recommended threshold for SEM. In general, the pilot study achieved two aims. First the instrument (questionnaire) was re-validated through the reliability analysis using Cronbach Alpha and secondly it gave an insight on whether the data in the main survey could fit the proposed models. As could be seen from the SEM results, the fit indices were very close to proposed threshold in literature. Thus, increasing the sample size to 200 or more in the main study would result to better fit indices.

Table 3.5

Selected Goodness- of-fit statistics output for Hypothesized Full Structural Model

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RMSEA					
Model	RMSEA	LO 90	HI 90	PCLOSE	
Default model	**.107**	.100	.114	.000	
Independence model	.236	.229	.242	.000	
Baseline Comparisons					
Model	NFI Delta1	RFI rho1	IFI Delta2	TLI rho2	**CFI**
Default model	.691	.671	.808	.793	**.806**
Saturated model	1.000		1.000		1.000
Independence model	.000	.000	.000	.000	.000
RMR, GFI					
Model	RMR	GFI	AGFI	PGFI	
Default model	.118	.587	.537	.524	
Saturated model	.000	1.000			
Independence model	.525	.110	.064	.104	

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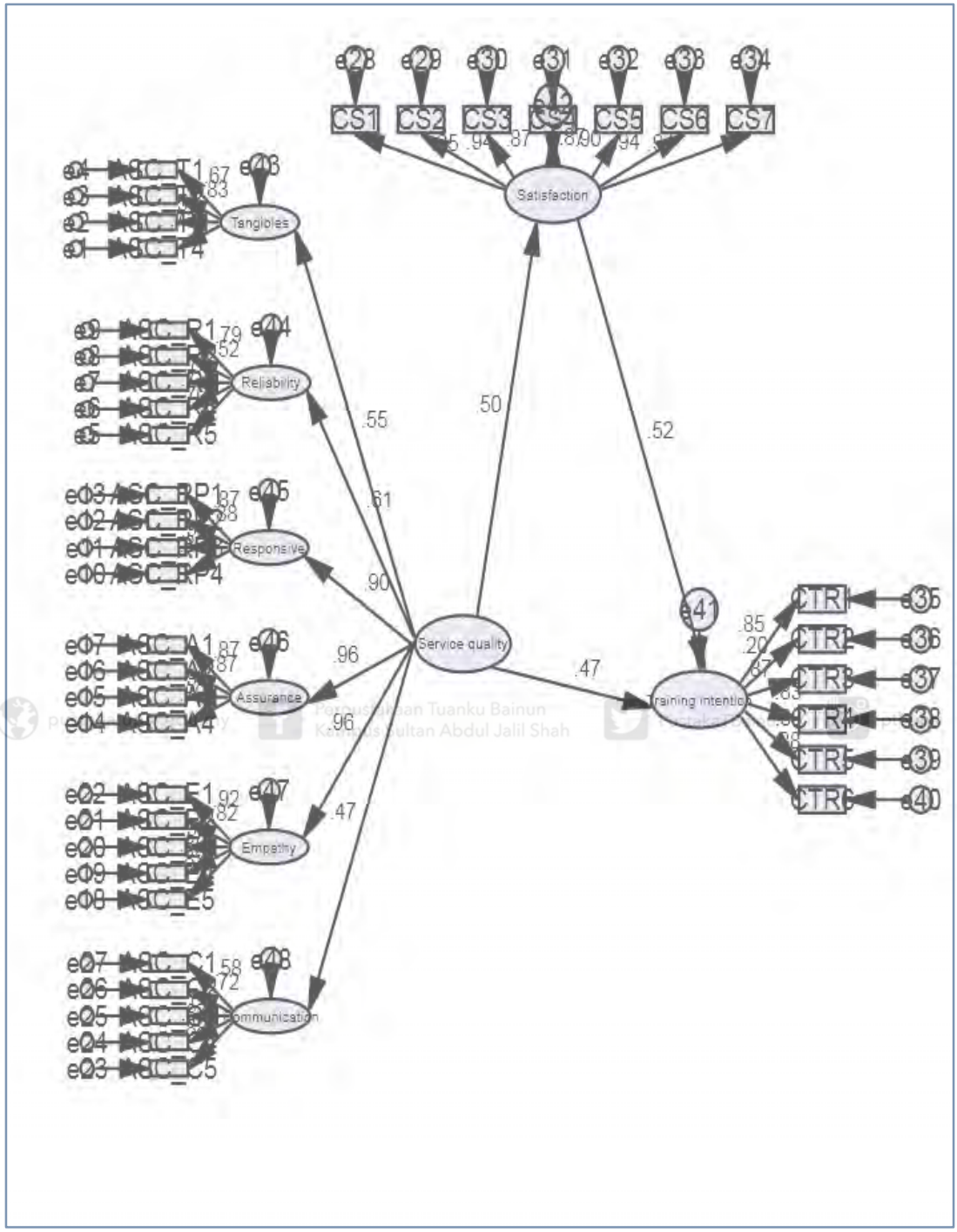


Figure 3.3. Output of the Full Structural Model

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3.6 Research Population

Among the initial tasks of a researcher is to define the study population explicitly. A study population is theoretically specified aggregation of survey elements (Babbue, 1993). Furthermore, Cavana, Delahaye and Sekaran (2001) see a population as a group of individuals or things that share characteristics and inhabiting a specified area of study.

Noor and Page (2009) state that survey elements can be individuals, groups, organizations, or materials, depending on the unit of analysis. The population for this study was all the trained customers of ASCON for the past 10 years (2005 to 2014) in Nigeria. Aiyedium (1997) opined that the population was not what to study, but a good representative of it, which was a sample. Thus, a sample was what to reckon with in the study.

3.7 Sampling

If a study population is small, a researcher may prefer to study the entire population – census. This may be to achieve the most accurate information about the population. Conversely, if the population is large, the researcher may select a portion of the population for the study to reduce time and resources constraints at disposal for the project. Jackson (2003) suggested that what researchers using survey method should be concern in a sample is "*who will participate in the survey and the respondents should represent the population".* Therefore, a sample is a subunit of the population

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which a researcher studies to draw conclusions that are generalisable to the population of interest (Cavana et al., 2001).

The process of selecting the appropriate number of elements from the population to constitute a sample is sampling. The major reasons for using a sample instead of the whole population are to reduce time, cost and human capital to be involved in a study. Apart from these reasons, using a sample might lead to more reliable results as less data will be used in the study with sample case.

Both sampling design (probability and non-probability sampling) and sample size are factors for establishing representativeness of a sample for generalization (Cavana et al., 2001). Inappropriate sample design will not make results to be generalized to the population. Wrong sample on the other hand can be a problem as that may lead to Type II errors accepting result of a research in which the correct thing should have been to reject them, and vice versa. Therefore, too small or too large sample sizes are not important in a research work.

3.7.1 Determinants of Sample Size

One of the ways in determining a sample size is through precision and confidence level required in a study (Cavana et al., 2001). Precision means to what extent is a sample estimate true of the population features. The confidence level denotes how certain is a sample actually true representative of the population. Both the precision required and level of confidence in sample estimate are calculated using formula (Zikmund, 2000).

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Precision required and confidence level for a sample is determined with regard to one variable only. However, from a research framework, there are more than one variable of interest. To use the precision and confidence formula in this context to determine a sample size would be a problem. Therefore, a table for guiding a sample size decision has been developed as attached as Appendix C (Krejcie & Morgan, 1970). The table shows two columns, indicating target population number (N) and sample size (S) estimate. Using this strategy for determining a sample size, a researcher is to be guided by this table.

Yet, another approach for determining a sample size is to employ the proposals of Roscoe (1975) which are based on the rules of thumb as follows:

i. *"In multivariate research (including multiple regression analyses).*
ii. *"Sample sizes larger than 30 and smaller than 500 are appropriate for most research.*
iii. *"Where samples are to be broken into subsamples (juniors/seniors, males/females), a minimum sample size of 30 for each category is usually necessary".*

Also, as observed by the researcher in the extant literature on Structural Equation Modelling, there is consensus as to how many respondents are required in a sample before using Structural Equation Modelling technique in a study (Awang, 2014). The main reason for this is that each study differs in terms of population characteristics and number of constructs in a model. Using rule of thumb, Hair et al. in Awang (2014) proposed the following sample sizes based on model complexity and characteristics in Table 3.6.

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Table 3.6

Minimum sample size

Number of constructs & statement items	**Minimum sample size**
a. Five or less latent constructs with each having more than three items.	100 respondents
b. Seven or less latent constructs with each having less than three items.	150 respondents
c. Seven or less latent constructs with some having less than three items.	300 respondents
d. More than seven latent constructs with some having less than three items.	500 respondents

Therefore, a sample decision has to consider the sampling design, the sample size and the objectives of the research.

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In this study which uses SEM will be guided by this rule of thumb in determining the sample size for the study. In a similar study which examined the "*perceptions of service quality and behavioural intentions"*, a sample of 300 respondents from a study population of the outpatients of private health care in Malaysia was used (Aliman & Mohamad, (2013). Other similar prior studies indicated the following sample sizes: Lim and Tang (2000) 252 respondents from patients in Singapore hospitals in a study of their expectations and satisfaction; and Alkaa'ida and Alrubaiee (2011) used 290 sample size to study the mediating effect of patient satisfaction in the patient's perceptions of health care quality and patient's trust relationship. All these prior studies based their sample sizes on the number of latent constructs and statement items in their study models as suggested by Hair et al. in Awang (2014). Thus, the pilot study used a sample of 100 respondents, and the

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main study used 300 respondents with consideration to the population characteristics, latent constructs and spread over the 10 years period under study.

The convenience sampling which is a non-probability technique has been chosen because the study focuses on trained participants for the past 10 years, and it is not possible to use probability sampling technique as some participants would have left the service or accessing them would be difficult or impossible for some obvious reasons. Above all, the use of convenience sampling is relevant because the aim of the study is not to give quantum or interval of estimates for the variables, but to examine relationships among them (Aliman & Mohamad, 2013). Thus, by employing the two techniques in sampling is to guarantee that the sample of the study reflects the population characteristics in a greater perspective.

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To use the probability to get the sample size for the study, each year trained numbers of participants were expressed as a fraction of the total people trained for the 10 years, multiplied by 300 total sample size. Table 3.7 shows the sample size for each year and the proposed sample size for the study:

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Table 3.7

Sample Size

Year	Trainees	Sample size
2005	18,475	48
2006	17,720	46
2007	18,515	48
2008	12,654	33
2009	14,905	39
2010	11,842	31
2011	6,685	18
2012	5,523	15
2013	4,219	11
2014	4,200	11
Total	**114,738**	**300**

The next step in getting the sample size is by obtaining a list of the trained participants from the Course Administration Unit of ASCON. They are numbered alphabetically. The number representing each trainee is cut and put in a bag. A number is picked one after the other until the required number of sample size for each year was obtained.

The third step in the sampling was where the convenience technique was employed to balance gender sensitivity and trainees who might not be available for obvious reasons. The gender number was calculated in proportion of the male to the female trainees for the 10 years period.

3.8 Data Collection Procedures

Generally, the study made use of primary and secondary data sources. Primary data source was self-administered questionnaire, and secondary data sources, among others, were from the study setting which is ASCON, and prior studies. This

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approach was consistent with an opinion that data for a study could be gathered from variety of ways, ranging from settings to variety of sources (Wentzel, 2011).

Data collection methods may include interview, observation and questionnaire (Cavana et al., 2001). In this study, permission was sought from ASCON to use list of participants from 2005 to 2014 in order to choose subjects for the sample and the necessary contact information for the questionnaire administration. Questionnaire could be used to collect data from respondents for a study using any of the following three ways (Cavana et al., 2001):

1. Administer the questionnaire personally;
2. Mailing the questionnaire to respondents; or
3. Distribute the questionnaire electronically to the respondents.

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In the study, the questionnaire was personally administered to the respondents or subjects of the sample. The research team consisted of two research assistants and the researcher who personally administered the questionnaire to the respondents. The reasons for choosing this approach were to enable the research team to collect the data within a short time; explain any questions the respondents might have; establish rapport with the subjects, and collect the questionnaire immediately after completion. Cavana et al. (2001) claimed that personal administration of questionnaire may lead to 100 per cent response rate, though it might be expensive. It is the opinion of the researcher that this approach was suitable for this study because the subjects were in the same area with one another in the Ministries, Departments and Agencies (MDAs), and group administration of questionnaire could be possible during their break times. The high quality of data collected and group

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administration of the questionnaire overwhelmed the cost involved in the personally administered questionnaire.

The next stage in the data collection after the questionnaire approach decision was the logistic and coverage of the data area. The officials of the ASCON Alumni Association were requested (see Appendix D) to help in making arrangements for meeting with the respondents, based on the sample list which had selected names, phone numbers and MDAs where they work. The officials of ASCON alumni were paid honouraria and logistic expenses to encourage them participate in the exercise. The distribution of the questionnaire was done at the Federal Capital of Nigeria, Abuja, where there was concentration of MDAs offices in which the respondents work.

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Preceding the administration of the questionnaire, the two research assistants were briefed with regard to the subjects' locations and conduct of the questionnaire which includes collection of the questionnaire after completion. The data collection was aimed at 100 per cent response rate. However, Babbie (2000) was of the opinion that "*achieving 50% responses can be regarded as adequate, 60% as good, and 70% and above as very good for data analysis"*. This study was set out to fit into any point from *"adequate*" to "*very good"* as stated above.

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3.9 Relationship between the Research Framework and Research Objectives, Research Strategies and Unit of Analysis:

Table 3.8

Relationship Between the research Framework and Research Objectives, Research Strategies and Unit of Analysis.

Research Objectives	What are the Questions?	What is the Source?	Measurement	Rationale
1. To determine whether training service quality dimensions improve customer training intention.	Do training service quality dimensions improve customer training intention?	Parasuraman *et al.* (1985 &1988); Ajzen et al. (1980).	Questionnaire, SERVQUAL, CFA using SEM & AMOS.	To measure influence of service quality dimensions on customer training intention.
2. To examine if training service quality dimensions positively affect customer satisfaction.	Do training service quality dimensions positively affect Customer Satisfaction?	Parasuraman *et al.* (1985 & 1988); Daniel and Berinyuy, (2010).	Questionnaire, SERVQUAL, CFA using SEM & AMOS.	To examine positive effect of training service quality dimensions on Customer Satisfaction.
3. To determine whether customer satisfaction impact positively on customer training intention.	Does customer satisfaction have a positive significant influence on customer training intention?	Parasuraman et al. (1985 & 1988); Daniel and Berinyuy, (2010); Ajzen et al. (1980).	Questionnaire, SERVQUAL CFA using SEM & AMOS.	To determine whether customer satisfaction impact positively on customer training intention.
4. To examine how customer satisfaction mediates between training service quality dimensions and customer training intention.	Does customer satisfaction mediate the relationship between training service quality dimensions and customer training intention?	Parasuraman et al. (1985 & 1988); Daniel and Berinyuy, (2010) Ajzen et al. (1980).	Questionnaire, CFA using SEM & AMOS.	Examine how customer satisfaction mediates between training service quality dimensions and customer training intention.

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Table 3.8 indicates the relationship between the research framework and research objectives, questions, prior relevant studies, measurement and rationale for the study.

3.10 Technique for Data Analysis

The study design is descriptive and quantitative. Among its objectives is to examine a causal relationship between service quality and customer training intention and mediating effect of customer satisfaction. Descriptive and inferential statistics will be employed to analyse the data collected from the field work for the study. The analysis will be done through preliminary and major phases. The preliminary phase will include summary of the data on respondents in tables and charts through the use of descriptive statistics for more clarity. The second aspect will make use of AMOS software to analyse the Structural Equation Model in the study to establish the inter-relationships among the constructs and variables. Thus, descriptive and Confirmatory Factor Analyses will be run using the data collected to test the alternative hypotheses in the study (Baron et al., 1986).

The use of AMOS and SEM technique in the study is deliberate because of the inherent advantages they possess. With AMOS, drawing kits can be used to convert the study framework to a path diagram with precision for analysis instead of writing equations. Besides that, AMOS can also be employed to validate the measurement model using Confirmatory Factor Analysis (Awang, 2014).

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The SEM tool is significant because of its advantages over the traditional Ordinary Least Squares (OLS) regression, especially when there are latent constructs (variables not measured directly, but indirectly via items in a questionnaire). Also, SEM can be used to analyse inter-relationships among latent constructs concurrently in a model, and so it is a fast technique for analysis. According to Browne and Cudeck, (1993), SEM can be applied for both Confirmatory and Exploratory Modelling. That is, it can be used to test and develop theories. For example, Confirmatory modeling "*begins with a hypothesis in a model being tested against measurement data obtained to examine how the model fits the data".* On the other hand, when SEM is applied for exploration to develop a theory, it is used in the sense of Exploratory Factor Analysis.

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Application of SEM provides for "absolute fit indices which determine how a model fits the sample data and indicates how a proposed model has the best fit (Ho & McDonald, 2002). These fit indices indicate how best the proposed theory fits the data. In the incremental fit indices, calculations do not depend on comparison with a baseline model but how best the model fits.

Measurement of constructs and variables in a study might have tendency to import some errors. Measurement errors can attenuate relationships among variables (Frazier & Baron, 2004). To overcome this problem of "*unreliable measurement, latent variables are created which are measurement error free*" (Baron et al., 1986). Use of SEM also allows for observed indicators to show latent variables as the case may be in a study.

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3.11 Structural Equation Modelling (SEM) Technique

Structural Equation Modelling is a multivariate statistical analysis technique for testing and estimating causal inter-relationships from a group of statistical data (Pearl, 2000). It tests relationships among observed (measured) and unobserved (latent) variables (Austin & MacCallum, 2000). According to Awang (2014), SEM methodology uses a combination of "quantitative data and causal assumptions" for developing a research model.

Structural Equation Modelling can be used to develop both confirmatory and exploratory modeling. Thus, SEM can be used to test theory and develop theory (Awang, 2014). It is confirmatory modelling when it begins with a researcher's hypothesis (theory) which is represented in a causal model, and to be tested against measurement data. On the other hand, if SEM is used for an exploration, it is an issue of exploratory factor analysis. An example is conducting a pilot study in order to determine suitability of a questionnaire.

Among the merits of using SEM is that it allows for flexibility by integrating multiple causes, mediator and moderator into a single model (MacKinnon, Lockwood, Hoffman, West & Sheets, 2002). Also, SEM overcomes the problem of measurement errors which can weaken the strength of relationships among variables – unreliable data measurement in a research. SEM solves this type of problem through provision of latent variables or constructs in a model (Baron & Kenny, 1986; Frazier, Tix & Baron, 2004). This is not the case with the traditional Ordinary Least Squares (OLS) regression methodology. However, SEM is not without demerit.

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SEM requires large sample size (Frazier et al., 2004). There may be a case in which a sample is small and that will mean SEM technique cannot be used for analysis.

3.12 Summary of Chapter 3

The chapter discusses about the research framework, hypotheses, research design, operational definitions, and variable measurements/instrumentation for the study. Also, the research population, sample and sampling procedure are described with regard to the study. The application of AMOS software was used in conjunction with the Structural Equation Modelling technique for analysis of the empirical data collected for the study.

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CHAPTER 4

FINDINGS AND DISCUSSION

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4.1 Introduction

This chapter presents analysis, findings and discussion of the study. The first section of the chapter looks at the demographic characteristics of the respondents in this study. The second section outlines some of the assumptions that must be met prior to conducting any multivariate analysis. The third, presents the measurement model and re-specification in order to have better-fit indices. Finally, the last section presents the full structural model addressing the hypotheses posed in this study.

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4.2 Questionnaire Response Rate

Three hundred questionnaires were personally administered to 300 respondents by two research assistants and the researcher. This was done during the break time of the respondents as the Ministries, Departments and Agencies where the respondents work were close to each other. The 300 questionnaires were then collected after completion. Table 4.1 shows the responses from the questionnaires distributed. As the questionnaires were distributed during the luncheon of ASCON alumni, the response rate was 100%. This was because the questionnaires were administered and completed within the time given without any problem of retrieving them.

Table 4.1

Questionnaire Response Rate

Year Trained at ASCON	Number of Respondents	Response Rate Per Year(%)
2005	48	100
2006	46	100
2007	48	100
2008	33	100
2009	39	100
2010	31	100
2011	18	100
2012	15	100
2013	11	100
2014	11	100
TOTAL	300	100

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4.3 Demographic Characteristics of Respondents

More than half of the respondents (54%) were male while the rest (46%) were female. Majority (54.1%) were married, followed by those that were single (unmarried) 41%, while the rest (4.8%) were either separated /divorced or widowed. In terms of age distribution, results in Table 4.2 show that 29% were below 30 years of age, while 25% were in the age bracket of 31-35, 13% in the age bracket of 36-40, 12% were less than 25 and the rest (21%) were in the age bracket of 41-60.

Table 4.2

Age Distribution of the Respondents

Age	Percentage
25 or below	12%
26 – 30	29%
31 -35	25%
36 – 40	13%
41 – 45	10%
46 – 50	8%
51 – 55	2%
56 – 60	1%

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Again, looking at the educational qualifications of the respondents (Table 4.3) majority (68%) had either first degree or Higher National Diploma (HND) certificate followed by those with Masters degree (22%), those with National Diploma or A level certificates (9%) and PhD holders 1%.

Table 4.3

Educational Qualification of Respondents

Qualification	Percentage
ND/A level	9%
Degree/HND	68%
Master degree	22%
PhD	1%

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About 35% of them are in the middle management cadre (Table 4.4) followed by those in the senior management position (29%), top management cadre (22%) and 14% political office holders.

Table 4.4

Designation of Respondents

Category	Designation
Political office holder	14%
Top management officer	22%
Senior management officer	29%
Middle management	35%

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For the year each respondent underwent training at the Administrative staff College off Nigeria (ASCON), results (Table 4.5) show that the percentage fluctuates between year 2005 to 2009. As could be seen, there was a rise in the number between 2006 an 2007 and a decline in 2011. However, starting from 2010 the number started declining again. One reason that could be adduced to the decline in the number of those trained at the institute in the last five years was lack of utilisation of the training vote by some government agencies for training (ASCON, 2014). Thus, few officers were sent for training or workshops by the agencies.

Table 4.5

Year of Training at ASCON

Year	Percentage
2005	12%
2006	17%
2007	16%
2008	11%
2009	13%
2010	10%
2011	6%
2012	5%
2013	5%
2014	5%

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4.4 Data Examination and Preparation

Before the data were analyzed, some steps were undertaken which are explained below. First, the data cleaning and screening were performed to code the survey data and detect inconsistencies where they arose. Second, normality of the data was assessed and thirdly, outliers and multicollinearity were examined. Finally, KMO test was performed on the data to determine whether the sample size used for the SEM was enough.

4.5 Data Screening and Cleaning

First the data were coded into the excel worksheet based on how the items (variables) appeared in the questionnaire. Numeric codes assigned to the responses were coded instead of text. The data format and variable names were adjusted before they were imported into the statistical packages such as Statistical Package for Social Sciences (SPSS) and AMOS used for the final analysis. The data were checked to see if there were invalid respondents (i.e. if the characteristics of the respondents matched the defined population). Again the data were checked to see whether there were coding errors that could lead to spurious results. For example, it was discovered that the number "50" was mistakenly coded instead of 5 in one of the coding and this was corrected before the final analysis.

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4.6 Test of Normality

Prior to conducting any statistical test, it is expected that the researcher should conduct a test to know whether the data in question is normally distributed or not. Lewis-Beck et.al. (2004) noted that normal distribution takes the form of a bell-shaped curve. Also it has a mean of 0 and standard deviation of 1. Normal distribution serves as a benchmark for many statistical assumptions. In any multivariate data analysis, normality serves as a key assumption (Hair et al. 2010). Skewness, kurtosis and their standard errors are common descriptive statistics that are used in measuring the shape of the distribution. The term skewness refers to how skewed the distribution is. A skew is the tilt (or lack of it). Two types of skewness exist: (a) negative (right) skew and (b) positive (left) skew. Negative (right) skew occurs when the tail points to the right, and is the more common type. Less common is left skew, where the tail points to the left. Everitt (2006) noted that a positive kurtosis indicates a steeper peak than normal distribution whereas the negative indicates a flatter distribution than the normal distribution. According to Lewis-Beck et.al (2004) Skewness and kurtosis values should range between +2 to -2 for a normally distributed data. However, Hair et al. (2010) suggested +3 to -3 .

The results of the normality test performed in this study is presented in Table 4.6. Going by this result, it could be said that the data used for this study were normally distributed. As could be seen from the values obtained for both kurtosis and skewness, all except items ASC_T3 and ASC_T4 meet the proposed level of -2 to +2 as proposed by Lewis-Beck et al. (2004). On the other

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hand, items ASC_T3 and ASC_T4 with values greater than +2 or -2 fall within the range proposed by Hair et al. (2010).

Table 4.6

Results of Normal Distribution

Item code	N	Mean	Std. Deviation	Skewness		Kurtosis	
	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic	Std. Error
ASC_T1	290	3.5552	1.01138	-1.081	.143	.843	.285
ASC_T2	290	3.7103	.90685	-1.133	.143	1.625	.285
ASC_T3	290	4.0483	.79645	-1.701	.143	2.774	.285
ASC_T4	290	3.9310	.81215	-1.083	.143	2.106	.285
ASC_R1	290	3.6172	1.00262	-.647	.143	.034	.285
ASC_R2	290	3.6345	.88676	-.743	.143	.633	.285
ASC_R3	290	3.5483	.93347	-.553	.143	-.084	.285
ASC_R4	290	3.6276	1.00135	-.636	.143	-.367	.285
ASC_R5	290	3.7655	.99836	-.755	.143	.104	.285
ASC_Res1	290	3.6310	1.05476	-.447	.143	-.831	.285
ASC_Res2	290	3.5379	1.04911	-.526	.143	-.626	.285
ASC_Res3	290	3.5621	1.01098	-.434	.143	-.910	.285
ASC_Res4	290	3.5759	1.01346	-.359	.143	-.924	.285
ASC_A1	290	3.5483	1.01515	-.402	.143	-.788	.285
ASC_A2	290	3.5793	1.04016	-.594	.143	-.496	.285
ASC_A3	290	3.6655	1.04659	-.573	.143	-.697	.285
ASC_A4	290	3.5793	1.05009	-.464	.143	-.791	.285
ASC_E1	290	3.5000	1.04980	-.316	.143	-.980	.285
ASC_E2	290	3.3793	1.04281	-.183	.143	-1.093	.285
ASC_E3	290	3.5379	1.05569	-.411	.143	-.877	.285
ASC_E4	290	3.4724	1.08190	-.349	.143	-1.001	.285

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Table 4.6

Results of Normal Distribution (continued)

Item code	N	Mean	Std. Deviation	Skewness		Kurtosis	
	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic	Std. Error
ASC_E5	290	3.4276	1.03399	-.325	.143	-.962	.285
ASC_C1	290	3.8828	.84020	-.974	.143	1.175	.285
ASC_C2	290	3.9172	.81935	-.948	.143	1.346	.285
ASC_C3	290	3.6897	.94130	-.823	.143	.302	.285
ASC_C4	290	3.8069	.87879	-.999	.143	1.218	.285
ASC_C5	290	3.8034	.90710	-1.086	.143	1.219	.285
CTR1	290	3.5448	1.13747	-.488	.143	-.825	.285
CTR2	290	2.6793	1.18698	.342	.143	-.794	.285
CTR3	290	3.6241	1.11924	-.530	.143	-.741	.285
CTR4	290	3.4793	1.07886	-.396	.143	-.733	.285
CTR5	290	3.6586	1.10864	-.490	.143	-.798	.285
CTR6	290	3.5724	1.07340	-.333	.143	-.858	.285
CS1	290	3.5138	1.08854	-.400	.143	-.785	.285
CS2	290	3.4931	1.04978	-.406	.143	-.712	.285
CS3	290	3.4724	1.04613	-.346	.143	-.866	.285
CS4	290	3.6655	.96756	-.603	.143	-.258	.285
CS5	290	3.6414	1.00294	-.538	.143	-.408	.285
CS6	290	3.6138	.95349	-.462	.143	-.335	.285
CS7	290	3.6345	1.05104	-.467	.143	-.527	.285
Valid N (listwise)	290						

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4.7 Outliers and Multicollinearity

Outliers exist on a multivariate and univariate level. In SPSS univariate outliers could be identified visually by looking at the Q-Q plots, histograms or SPSS outlier report which is easier and most reliable. The univariate outlier identification was used for the first section of the questionnaire which focused on the socio-demographic profile of respondents sampled. For the second section of the questionnaire that has its questions on a 5-point Likert Scale, the values ranged from 1-5, multivariate outlier identification was used. As suggested by Tabachnick & Fidell (2007) Mahalonbis distance was conducted, which was calculated the M2/df (Mahalonbis distance divided by degrees of freedom) for each construct separately (Hair et al. 2010). There is no consensus among researchers as to what the threshold should be. However, Hair et al. (2010) proposed an M2/df threshold of between 2.5 to 4.0 as the limit. The author noted that M2/df threshold is dependent upon the sample size, with larger samples, larger values are accepted. It should equally be noted that choosing a low threshold could bring about deletion of too many cases and could lead to data wastages or bias. On the other hand, too high threshold could mean that multivariate outliers are not detected. Thus, in this study, 3.5 was chosen as the threshold for cases.

Multicollinearity exists if two or more independent variables measure the same thing. Although items from the same construct are supposed to be correlated, because they are intended to measure the same underlying construct, a high correlation than 0.90 between any item could cause some statistical problems (Tabachnick & Fidell 2007). The results of multicollinearity test are presented in

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Tables 4.7-4.9. Based on these results, it could be said that the items are not highly correlated as none has correlation >0.90.

Table 4.7

Multi Colinearity Service Quality Factors

	ASC_T1	ASC_T2	ASC_T3	ASC_T4	ASC_R1	ASC_R2	ASC_R3	ASC_R4
ASC_T2	0.493							
ASC_T3	0.375	0.407						
ASC_T4	0.439	0.579	0.422					
ASC_R1	0.285	0.403	0.305	0.346				
ASC_R2	0.246	0.242	0.265	0.340	0.430			
ASC_R3	0.223	0.360	0.313	0.356	0.543	0.498		
ASC_R4	0.219	0.327	0.261	0.321	0.581	0.470	0.619	
ASC_R5	0.273	0.414	0.419	0.420	0.449	0.501	0.651	0.622
ASC_Res1	0.189	0.268	0.301	0.402	0.298	0.370	0.406	0.462
ASC_Res2	0.187	0.288	0.379	0.332	0.335	0.372	0.436	0.412
ASC_Res3	0.188	0.208	0.306	0.342	0.315	0.462	0.424	0.457
ASC_Res4	0.224	0.201	0.287	0.317	0.330	0.362	0.411	0.386
ASC_A1	0.228	0.248	0.374	0.357	0.404	0.446	0.459	0.402
ASC_A2	0.266	0.340	0.380	0.338	0.393	0.377	0.399	0.367
ASC_A3	0.225	0.251	0.364	0.372	0.385	0.356	0.461	0.442
ASC_A4	0.240	0.297	0.322	0.335	0.303	0.340	0.413	0.400
ASC_E1	0.119	0.225	0.327	0.308	0.383	0.387	0.440	0.451
ASC_E2	0.180	0.215	0.270	0.317	0.361	0.367	0.433	0.421
ASC_E3	0.108	0.250	0.323	0.350	0.375	0.462	0.476	0.445
ASC_E4	0.215	0.260	0.355	0.400	0.400	0.498	0.459	0.479
ASC_E5	0.235	0.251	0.408	0.340	0.335	0.443	0.427	0.428
ASC_C1	0.317	0.296	0.381	0.358	0.337	0.397	0.418	0.454
ASC_C2	0.244	0.233	0.330	0.324	0.340	0.363	0.435	0.430
ASC_C3	0.196	0.275	0.154	0.253	0.248	0.303	0.372	0.395

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ASC_C4	0.253	0.268	0.265	0.350	0.356	0.349	0.391	0.449
ASC_C5	0.263	0.242	0.310	0.367	0.343	0.384	0.422	0.464

	ASC_R5	ASC_Res1	ASC_Res2	ASC_Res3	ASC_Res4	ASC_A1	ASC_A2	ASC_A3
ASC_Res1	0.591							
ASC_Res2	0.587	0.793						
ASC_Res3	0.563	0.770	0.774					
ASC_Res4	0.514	0.717	0.703	0.801				
ASC_A1	0.496	0.603	0.573	0.629	0.634			
ASC_A2	0.528	0.583	0.592	0.644	0.621	0.757		
ASC_A3	0.531	0.624	0.599	0.666	0.639	0.730	0.795	
ASC_A4	0.460	0.594	0.618	0.602	0.622	0.707	0.721	0.810
ASC_E1	0.462	0.627	0.544	0.631	0.633	0.638	0.589	0.691
ASC_E2	0.431	0.600	0.562	0.614	0.582	0.607	0.581	0.665
ASC_E3	0.524	0.692	0.659	0.711	0.673	0.660	0.648	0.737
ASC_E4	0.555	0.608	0.574	0.652	0.613	0.680	0.642	0.678
ASC_E5	0.503	0.593	0.588	0.633	0.586	0.676	0.631	0.654
ASC_C1	0.479	0.482	0.433	0.481	0.490	0.473	0.470	0.463
ASC_C2	0.475	0.457	0.475	0.466	0.408	0.392	0.385	0.428
ASC_C3	0.360	0.358	0.327	0.329	0.333	0.313	0.227	0.302
ASC_C4	0.445	0.404	0.455	0.430	0.366	0.406	0.346	0.449
ASC_C5	0.407	0.430	0.519	0.445	0.361	0.411	0.367	0.441

	ASC_A4	ASC_E1	ASC_E2	ASC_E3	ASC_E4	ASC_E5	ASC_C1	ASC_C2
ASC_E1	0.647							
ASC_E2	0.604	0.746						
ASC_E3	0.654	0.809	0.773					
ASC_E4	0.614	0.687	0.604	0.758				
ASC_E5	0.622	0.653	0.638	0.698	0.843			
ASC_C1	0.493	0.506	0.430	0.504	0.560	0.548		
ASC_C2	0.422	0.459	0.454	0.508	0.501	0.495	0.720	
ASC_C3	0.333	0.340	0.335	0.357	0.406	0.375	0.514	0.622
ASC_C4	0.414	0.420	0.386	0.437	0.478	0.434	0.546	0.588

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ASC_C5	0.385	0.416	0.430	0.476	0.465	0.481	0.551	0.634

	ASC_C3	ASC_C4
ASC_C4	0.676	
ASC_C5	0.589	0.755

Table 4.8

Multicolinearity Customer Training Intention

	CTR1	CTR2	CTR3	CTR4	CTR5
CTR2	0.027				
CTR3	0.735	0.102			
CTR4	0.593	0.066	0.666		
CTR5	0.667	0.059	0.666	0.615	
CTR6	0.619	0.104	0.635	0.578	0.770

Table 4.9

Multicolinearity Customer Satisfaction

	CS1	CS2	CS3	CS4	CS5	CS6
CS2	0.822					
CS3	0.667	0.792				
CS4	0.647	0.677	0.728			
CS5	0.654	0.721	0.713	0.721		
CS6	0.739	0.730	0.697	0.715	0.770	
CS7	0.757	0.760	0.724	0.693	0.755	0.870

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4.8 Test for Sample Size Adequacy

In order to ascertain the appropriateness of data for confirmatory factor analysis through SEM, the Kaiser-Meyer-Olkin (KMO) test as proposed by Lewis et al. (2005) was conducted. The KMO test measures sample adequacy and this must be >0.5 for a satisfactory factor analysis to proceed. On the other hand, statistical Bartlett's Test of Sphericity should be <0.05 significance level to indicate that sufficient correlations exist among the items (Hair et al. 2010). The results in Table 4.10 below illustrates that the KMO test yields an acceptable score of 0.94.

Table 4.10

KMO Test on Sample Size Adequacy

KMO and Bartlett's Test		
Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.945
Bartlett's Test of Sphericity	Approx. Chi-Square	9895.840
	df	780
	Sig.	.000

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4.9 Reliability Test

According to Kumar (2005), reliability analysis involves assessing the measurement errors within constructs. Reliability is thus independent for each construct and must be calculated differently. Out of the five different techniques (Alpha, split-half, Guttman, Parallel, strict parallel) that could be used to assess reliability in SPSS version 20, Alpha was adopted in this study. Churchill (1979) had recommended Cronbach's alpha as the most commonly used statistic to assess internal consistency reliability.

Based on the researcher's knowledge from prior studies, the Cronbach's alpha should be the first measure to assess the quality of an instrument. Low value of Cronbach's alpha indicates that the items involved capture the construct in question poorly (Dennick & Tavakol, 2011). It could also be noted that the value of Cronbach's alpha is independent on the number of items in a construct, with higher numbers of items yielding higher alpha values. There is no consensus among researchers on the acceptable threshold levels for Cronbach's alpha. However, from the literature, the acceptable alpha values range from 0.70 to 0.95 (DeVellis, 2003 & Dennick et al., 2011). The threshold set for this study was 0.7. The result in Table 4.11 shows that all the constructs were measured correctly, going by their Cronbach's alpha values that ranged from >0.7 to 0.9 (tangibles 0.76, reliability 0.85, responsiveness 0.93, assurance 0.92, empathy 0.93, communication 0.89, customer training intention 0.83, customer satisfaction 0.95).

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Table 4.11

Reliability Analysis

Factor	ITEM CODE	Mean	Std. Deviation	Cronbach Alpha
Tangibles	ASC_T1	3.5552	1.01138	.764
	ASC_T2	3.7103	.90685	
	ASC_T3	4.0483	.79645	
	ASC_T4	3.9310	.81215	
Reliability	ASC_R1	3.6172	1.00262	.853
	ASC_R2	3.6345	.88676	
	ASC_R3	3.5483	.93347	
	ASC_R4	3.6276	1.00135	
	ASC_R5	3.7655	.99836	
Responsiveness	ASC_RP1	3.6310	1.05476	.927
	ASC_RP2	3.5379	1.04911	
	ASC_RP3	3.5621	1.01098	
	ASC_RP4	3.5759	1.01346	

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Table 4.11

Reliability Analysis (Continued)

Factor	ITEM CODE	Mean	Std. Deviation	Cronbach Alpha
Assurance	ASC_A1	3.5483	1.01515	.924
	ASC_A2	3.5793	1.04016	
	ASC_A3	3.6655	1.04659	
	ASC_A4	3.5793	1.05009	
Empathy	ASC_E1	3.5000	1.04980	.928
	ASC_E2	3.3793	1.04281	
	ASC_E3	3.5379	1.05569	
	ASC_E4	3.4724	1.08190	
	ASC_E5	3.4276	1.03399	
Communication	ASC_C1	3.8828	.84020	.890
	ASC_C2	3.9172	.81935	
	ASC_C3	3.6897	.94130	
	ASC_C4	3.8069	.87879	
	ASC_C5	3.8034	.90710	
Customer training intention	CTR1	3.5448	1.13747	.831
	CTR2	2.6793	1.18698	
	CTR3	3.6241	1.11924	
	CTR4	3.4793	1.07886	
	CTR5	3.6586	1.10864	
	CTR6	3.5724	1.07340	
Customer satisfaction	CS1	3.5138	1.08854	.950
	CS2	3.4931	1.04978	
	CS3	3.4724	1.04613	
	CS4	3.6655	.96756	
	CS5	3.6414	1.00294	
	CS6	3.6138	.95349	
	CS7	3.6345	1.05104	

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4.10 Measurement and Sstructural Model

The general SEM model can be categorized into two sub-models: (1) measurement model, and (2) structural model. The *measurement model* defines relations between the observed and unobserved variables. In other words, it provides the link between scores on a measuring instrument (i.e., the observed indicator variables) and the underlying constructs they are designed to measure (i.e., the unobserved latent variables). The measurement model, describes the pattern by which each measure loads on a particular factor. In contrast, the *structural model* defines relations among the unobserved variables. Accordingly, it specifies the manner by which particular latent variables directly or indirectly influence (i.e., "cause") changes in the values of certain other latent variables in the model. In this study therefore, two measurement models and one structural model were examined.

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4.11 Measurement Model for Service Quality Theoretical Construct

The first step examines a first-order CFA model that was hypothesized by the researcher to test multi-dimensionality of a theoretical construct. Specifically, the aim is to test the hypothesis that training service quality of ASCON is a multidimensional construct composed of six factors –Tangibles (ASC_T), Reliability (ASC_R), Responsiveness (ASC_RP), Assurance (ASC_A), Empathy (ASC_E), Communication (ASC_C). The theoretical underpinning of this hypothesis derives from that proposed by Parasuraman et al.(1998).

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4.12 Model Evaluation

Of important interest in structural equation modeling is the extent to which the hypothesized model adequately describes or fits the sample data. The Goodness – of-fit statistics in Table 4.12 show the various fit indices researchers adopt in assessing their model. In this study, three of these : (i) Root mean square error of approximation (RMSEA), (ii) Comparative fit index (CFI) and (iii) Goodness of fit index (GFI) were adopted for model evaluation.

RMSEA was first proposed by Steiger and Lind (1980), it has only been recognized as one of the major informative fit indices in structural equation modeling (Byrne, 2010). According to Byrne (2010) RMSEA takes into account error of approximation in the population a researcher is studying. It asks the question "*How well would the model with unknown but optimally chosen parameter, fit the population covariance matrix if it were available* ?" (Brown and Cudeck, 1993). The acceptable cut points for RMSEA varied among researchers. For example, MacCallum et al. (1996) noted RMSEA values ranging from 0.08 to 0.10 indicate mediocre-fit (fair) and those >0.10 indicate poor-fit. On the other hand Hu and Bentler (1999) suggested a value of 0.06 to be indicative of good-fit, the authors cautioned that with small sample size, RMSEA could lead to over rejection of true population.

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CFI is derived from the comparisons between the hypothesized model and independence or null model. Its value ranges from 0 to 1.0 with higher values closer one indicating goodness of fit. Bentler (1992) had suggested values >0.90 as representing a well fitting model but a revised cutoff value of 0.95 has been suggested by Hu and Bentler (1999). GFI is a measure of the relative amount of variance and covariance that is jointly explained by summation (∑) (Byrne, 2010).It could be classified as absolute indices because it basically compares the hypothesized model with no model at all (Hu and Bentler, 1995). Its value ranges from 0 to 0.10, with higher values close to 1 indicating a good fit of the data to the model. However, Fan et al. (1999) have cautioned that GFI could be overly influenced by sample size.

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The initial results of the confirmatory factor analysis in Table 4.12 shows an acceptable model fit. The CFI value of 0.914 and GFI of 0.830 were above the common acceptable indices as suggested by Hu and Bentler (1995,1999). In addition, RMSEA value of 0.077 indicates a fair fit. However, based on evaluation of individual modification indices (MI) in Table 4.13, it was apparent that model refinement (Post-hoc) was necessary. According to Byrne (2010), modification indices are examined in a model purely for the interest of completeness. The researcher maintains that large MIs suggest the presence of factor cross-loading – that is a loading on more than one factor and error covariances respectively. A review of the modification indices (MI) revealed substantial evidence of misspecification as a result of error variances among subscales of communication (ASC_C1, ASC_C2) and empathy (ASC_E4, ASC_E5).

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Looking at the MIs which were presented in Table 4.13, it could be seen from the results that there are still at least two error covariances with fairly large MIs (e24↔e27 and e17 ↔ e18). The MI values for e24 ↔e27 was 32.08 and .10 parameter change (par change) and the MI value for e17 ↔ e18 was 82.57, par change .20. Although there were other few additional large MI values, these two stand apart in that they were substantially larger than others. Thus, they represented misspecified error covariances. Aish and Joreskog (1990) noted that those measurement error covariances represent systematic rather than random measurement error in item responses and that it could occur due to characteristics specific to item or respondents. However, Byrne (2010) observed that another thing that could trigger error covariances was a high degree of overlap in item content. Such error occurs when an item although worded differently, asks the same question. The latter could be the case for the hypothesized model in Figure 4.1. For example, item ASC_C1 asks whether there was clarity in communication of ASCON employees with customers while item ASC_C2 asks Customers were always kept informed on services.

Against this backdrop, the researcher respecified the hypothesized model in Figure 4.2 Re-specification involves joining the error covariances that were identified to have substantially high MIs. In respecifying a model, Holmes-Smith (2007) proposed three approaches. First, deleting items that poorly loaded on the factor. Second, items that are found to covary too highly with each other could be joined or linked by freeing the covariation between the error variances. Thirdly, items that highly covary with some and not all suggest measuring a factor different

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from that theorized . According to the researcher, a possible remedy was to load those items on a new factor. The second approach was adopted in this study whereby the error variances of the items with high MIs are joined to free covaraition between the error varainces as shown in Table 4.13. The respecified model output path diagram was presented in Figure 4.2.

Table 4.12

Selected AMOS Goodness- of-Fit Statistics Output for Hypothesized Service Quality Model:

RMSEA

Model	RMSEA	LO 90	HI 90	PCLOSE
Default model	.077	.070	.083	.000
Independence model	.245	.240	.250	.000

Baseline Comparisons

Model	NFI Delta1	RFI rho1	IFI Delta2	TLI rho2	CFI
Default model	.870	.853	.914	.902	.914
Saturated model	1.000		1.000		1.000
Independence model	.000	.000	.000	.000	.000

RMR, GFI

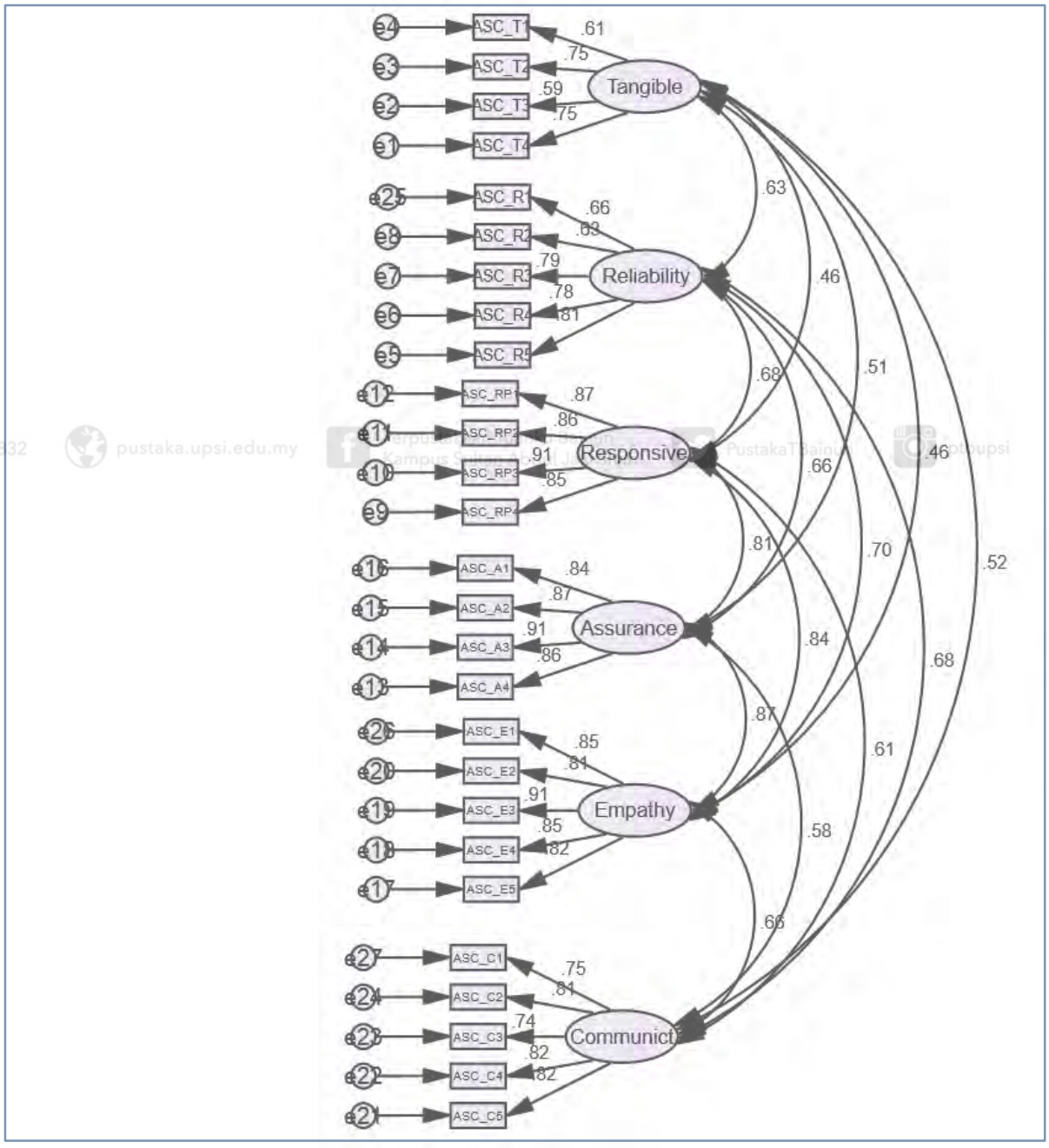
Model	RMR	GFI	AGFI	PGFI
Default model	.046	.830	.792	.679

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Saturated model	.000	1.000		
Independence model	.450	.146	.081	.136

χ^2 =833.525 (309)



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Figure 4.1. Output Path Diagram for the Hypothesized Training Service Quality Dimensions Model

Table 4.13

Modification Indices for Covariances

			M.I.	Par Change				M.1	Par Change
e27	<-->	F6	7.601	-.054	e6	<-->	F1	4.986	-.051
e25	<-->	F3	6.815	-.062	e6	<-->	e25	8.587	.093
e25	<-->	F1	4.440	.055	e6	<-->	e15	4.945	-.052
e24	<-->	e27	**32.076**	**.103**	e5	<-->	F3	17.274	.083
e22	<-->	e27	12.389	-.068	e5	<-->	F2	4.487	-.046
e22	<-->	e24	19.697	-.076	e5	<-->	e25	13.124	-.109
e22	<-->	e23	12.713	.078	e5	<-->	e21	5.838	-.054
e21	<-->	e27	10.814	-.065	e5	<-->	e20	4.204	-.051
e21	<-->	e22	29.311	.101	e5	<-->	e15	5.530	.052
e20	<-->	e26	11.902	.076	e5	<-->	e12	7.272	.060
e19	<-->	F3	4.735	.033	e5	<-->	e11	5.867	.055
e19	<-->	e26	10.263	.055	e4	<-->	F5	5.681	-.052
e19	<-->	e20	9.119	.057	e4	<-->	e19	13.475	-.093
e18	<-->	e26	7.674	-.058	e4	<-->	e9	4.445	.061
e18	<-->	e20	28.410	-.122	e3	<-->	e25	5.627	.076
e17	<-->	e26	10.507	-.069	e3	<-->	e23	8.027	.077
e17	<-->	e19	19.615	-.080	e3	<-->	e15	7.606	.064
e17	<-->	e18	**82.566**	**.200**	e3	<-->	e14	6.515	-.052

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e16	<-->	e18	4.988	.048	e2	<-->	e27	5.215	.054
e16	<-->	e17	6.657	.056	e2	<-->	e23	10.418	-.086
e15	<-->	e27	4.418	.042	e2	<-->	e17	7.510	.068

Table 4.13

Modification Indices for Covariances (Continued)

			M.I.	**Par Change**				**M.1**	**Par Change**
e15	<-->	e26	5.433	-.046	e2	<-->	e11	5.782	.056
e15	<-->	e23	6.046	-.055	e2	<-->	e5	4.765	.057
e15	<-->	e16	5.737	.047	e1	<-->	e15	4.651	-.045
e14	<-->	e27	5.128	-.040	e1	<-->	e12	7.414	.057
e14	<-->	e22	5.486	.039					
e14	<-->	e16	10.355	-.055					
e13	<-->	e25	4.456	-.058					
e13	<-->	e14	6.589	.043					
e11	<-->	F5	4.386	-.032					
e11	<-->	e27	10.547	-.066					
e11	<-->	e26	9.522	-.063					
e11	<-->	e21	19.017	.087					
e11	<-->	e13	7.059	.054					
e11	<-->	e12	13.720	.072					
e10	<-->	e13	6.011	-.042					
e9	<-->	e27	8.636	.059					
e9	<-->	e21	8.788	-.058					
e9	<-->	e11	4.862	-.043					
e9	<-->	e10	6.888	.043					
e8	<-->	F5	5.169	.042					
e8	<-->	e18	5.243	.058					
e8	<-->	e16	7.121	.067					
e8	<-->	e14	7.300	-.057					
e8	<-->	e10	10.352	.067					

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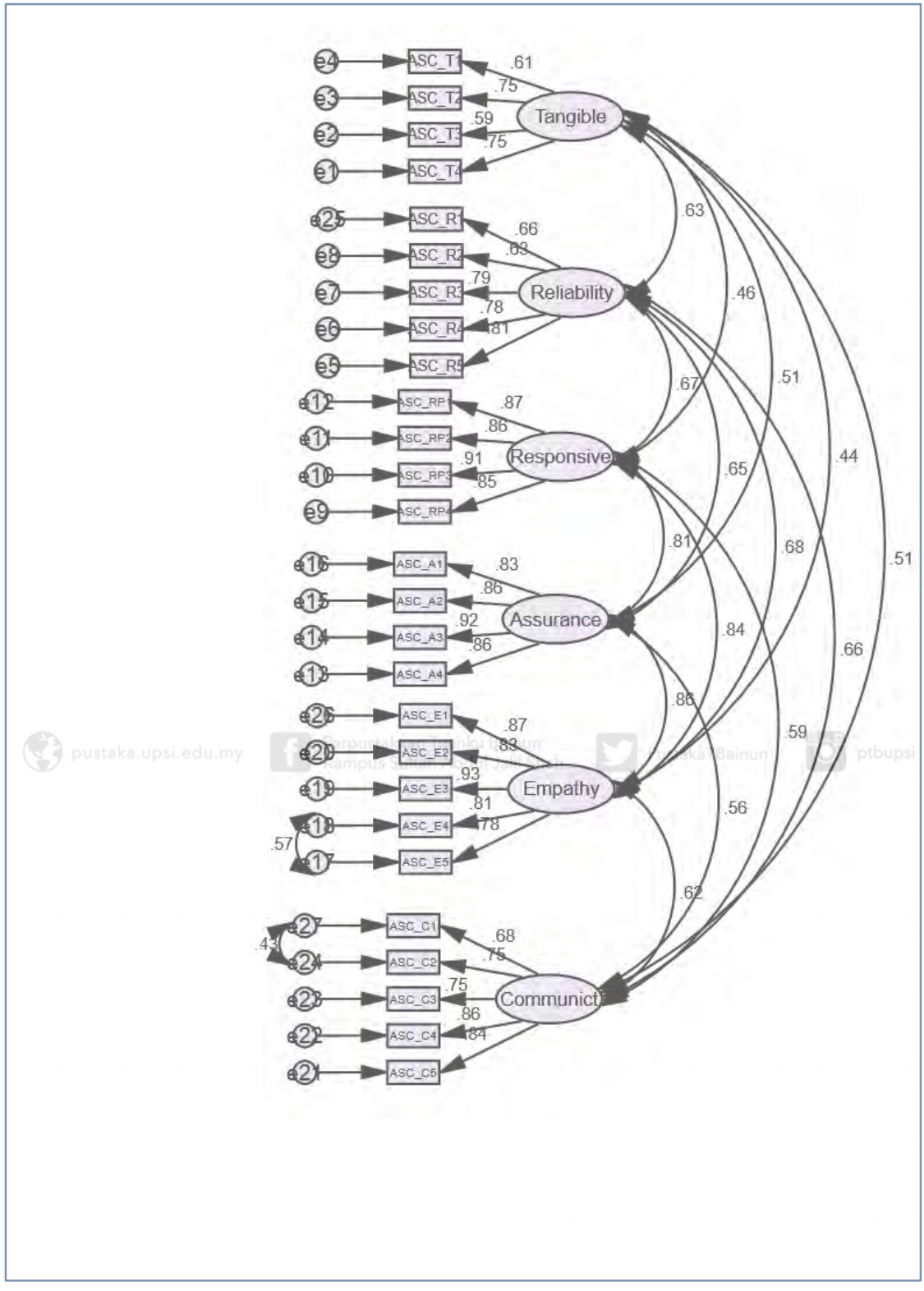


Figure 4.2. Output Path Diagram for Respecified Model of Service Quality Dimensions Model

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4.13 Evaluation of Goodness- of-fit-Statistics for Respecified Service Quality Dimensions Model

Goodness-of-fit statistics of the respecified model (Figure 4.2) revealed that incorporation of error covariance between item ASC_C1 and ASC_C2 and ASC_E4 and ASC_E5 made a substantially large improvement to model fit in particular overall chi square value decreased from 833.525 to 698.019 and RMSEA from 0.077 to 0.066 while CFI value increased from 0.914 to 0.936 and GFI from 0.830 to 0.857. It is obvious from the model fit statistics result presented, that there was a substantial improvement in the respecified model. Thus, it could be said that the data fit the model.

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Table 4.14

Selected AMOS Goodness- of -fit Statistics Output for Respecified Service Quality Model:

RMSEA

Model	RMSEA	LO 90	HI 90	PCLOSE
Default model	.066	.060	.073	.000
Independence model	.245	.240	.250	.000

Baseline Comparisons

Model	NFI Delta1	RFI rho1	IFI Delta2	TLI rho2	CFI
Default model	.892	.876	.936	.927	.936
Saturated model	1.000		1.000		1.000
Independence model	.000	.000	.000	.000	.000

RMR, GFI

Model	RMR	GFI	AGFI	PGFI
Default model	.052	.857	.824	.696
Saturated model	.000	1.000		
Independence model	.450	.146	.081	.136

$\chi^2 = 698.019_{(307)}$

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In summarizing the hypothesized model in Figure 4.2 . it could be stated that :

(i) Service quality (SERVQUAL) can be explained by six factors (tangibles, reliability, responsiveness, assurance, empathy, communication)

(ii) The six SERVQUAL factors consistent with theory are correlated

(iii) Error associated with each measure is uncorrelated.

4.14 Testing for Factorial Validity of Scores From a Second Order Measurement Model of Service Quality (SERVQUAL).

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In the previous section, the service quality dimensions theoretical construct model was examined to see how the research data fits it. However, in this section the factorial validity of a second order measurement model for service quality is examined. The premise behind a second order CFA is that the first order factors (ASC_T1-4, ASC_R1-5, ASC_RP1-4,ASC_A1-4,ASC_E1-5, ASC_C1-4) are explained by some higher order structure which in this case is a single second order of factor. The CFA model to be tested is that responses can be explained by five first order factors (tangibles, reliability, responsiveness, assurance, empathy, communication) and one second order factor (Service quality).

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4.15 Modification Indices for the Full Structural Model

In reviewing the goodness-of-fit statistics in Table 4.15, it could be seen that the hypothesized model fits the survey data very well as revealed by RMSEA of 0.07, CFI 0.927 and GFI 0.844. Equally, the modification indices were examined for completeness as suggested by Byrne (2010). As revealed by MIs related to the covariances (Appendix E), there are no values that are substantially larger than the rest of the estimates. Again, the MIs related to regression weights were equally examined (Appendix F). It could also be seen that there were no substantially large (spurious) values. In light of the very good fit of the data to the model, it could be concluded that the second order model in Figure 4.3 represents the structure for service quality in ASCON.

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Table 4.15

Selected AMOS Output for Hypothesized Model

RMSEA

Model	RMSEA	LO 90	HI 90	PCLOSE
Default model	.070	.063	.076	.000
Independence model	.245	.240	.250	.000

Baseline Comparisons

Model	NFI Delta1	RFI rho1	IFI Delta2	TLI rho2	CFI
Default model	.882	.869	.927	.919	.927
Saturated model	1.000		1.000		1.000
Independence model	.000	.000	.000	.000	.000

RMR, GFI

Model	RMR	GFI	AGFI	PGFI
Default model	.062	.844	.813	.705
Saturated model	.000	1.000		
Independence model	.450	.146	.081	.136

$\chi^2 = 760.925_{(316)}$

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The regression weights obtained for the hypothesized model (Figure 4.3) show that empathy (0.93) recorded highest followed by assurance (0.90), responsiveness (0.89), reliability (0.76), communication (0.68) and tangibles (0.56). Empathy has been regarded as the most important factor of service quality for buying or intention to use a service (Chowdhary & Prakash, 2007). It is the provision of caring, and individualized attention to customers. It is evident from this result, that respondents attached great importance to empathy. Again respondents equally see assurance as another major component of service quality. Assurance implies knowledge and courtesy of employees and their ability to convey trust and confidence. Willingness to help customers and provide prompt service (responsiveness) as revealed by the results has a major impact on service quality. In general, it could be said that the six factors correctly measure service quality.

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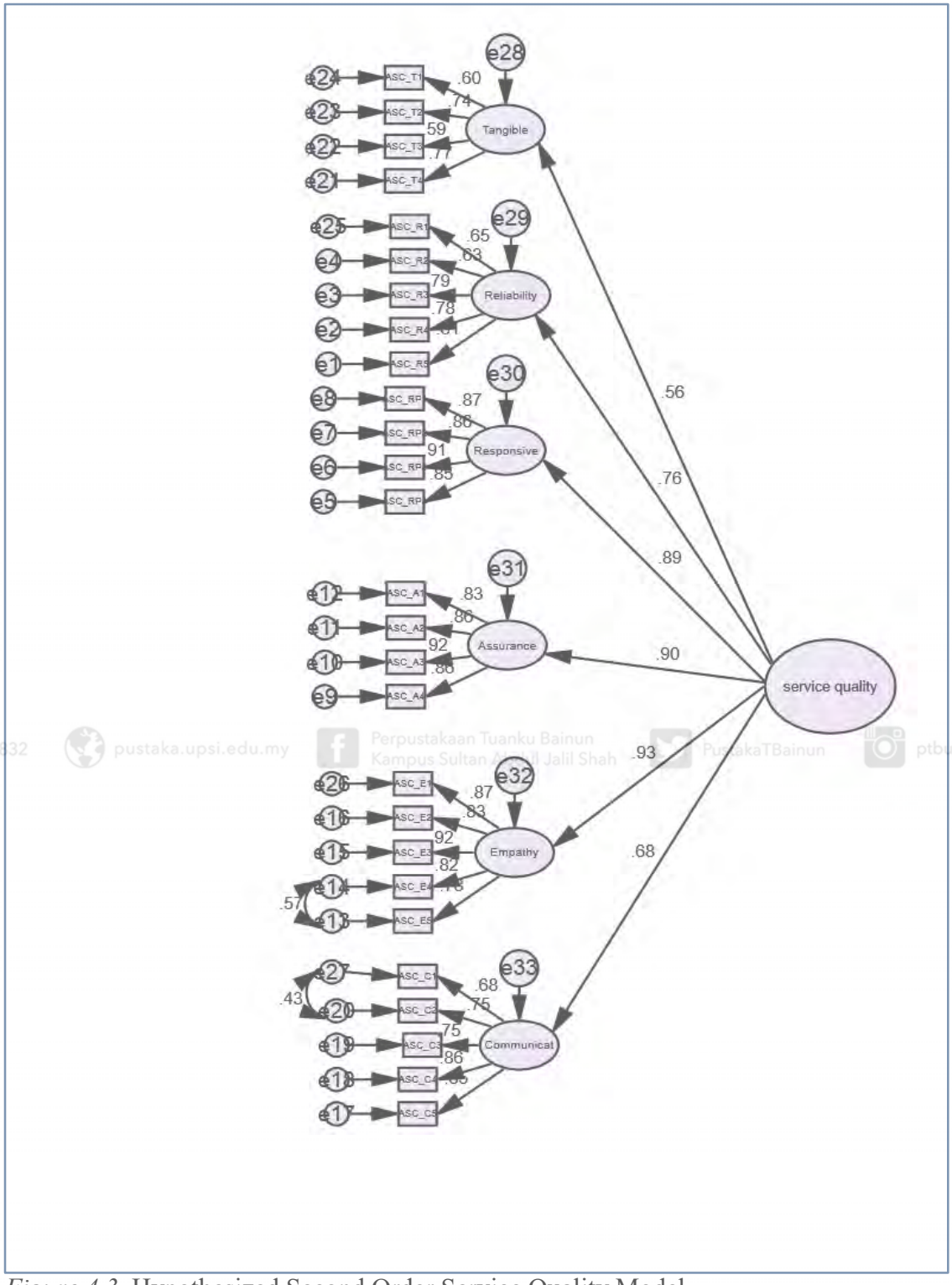


Figure 4.3. Hypothesized Second Order Service Quality Model

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4.16 Examining the Effect of Each Service Quality Dimension on Training Intention

The effect of each individual service quality dimension on customer training intention was examined. Results from Figuree 4.4 Show that out of the six dimensions, five have positive significant relationship with customer training intention. Empathy (β=0.45, $p<0.05$) recorded the highest in terms of effect, followed by assurance (β=0.29, $p<0.05$), responsiveness (β=0.16, $p<0.05$), reliability (β=0.12, $p<0.05$) and tangible (β=0.10, $p<0.05$). However, communication as shown by the results has little effect (no significant effect) on customer training intention.

Table 4.16

Effect of Each Service Quality Dimension on Training Intention

Service quality dimensions	**Estimate**	**P**
Responsiveness	0.157	Significant
Assurance	0.293	Significant
Empathy	0.455	Significant
Communication	-0.011	Not significant
Reliability	0.124	Significant
Tangible	0.103	Significant

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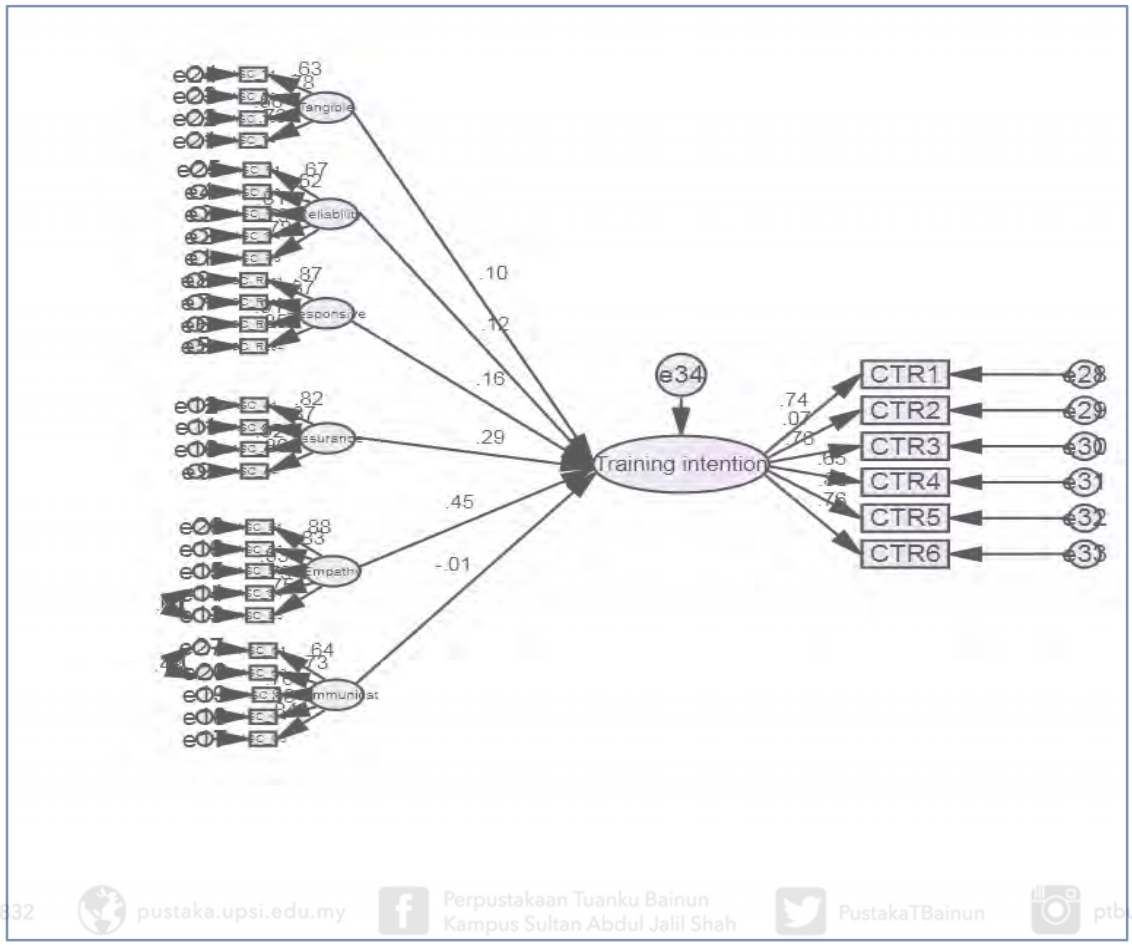


Figure 4.4. Effect of Each Service Quality Dimension on Training Intention

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4.17 Examining the Effect of Each Service Quality Dimension on Customer Satisfaction

The results from the structural model on the effect each service quality dimension has on customer satisfaction (Figure 4.5) show that at .05 level of significance, three out of the six dimensions significantly influenced customer satisfaction. Similarly, empathy ($\beta = 0.52, p<0.05$) recorded highest followed by assurance ($\beta = 0.21, p<0.05$), and tangible ($\beta = 0.15, p<0.05$). The other three: responsiveness ($\beta = 0.08, p>0.05$), communication ($\beta = 0.03, p>0.05$) and reliability ($\beta = 0.05, p>0.05$) have no significant effect on customer satisfaction. In other words their individual effect on customer satisfaction in this study was very little.

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Table 4.17

Effect of each Service Quality Dimension on Customer Satisfaction

Service quality dimensions	Estimate	P
Responsive	.079	Not Significant
Assurance	.206	Significant
Empathy	.515	Significant
Communication	.027	Not Significant
Reliability	-.047	Not Significant
Tangible	.148	Significant

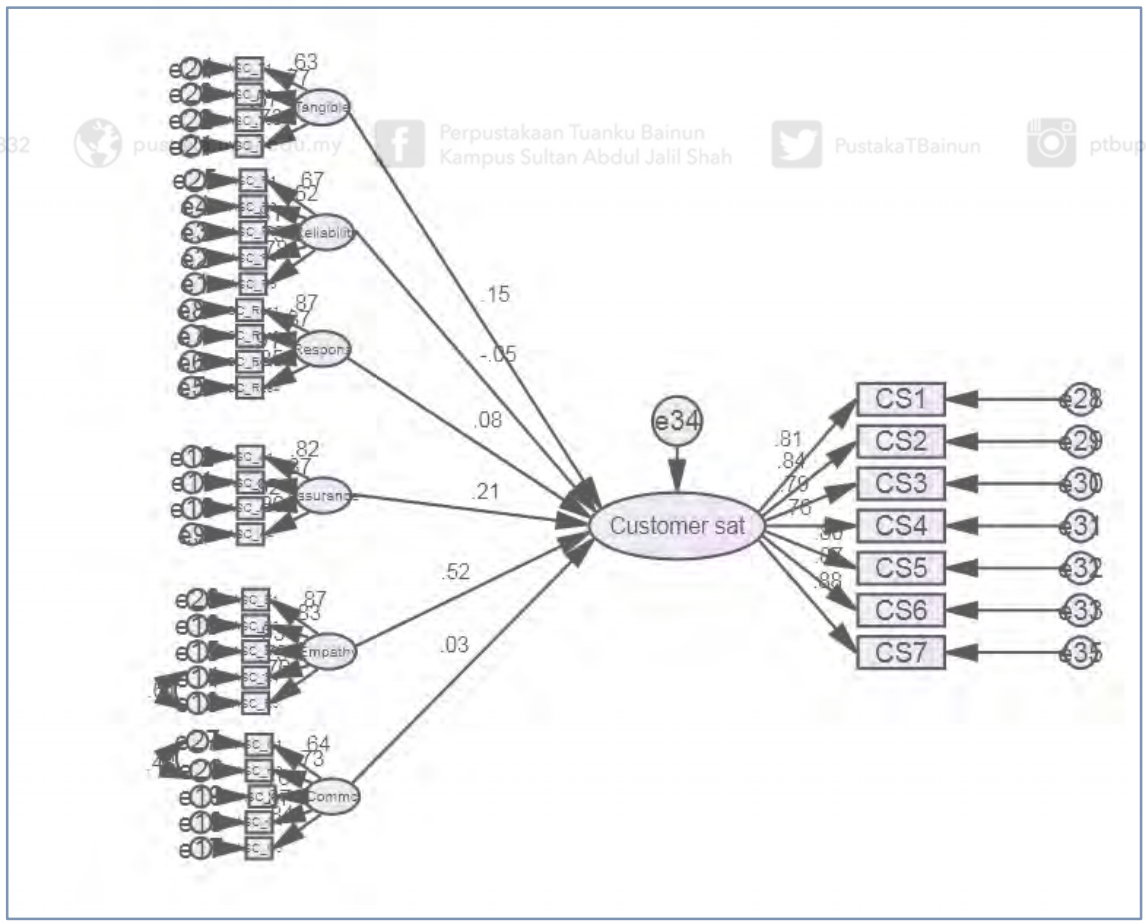


Figure 4.5. Effect of Each Service Quality Dimension on Customer Satisfaction

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4.18 Testing the Full Structural Model

In the previous sections, emphasis was on testing the factorial validity of the measurement models. However, in this section the full model (structural) is examined in details. However, before delving into that, it is necessary that the study hypotheses addressed by this structural model are presented. The following are the hypotheses :

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.

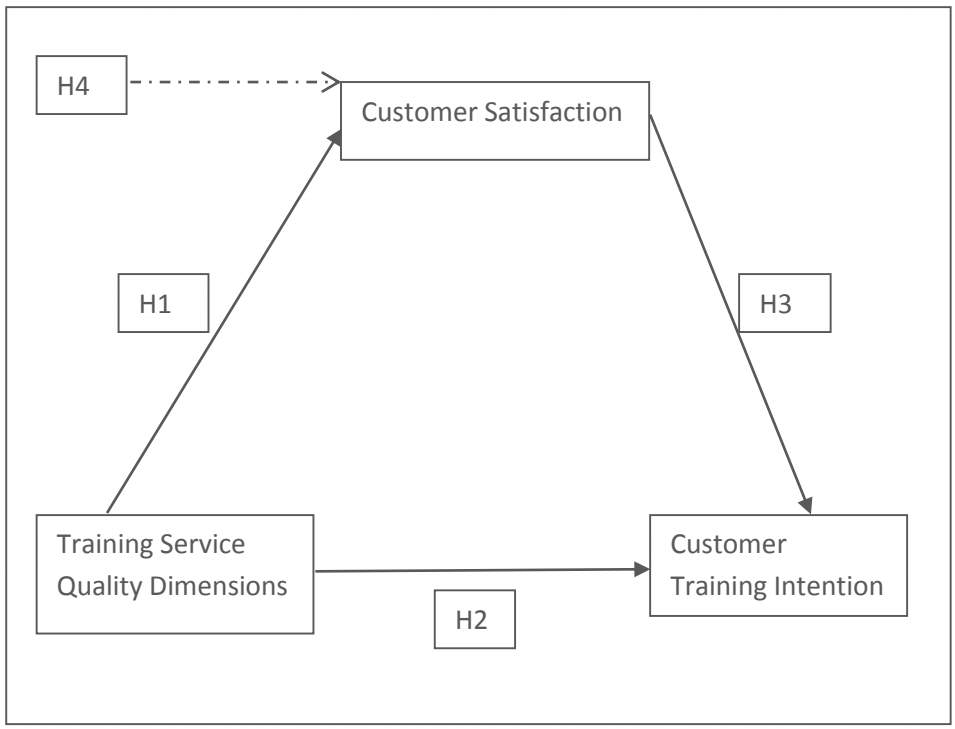


Figure 4.6. The Hypotheses to be Tested Empirically

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Having examined the measurement model, the structural model was tested in this section. The goodness-of-fit statistics in Table 4.18 reveals that the hypothesized structural model fits the data. RMSEA of 0.06, CFI 0.92, and GFI 0.80 are within the threshold recommended by literature (MacCallum et al., 1996). Again, the modification indices for both the covariances and regression weights in Appendices G and H were examined for completeness as suggested by Byrne (2010). The results in both Appendices G and H reveal that there were no substantially high (spurious) MI values recorded.

Table 4.18

Goodness –of-Fit Statistics

RMSEA				
Model	RMSEA	LO 90	HI 90	PCLOSE
Default model	.062	.058	.066	.000
Independence model	.207	.203	.210	.000

Baseline Comparisons					
Model	NFI Delta1	RFI rho1	IFI Delta2	TLI rho2	CFI
Default model	.852	.842	.916	.910	.916
Saturated model	1.000		1.000		1.000
Independence model	.000	.000	.000	.000	.000

RMR, GFI				
Model	RMR	GFI	AGFI	PGFI
Default model	.058	.794	.768	.706

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Saturated model	.000	1.000		
Independence model	.455	.112	.066	.106

$\chi^2 = 1538.542_{(729)}$

4.19 Hypotheses Testing

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

Similarly, results again shows that significant relationship exists between service quality and customer training intention ($\beta = 0.36$, $p < 0.05$). Past studies Bou-liusar et al. (2001) and Falk et al. (2010) have maintained that the effects of service quality on customer intention take direct form. With direct effect service quality is an antecedent of customer buying intention (Parasuraman et al., 1988; Boshoff & Gray, 2004; Li, Huang & Yang, 2011). In their study on health service industry, Hsu et al. (2008) reported that direct effect existed between service quality and customer buying intention. In another study on banking industry, Baker and Crompton (2000) found that *service quality dimensions were positively and directly related with purchase intention"*. What this suggests therefore, is that for an organization to have higher customer purchasing intention, there must be more improvement in its service quality dimensions.

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Consistent with some previous research works, Aliman and Muhamad (2013) reported that there was a positive direct link between service quality and customer purchase intention. What the result obtained in this study and that of previous studies show is that customer retention or defection could be guided by service quality. A poor service quality could lead to defection while a good service quality may mean retention of customers. Ndubisi (2004) opined that perceived service quality factors like tangibles, assurance, empathy, and communication and patronage intentions of customers were related with customer complaining behavior in bank organisations in Nigeria.

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

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Having satisfied that the structural model fits the data, the postulated hypotheses were tested from the results obtained in the AMOS output diagram (Figure 4.8) . The results show that there is a significant relationship between service quality and customer satisfaction ($\beta = 0.70$, $p<0.05$). This finding lends support to previous studies which have shown that there is a strong link between customer satisfaction and service quality. For example, Negi (2009) in his study on mobile service reported that a relationship exists between "*customer-perceived service quality and overall satisfaction".* In another study, Fen and Meillian (2005) reported that customer satisfaction and service quality "*positively affected repurchase intention.*

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Consistent with the findings of Parasuraman et al. (1988), Negi (2009), and Daniel and Berinyuy, (2010) using SERVQUAL model in their study of grocery stores argued that customer satisfaction and service quality were functions of customers' expectations and perceptions though they were two different constructs. Magi and Julander (2009) also reported on their study on grocery shops that there was positive relationship among service quality, customer satisfaction and customer loyalty. High perceived service quality leads to customer satisfaction. Magi and Julander, (2009) found among grocery stores that there was positive relationship between perceived service quality, customer satisfaction and loyalty. Also, Saravan and Rao (2007) have demonstrated in their study that service quality influence customer satisfaction. Going by the result of this study, satisfaction of customers (trainees) at ASCON is *sine qua non* (prerequisite) for its growth in terms of meeting the needs upon which it was established by the federal government of Nigeria. As noted by Ladhari (2009) customer service is an important instrument for an organization which wants to distinguish itself from competitors.

(iii) **H3** : Customer satisfaction has a significant effect on customer training intention in training organisation.

The results from the structural model (Figure 4.8) show that customer satisfaction positively influence customer training intention ($\beta = 0.59$, $p < 0.05$). Satisfaction as reported in literature has no common antecedent variables as each study select factors that best meet the setting and time (Belanger & Schaupp, 2005). In view of this, it could be said that those things trainers at ASCON consider as

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important in their training influence their perception of customer satisfaction. Thus, intention to train at the institute (ASCON) is significantly influenced by the level of satisfaction of customers (trainees). Chen & Chen (2014) reported in their study that satisfaction and information significantly influence customer buying intention. Similarly, Otani and Harris (2004) reported in their study on health care organisations that customer satisfaction had positive effect on customer buying intention.

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

The aim here is to assess the mediating role of customer satisfaction in linking service quality and training intention. The hypothesis testing involves determining whether customer satisfaction has full mediation, partial mediation or no mediation at all.

In a bid to identify the type of mediation that exists between customer satisfaction, service quality and training intention, the regression equations represented by the diagram in Figure 4.7 are presented :

Y= U0 + U1K +e is the path from K to Y

W = U0+U3K+e is the path from K to W

Y= U0+ U2W+e is the path from W to Y

Y = Training intention

K = Service quality

W = customer satisfaction

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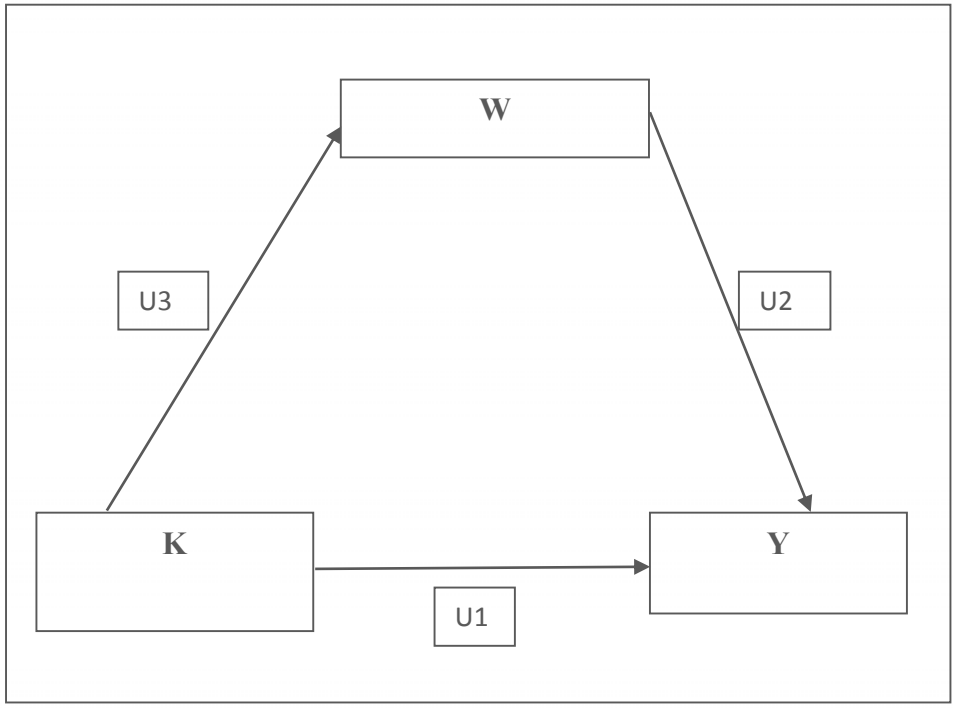


Figure 4.7. Procedure for Testing Mediation for the Structural Model in Figure 4.6

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The path analysis to examine the effect of W (customer satisfaction) in mediating the relationship between K (service quality) and Y (training intention) could result in one of the three possibilities :

I. W plays a complete mediation role in the relationship between K and Y
II. W plays a partial mediation role in the relationship between K and Y
III. W plays no mediation role in the relationship between K and Y

Complete mediation role of W occurs if: (1) the regression coefficient of U1 is not significant, (2) regression coefficient of U2 is significant and (3) regression coefficient of U3 is significant.

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Partial mediation role of W occurs if: (1) the regression coefficient of U1 is still significant, (2) regression coefficient of U2 is significant (3) regression coefficient of U3 is significant and (4) the absolute value of U2*U3 is higher than absolute value of U1

No mediation role of W occurs if: (1) the regression coefficient of U1 is not significant, (2) regression coefficient of U2 is not significant and (3) regression coefficient of U3 is not significant

Leaning upon this caveat, the mediating role of customer satisfaction in this study was examined. The results from the full structural model in Figure 4.8 show that the regression coefficient of Service quality (K) to Y (training intention) in the equation above is significant (β=0.36, $p<0.05$), regression coefficient of K to W (customer satisfaction) is significant (β=0.70, $p<0.05$), regression coefficient of W to Y is significant (β=0.59,$p<0.05$) and lastly, the absolute value of U2* U3(ie regression coefficient of K to W and W to Y) is higher than absolute value of U1(ie regression coefficient of K to Y). Put differently, 70*59 >36. Against this backdrop, customer satisfaction in this study plays a partial mediation role between service quality and customer training intention. What this means in essence is that customer satisfaction is a good mediator between service quality and training intention at ASCON.

Literature was repleted with studies that found mediating effects of customer satisfaction in relationship with service quality and purchasing intention (Hsu et al. 2007; Mpingajira, 2008). In a study of health care service, Mpingajira (2008)

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reported that customer total satisfaction was a good mediating factor in the relationship between service quality and customer purchasing intention. Other studies equally opined that both customer satisfaction and service quality influenced customer buying intentions (Parasuraman et al., 1988; Cronin & Taylor, 1992). Thus, finding from this study was consistent with past studies that had been conducted in other parts of the world.

Table 4.19

The Results of the Test for the Main Hypothesis Statement for Testing the Mediator Customer Satisfaction Mediates the Relationship Between Service Quality and Training Intention

Hypothesis Statement for Path Analysis (Four Sub-hypotheses)	**Estimate**	**P-value**	**Results on Hypotheses**
H1 There is significant relationship between training service quality dimensions and customer satisfaction	0.70	<0.05	Supported
H2 There is significant relationship between training service quality dimensions and customer training intention	0.36	<0.05	Supported
H3 Customer satisfaction has a significant influence on training intention	0.59	<0.05	Supported
H4 Customer satisfaction mediates between service quality and customer training intention	W< K*Y (36 <70 * 59) (absolute values).		Supported

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Looking at the contribution (predicting power) of each of the constructs considered in the structural model in Figure 4.8, it was obvious that service quality (β=0.70) had strongest effect in terms of predicting customers satisfaction. Following, was customer satisfaction on training intention (β=0.59), and finally, the effect of service quality on training intention (β = 0.36).

Therefore, it follows logically to say that customer satisfaction cannot be examined without first evaluate that of service quality. Also, it could be deduced from the study results that the relationship between customer satisfaction and customer training intention (β=0.59, P<0.05) when compared with the relationship that exists between service quality and customer training intention (β=0.36, P<0.05) is a proof that customer satisfaction is an antecedent for customer training intention. This opinion is similar to a result of a study in relationships between service quality, customer satisfaction and customer purchase intention (Lee, 2009). These findings of this study are noteworthy because service quality and customer satisfaction in most government agencies in Nigeria are most of times neglected or given little attention.

4.20 Confirming Result of the Mediation Test Through Bootstrapping

Of recent, there has been calls from some quarters that researchers should conduct bootstrapping to re-confirm the results of mediation test .This is done to test especially for indirect effect (Awang, 2012). Thus, in this study, 1000 bootstrap sample was adopted and bias corrected at 95%. The standardized direct and indirect

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effects together with their p-values were obtained and the results were compared using conventional procedure. The results were presented in Tables 4.20 - 4.24.

Table 4.20

Standardized Direct Effects: Service Quality to Customer Training Intention = 0.359

	Service Quality	Customer satisfaction	Training intention
Customer satisfaction	0.700	0.000	0.000
Training intention	0.359	0.593	0.000

Table 4.21

The P-value (Direct Effects): Service Quality to Customer Training Intention = 0.001

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	Service Quality	Customer satisfaction	Training intention
Customer satisfaction	0.001	…	…
Training intention	0.001	0.001	…

Table 4.22

Standardized (Indirect Effects): Service Quality to Customer Training Intention = 0.415

	Service Quality	Customer satisfaction	Training intention
Customer satisfaction	0.000	0.000	0.000
Training intention	0.415	0.000	0.000

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Table 4.23

The P-value (Indirect Effects): Service Quality to Customer Training Intention = 0.001

	Service Quality	Customer satisfaction	Training intention
Customer satisfaction	…	…	…
Training intention	0.001	….	…

Table 4.24

The Significance of Direct and Indirect Effects

	Indirect effect	Direct effect
Bootstrapping P-value	0.001	0.001
Result	Significant	Significant
Type of mediation	Partial mediation since both direct and indirect effects are significant	

Based on the results obtained from the bootstrap on standardized direct and indirect effects and their respective p-values, it could be said therefore, that the mediation results obtained from the structural model are correct.

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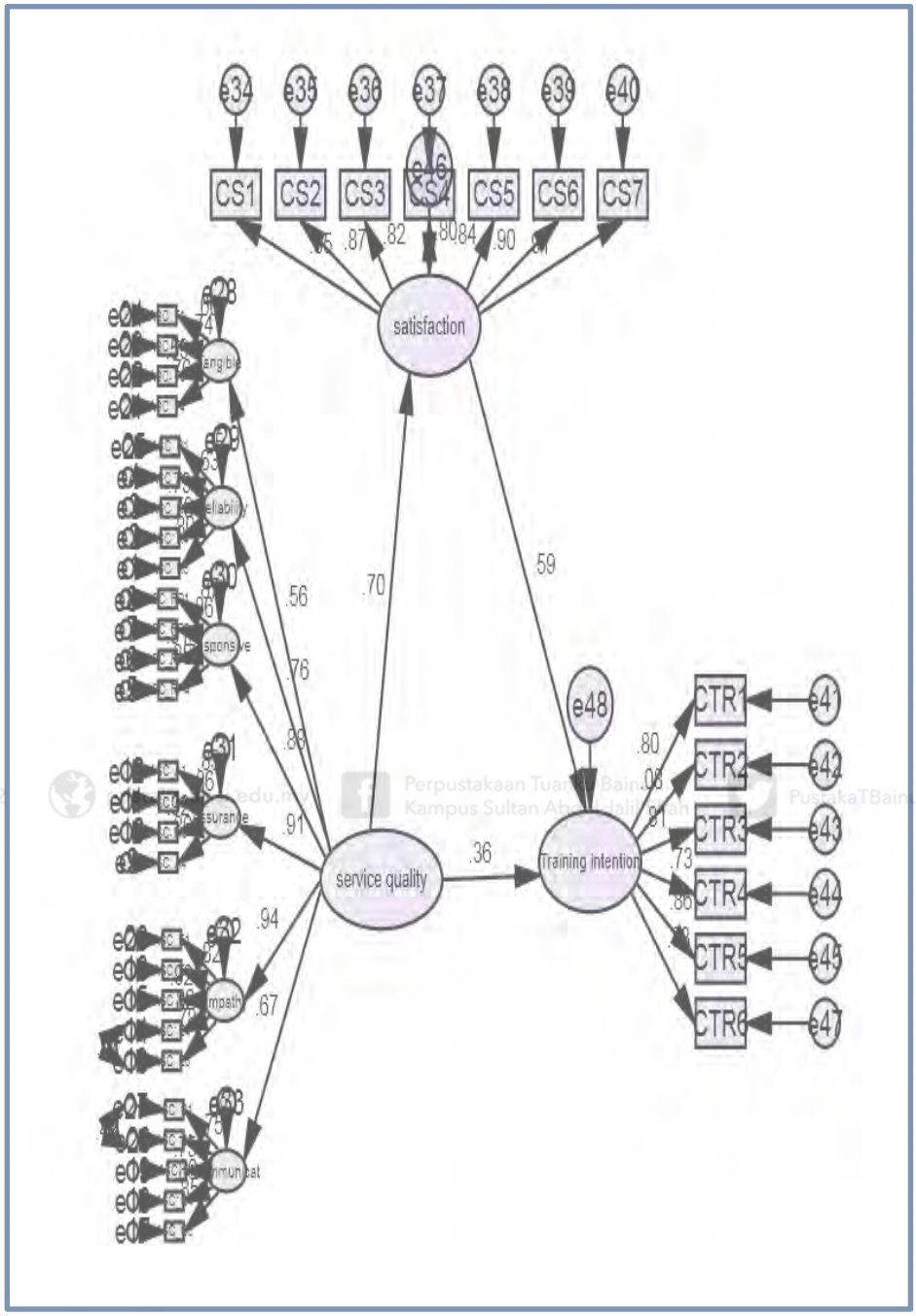


Figure 4.8. Output of the Full Structural Model

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Table 4.25

Standardized Regression Weights

			Estimate	P				Estimate	P
F8	<---	F7	.700	***	CS7	<---	F8	.908	***
F1	<---	F7	.758	***	CTR1	<---	F9	.802	
F2	<---	F7	.885	***	CTR2	<---	F9	.080	.187
F3	<---	F7	.906	***	CTR3	<---	F9	.813	***
F4	<---	F7	.941	***	CTR4	<---	F9	.731	***
F6	<---	F7	.556	***	CTR5	<---	F9	.861	***
F5	<---	F7	.669	***	CTR6	<---	F9	.832	***
F9	<---	F7	.359	***					
F9	<---	F8	.593	***					
ASC_R5	<---	F1	.805						
ASC_R4	<---	F1	.778	***					
ASC_R3	<---	F1	.793	***					
ASC_R2	<---	F1	.634	***					
ASC_RP4	<---	F2	.852						
ASC_RP3	<---	F2	.909	***					
ASC_RP2	<---	F2	.861	***					
ASC_RP1	<---	F2	.866	***					
ASC_A4	<---	F3	.860						
ASC_A3	<---	F3	.917	***					
ASC_A2	<---	F3	.862	***					
ASC_A1	<---	F3	.834	***					
ASC_E5	<---	F4	.784						
ASC_E4	<---	F4	.816	***					
ASC_E3	<---	F4	.923	***					

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Table 4.25

Standardized Regression Weights (Continued)

			Estimate	P	Estimate	P
ASC_E2	<---	F4	.824	***		
ASC_C5	<---	F5	.846			
ASC_C4	<---	F5	.859	***		
ASC_C3	<---	F5	.747	***		
ASC_C2	<---	F5	.750	***		
ASC_T4	<---	F6	.762			
ASC_T3	<---	F6	.592	***		
ASC_T2	<---	F6	.740	***		
ASC_T1	<---	F6	.605	***		
ASC_R1	<---	F1	.654	***		
ASC_E1	<---	F4	.866	***		
ASC_C1	<---	F5	.678	***		
CS1	<---	F8	.846			
CS2	<---	F8	.868	***		
CS3	<---	F8	.823	***		
CS4	<---	F8	.801	***		
CS5	<---	F8	.838	***		
CS6	<---	F8	.896	***		

Note : significance at 0.5% ***

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4.21 Summary of Chapter Four

This chapter started by looking at the demographic characteristics of respondents sampled in the study in terms of their gender, marital status, age, educational qualification and designation. Also the various stages involved in data preparation and analysis were discussed. The chapter went further to test the hypothesized measurement model of service quality (SERVQUAL) through structural equation model (SEM). The aim of the test was to prove that SERVQUAL is multidimensional construct composed of six factors (tangibles, reliability, responsiveness, assurance, empathy, communication) and that the factors are related to one another. The initial results obtained from SEM showed that though the goodness-of-fit statistics obtained were within the recommended range as stipulated in literature, some covariance modification indices (MIs) were substantially larger than others. Thus, respecification was performed to correct this problem. The results obtained from the respecified model showed the there was no substantially large values for the MIs. Also, the model fit indices improved. For example, the RMSEA dropped from 0.07 to 0.06 and CFI increased from 0.914 to 0.936.

Furthermore, the factorial validity of scores from a hypothesized second order measurement model of SERVQUAL was tested. The goodness –of-fit statistics (model fit indices) showed that the hypothesized second order model of SERVQUAL fits the sample data. RMSEA value of 0.07 and CFI of 0.927 were

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obtained. Equally, the MIs showed that there were no substantially large values for covariances and regression weights obtained.

Finally, a structural model was developed to test the hypotheses postulated in the study. The goodness-of-fit statistics showed that the structural model fits the sample data. RMSEA of 0.06 and CFI of 0.916 obtained were within the recommended range in literature. The MIs were equally alright as there were no substantially (spurious) values obtained. Results obtained from the structural model showed that:

(i) A significant relationship exists between service quality and customer satisfaction (β= 0.70, p 0.05);

(ii) Significant relationship exists between service quality and customer training intention (β= 0.36, $p<0.05$);

(iii) Significant relationship exists between customer satisfaction and training intention (β = 0.59, $p<0.05$) and

(iv) Customer satisfaction partially mediates between service quality and training intention (β= 0.70, $p<0.05$ and β= 0.59, $p<0.05$) > (β= 0.36, $p<0.05$).

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CHAPTER 5

CONCLUSIONS AND RECOMMENDATIONS

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5.1 Introduction

This chapter presents a summary of key findings of the thesis. It gives an insight on how the thesis provides answers to the hypotheses posed. Furthermore it outlines the contributions of the study, limitation and suggests area of further research. The purpose of this thesis was to examine the relationship between service quality, customer satisfaction and training intention at ASCON. It also examines the mediating effect of customer satisfaction in relationship between service

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quality and training intention. The SERVQUAL model proposed by Parasuraman et al. (1985) was used as the research framework.

The SERVQUAL model has five dimensions: tangibles, reliability, responsiveness, assurance and empathy. An additional dimension - communication was incorporated into the model by the researcher. Also purchase intention in the SERVQUAL model was changed to training intention in order to capture the subject matter of the research. The study utilized trainees at ASCON between years 2005 to 2014. The developed research model was empirically tested through confirmatory factor analysis using Structural Equation Model (SEM).

5.2 Summary of Findings

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Before delving into the findings of the relationships between the overall perceived service quality, customer training intention and customer satisfaction, it is necessary to re-state the hypotheses posed at the beginning of the study :

Hypothesis 1: Training service quality has a significant effect on customer training intention in training organisation

Similarly, results of the study supports hypothesis 2 that training service quality ($\beta = 0.36$, $p<0.05$) has a significant effect on customer training intention. A significant effect of service quality on training intention is consistent with past empirical studies on buying or purchasing intention (Li, Huang & Yang, 2011; Hsu et al. 2008). In these studies service quality has a direct effect on buying or

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purchasing intention. What this result suggests is that training intention of customers (trainees) at ASCON is largely influenced by the quality of service they get. In other words, poor service delivery could lead low patronage from customers. Therefore, customer retention or defection could be guided by the quality of service rendered by any organization.

On each dimension of the service quality and customer training intention certain results were indicated as in Figure 4.4. The results showed that five of the six dimensions have positive significant relationship with customer training intention (empathy: $\beta= 0.45$, $P<0.05$; assurance: $\beta= 0.29$, $P<0.05$; responsiveness: $\beta= 0.16$, $P<0.05$; reliability: $\beta= 0.12$, $P<0.05$; tangibles: $\beta= 0.10$, $P<0.05$). It was also noted that communication ($\beta= -0.01$, $P<0.05$) indicated no significant effect on customer training intention. While prior studies indicated significant positive relationship between communication and customer satisfaction (Cheney, 2011& Alima & Muhamad, 2013), none existed with the customer training intention to the knowledge of the researcher.

Hypothesis 2: Training service quality has a significant effect on customer satisfaction in training organisation.

As expected, service quality was found to have a significant positive effect on customer satisfaction ($\beta = 0.70$, $p< 0.05$). This finding is consistent with previous studies that have shown positive relationship between service quality and customer satisfaction (Negi 2009; Daniel & Berinyuy, 2010). The

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significant result suggests that a positive evaluation of service quality by trainees at ASCON would affect their level of satisfaction . In view of this, negative evaluation could suggest non-satisfaction with service quality while high perceived service quality leads to customer satisfaction.

In this study, service quality was measured by six dimensions (tangibles, reliability, responsiveness, assurance, empathy and communication). The equipment used in training, attending to customers needed promptly, putting into consideration customers interest and good communication channel to address various issues regarding customer training are some of the components of service quality expected from ASCON. Other tangibles that could enhance service quality include: training rooms, overhead projectors, whiteboard and flip chart board. Openness, friendliness, helpfulness, and willingness of the staff which Zeithaml *et al.* (1990) regarded as responsiveness is another dimension of service quality that is very important. Customer satisfaction as opined by Ladhari (2009) is an important instrument any organization that wants to distinguish itself in a competitive market adopts. To achieve this, quality of service rendered by such an organization must meet the expectation of customers. Parasuraman *et al.,* (1988) noted that perceptions of service quality were dependent upon customers' expectations about the service and actual performance of the service. Thus, when a service is less than customers' expectations, there is no quality service.

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Also, the results of the study showed that there were relationships between each of the service quality dimensions and customer satisfaction. From Figure 4.5, three of the six dimensions significantly influenced customer satisfaction (assurance: $\beta = 0.21$, $P<0.05$; empathy: $\beta = 0.52$, $P < 0.05$; tangibles: $\beta = 0.15$, $P < 0.05$). The highest dimension effect was from that of empathy, followed by assurance and lastly by tangibles. Conversely, the other three dimensions indicated no influence on customer satisfaction (responsiveness, communication, reliability).

Hypothesis 3: Customer satisfaction has a significant effect on customer training intention in training organisations.

The third hypothesis of the study which states that customer satisfaction has positive significant influence on training intention was equally supported ($\beta = 0.59$, $p<0.05$). What this result suggests in essence was that those things in terms of facilities and services should be given utmost attention. First of all, the institute is located in a serene environment devoid of much commercial and industrial activities in Nigeria's commercial nerve centre Lagos. Such a serene environment affords the trainees (customers) at the institute the needed opportunity to concentrate on what they were being thought. This is unlike in city centres where there are always distractions of attention by various human and industrial activities. The findings was consistent with past studies that have reported a positive significant relationship between customer satisfaction and buying intention (Otani and Harris 2004; Chen & Chen 2014).

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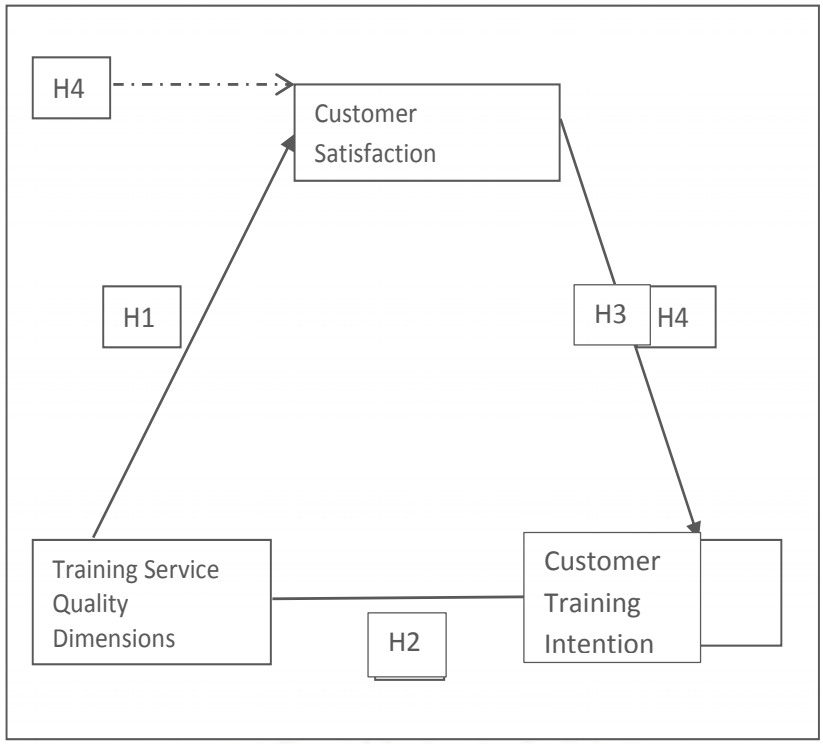
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Hypothesis 4: Customer satisfaction mediates the relationship between training service quality and customer training intention in training organisation.

Finally, results from the study revealed that customer satisfaction mediates between service quality and customer training intention (β=.70, $p<0.05$ and β= 0.59, $p<0.05$, β= 0.36, $p<0.05$). However, base on the regression weights obtained for each of the constructs in the structural model in Figure 4.8 in chapter 4, the mediation role of customer satisfaction was found to be partial. What this suggested was that customer satisfaction which was influenced by service quality has positive effect on training intention at ASCON. Thus, the fourth hypothesis of the study was supported. Similarly, previous studies had reported that customer satisfaction mediated between the relationship of service quality and buying intention (Hsu et al. 2007; Mpingajira, 2008).

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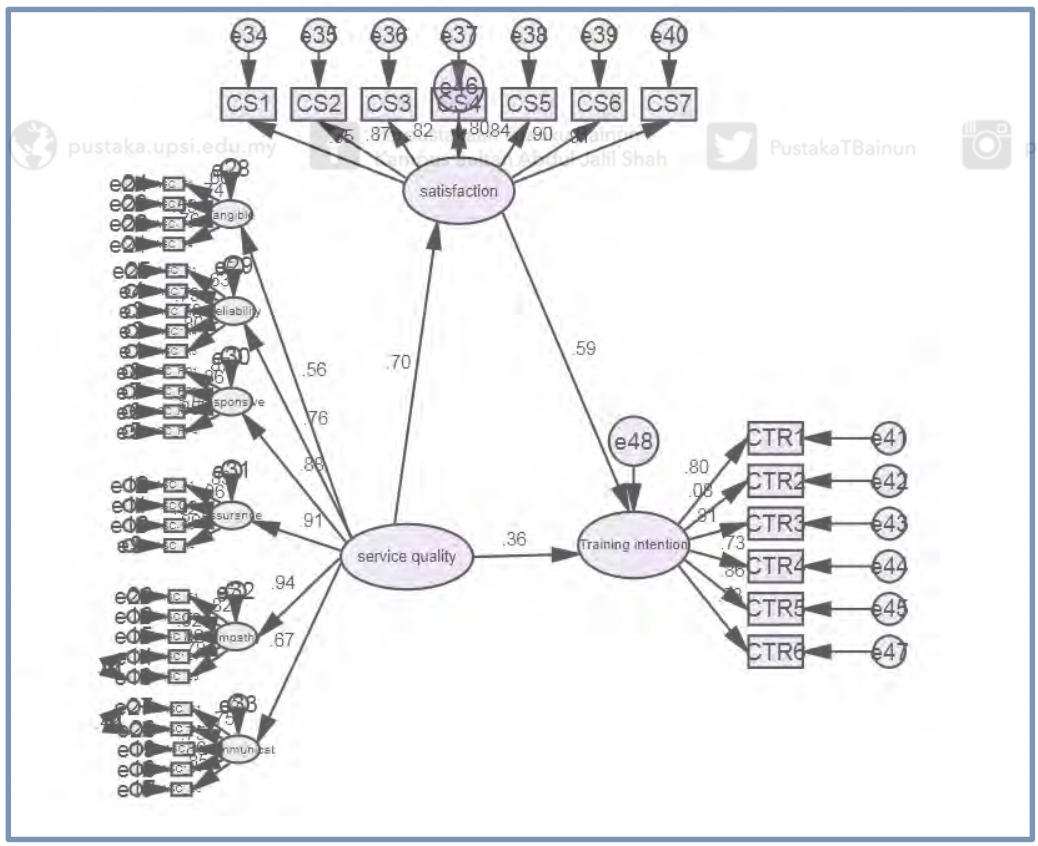


Figure 5.1. Research Framework Model (SERVQUAL) and Output of the Full Structural Model

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5.3 Contribution of the Study to Academic Research

This study has contributed to the service quality knowledge base in government institutions. First, the study has shown that communication is an important aspect of service quality in any training organization. Introduction of communication as one of the factors in SERVQUAL framework serves as new frontier in academic research.

Secondly, past studies have used SERVQUAL framework on purchasing but the present study deviates from such path by replacing buying intention with training intention. This equally serves as another new area of research. Also, the structural model developed fits the data (RMSEA = 0.06, CFI = 0.92, and GFI= 0.80) which was an indication that the model can empirically explain what it was meant to explain.

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5.4 Contribution to Practice

The main reason for adopting SERVQUAL framework for this research was to capture a more complete set of antecedents that could better explain the decision to engage in training for manpower development. Unraveling the relationships that exist between service quality, customer satisfaction and training intention provides a clear understanding of how these factors interact. Thus, the results of

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this study become more relevant to both private and public institutions in a developing country like Nigeria.

The relevant practical implication of the study is that service quality affects customer satisfaction. Satisfaction has no universal measurement as different studies adopt variables that suit the purpose of the study in question. In this study, customer satisfaction was measured in terms of training facilities at the institute (ASCON), the environmental condition, training schedule and contents of the training in terms of relevance to practice within the various government agencies in Nigeria. It is obvious from the findings of the study that customer satisfaction hinges upon provision of these things. In Nigeria, many government establishments are fraught with management incompetency because people believe that government is nobody's business. Even when these agencies generate income on behalf of government through services they render to the general public, people (customers) have over the years been deprived of good service quality. Thus, it behooves those saddled with management of government institutions like ASCON to take customer satisfaction serious in their service delivery.

Again, the study found that the quality of service has positive effect on training intention. What this means in essence is that people will be willing to go for training at ASCON if they are convinced that the quality of service is good. This will even help the organization in raising its internally generated revenue (IGR). As stated earlier in the study, the institution gets a quarterly subvention

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from the federal government for payment of staff salary and other overhead costs. This amount is not enough to pay staff salary. The government expects it to use IGR to balance the remaining. Thus, poor service quality means that the institution might not be able to pay staff salary as at when due and meet up other overhead cost. Presently in the country, the economy is passing through a difficult time due to sharp decline in the cost of crude oil at the international market. Since the country depends heavily on crude oil for revenue generation, funds released to government agencies like ASCON has dropped. Hence, the only way to generate more money would be through attraction of more customers to the institute. One of the ways of achieving this is through good service quality delivery.

5.5 Limitations of the Study

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There is no doubt that this research has provided strong empirical results. However, its weaknesses should not be overlooked. The study did not establish inter-relationships among the service quality dimensions. Secondly, the sample had low number of political office holders. About 14 per cent of the respondents were political office holders. The low number of political office holders in the sample may bias the result in terms of service quality and customer satisfaction. Thus, the results of this study should be interpreted cautiously.

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Thirdly, the study was limited to one government agency (ASCON). Customers patronizing other government institutions that render training services might share different opinions with respect to service quality and satisfaction. Since their experiences in terms of service rendered might be different, all the factors that were used in measuring service quality and satisfaction might not be applicable across board.

Despite the above stated shortcomings of the study, it suffices to mention that they were relatively insignificant to the need for doing the research. This was because this kind of study does lead to new frontier in knowledge.

5.6 Future Research Direction

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Future research areas discussed relate to the limitations highlighted in the previous section. Further study on the construct of service quality should examine inter-relationships among the service quality dimensions. Also, the sample should cover all segments of the society as noted earlier, the sample used in the present research was limited to government employees and political office holders.

Since there are other institutions that are saddled with manpower training and re-training, future research should incorporate two or three of these institutions. Although their target population might be different in terms of those that come for training, incorporating them into the study would give a more generalized

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result. Again, satisfaction as a variable has many components as stated earlier, thus its measurement is subject specific (i.e depending on the subject matter in question). Incorporating other institutions would mean addition of more variables into the questionnaire to capture the aspect of satisfaction that trainees or customers patronizing such institutions may likely be concerned with.

A replication of this study within different public training institutes like ASCON in Nigeria would shed more light on the research question. It would show whether the six dimensions of service quality really have any impact on customer satisfaction and training intention across the country. Also, organisational environment might differ across the globe. Hence, the ability to generalize the findings of this study depends on the limitations of comparable environmental backgrounds of training institutes in Nigeria and other countries.

5.7 Conclusion

This thesis has further enhanced the existing knowledge on service quality, customer satisfaction and training intention. Existing studies on service quality has focused on sales/purchase of goods. However, this study opens a new frontier by looking at public service organization (training institute) using existing SERVQUAL framework. It went further to add another dimension to the SERVQUAL model making it six dimensions. The major idea behind adding communication as a sixth dimension was because of the important role it plays in any organization.

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Communication is the interaction between service providers and customers. It strengthens the relationship between service providers and customers. Addition of communication as a dimension in the modified SERVQUAL model is essential and relevant because interaction is vital in a training institute like ASCON. Magnolias (2000) observed that poor communication could hinder service quality.

In the public service, it is critical in stimulating delivery of quality services. Both formal and informal communication channels have positive relationship with quality decisions in public service (Coffey International Development 2007). The study has shown that service quality dimensions have positive significant relationship with customer satisfaction and training intention at ASCON. Furthermore, results from the study showed that customer satisfaction mediates the relationship between service quality dimensions of tangibles, assurance, empathy, reliability, responsiveness and communication on training intention. Overall, results from the SEM indicate that the model provides a good understanding of factors that influence intention to train at ASCON. As expected, addition of another dimension to the existing service quality dimensions in this study has provided a more robust analysis.

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APPENDIX LIST

Appendix A

ASCON's Objectives

The following are ASCON's objectives (ASCON, 2016):

a. "To provide higher management training for the development of senior Executives for public sector of the Nigerian economy;

b. "To provide and arrange for comparative study and investigation of the principles and techniques of management and administrations, and for exchange of ideas and experience and for promotion of better understanding between persons connected with; management and administrations arising in different spheres of national life;

c. "To award grants, scholarships or travel fellowships to research in public administration and allied subjects;

d." To conduct research into problems of management and administration arising in different spheres of national life.

e. "To establish and maintain a library;

f. "To undertake, organize and facilitate study courses, conferences, lectures, seminars and the like and to promote the aforesaid objectives; and

g. "To undertake and provide for the publication of journals and research papers and books in furtherance of the aforesaid objectives."

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Appendix B

Survey Questionnaire



Faculty of Management and Economics.

10th December, 2014.

Dear Respondent,

SERVICE QUALITY SURVEY QUESTIONNAIRE

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

Iam a PhD student of Universiti Pendidikan Sultan Idris, Malaysia. Iam engaged in a research project which is a requirement for the award of the degree.

The study is to examine relationship between service quality and customer training intention at the Administrative Staff College of Nigeria (ASCON) in Nigeria.

Kindly complete this questionnaire and return it on or before 31st May, 2014. Note that there is no correct or wrong answer. Your responses will be held in the strictest confidence and used only for this study.

Please for any question on the questionnaire, email me via ifuande@yahoo.com or call +601126047200.

Thank you for participation.

Yours faithfully,

Ifu Ahmadu Andenyang
(PhD Student)

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Appendix B cont.

INSTRUCTIONS:

1. The questionnaire has four (4) sections: A, B, C & D.
2. Use scales 1 – 5 against each item statement to indicate the extent of your answer in each one.
3. Choose (Tick✓) or fill your answer as appropriate in each question.

SECTION A: YOUR PERCEPTIONS ABOUT SERVICE QUALITY.

S/No	Item	Strongly disagree	Disagree	Undecided	Agree	Strongly agree
	Tangibles					
1.	ASCON has state-of-the-art equipment and facilities.	1	2	3	4	5
2.	ASCON physical facilities are visually appealing for training.	1	2	3	4	5
3.	ASCON employees appear neat and corporate.	1	2	3	4	5
4.	The physical environment of ASCON is ideal for training.	1	2	3	4	5
	Reliability					
5.	When ASCON promises to do something by a certain time, they do.	1	2	3	4	5
6.	When a customer has a problem, ASCON employees show a sincere interest in solving it.	1	2	3	4	5
7.	Training institutions perform the service right the first time.	1	2	3	4	5
8.	ASCON employees provide the service at the time they promised to do so.	1	2	3	4	5
9.	ASCON employees keep their records accurately.	1	2	3	4	5
	Responsiveness					
10.	ASCON employees make information easily available to customers.	1	2	3	4	5
11.	ASCON employees give prompt service to customers.	1	2	3	4	5
12	ASCON employees are always willing to help customers.	1	2	3	4	5
13.	ASCON employees are never too busy to respond to customers.	1	2	3	4	5
	Assurance					
14.	The behaviors of ASCON employees instill confidence in customers.	1	2	3	4	5
15.	As a customer I feel safe in transactions with ASCON employees.	1	2	3	4	5

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16.	ASCON employees are polite with customers.	1	2	3	4	5
17.	ASCON employees have the knowledge to answer customers' questions.	1	2	3	4	5
	Empathy					
18.	As a customer ASCON employees give me individual attention.	1	2	3	4	5
19.	ASCON operating hours are convenient to customers.	1	2	3	4	5
20.	ASCON employees give customers personal service.	1	2	3	4	5
21.	ASCON employees have their customers' best interest at heart.	1	2	3	4	5
22.	The employees of ASCON understand the specific needs of their customers.	1	2	3	4	5
	Communication					
23.	There is clarity in communication of ASCON employees with customers.	1	2	3	4	5
24.	Customers are always kept informed on services.	1	2	3	4	5
25.	Employees of ASCON use technology for prompt contact and communication with customers.	1	2	3	4	5
26.	Communication channel is clear at ASCON.	1	2	3	4	5
27	Information is communicated in a timely manner at ASCON.	1	2	3	4	5

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Appendix B cont.

SECTION B: CUSTOMER TRAINING INTENTION

Please tick (✓) the number that corresponds to your feeling about intention to train at ASCON on the following scales:

1	2	3	4	5
Strongly disagree	Disagree	Undecided	Agree	Strongly agree

Statement	Scales				
a. Iam most likely to be trained at ASCON.	1	2	3	4	5
b. I have no plan to train at ASCON.	1	2	3	4	5
c. Iam motivated to be trained at ASCON.	1	2	3	4	5
d. Iam influenced to be trained in the next one year.	1	2	3	4	5
e. Iam willing to recommend ASCON to others who ask me where to be trained.	1	2	3	4	5
f. If I need training in future, ASCON will be my first choice.	1	2	3	4	5

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SECTION C: CUSTOMER SATISFACTION

Please tick (✓) the number that corresponds on how satisfied you are with the training service of ASCON on the scales provided:

1	2	3	4	5
Strongly Agree	Disagree	Undecided	Agree	Strongly agree

Statement	Scales				
a. Iam satisfied with the training delivery.	1	2	3	4	5
b. Iam satisfied with the training facilities.	1	2	3	4	5
c. Iam satisfied with the training schedule.	1	2	3	4	5
d. Iam satisfied with the training contents.	1	2	3	4	5
e. Iam satisfied with the training environment.	1	2	3	4	5
f. ASCON does a good job of satisfying my training needs.	1	2	3	4	5
g. Overall, Iam satisfied with ASCON training services.	1	2	3	4	5

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Appendix B contd.

SECTION D: DEMOGRAPHIC STATEMENTS

Please tick (√)/fill as applied to you the following:

1. Gender: Female ☐
   Male ☐

2. Marital status: Single ☐
   Married ☐
   Divorced/separated ☐
   Widow/widower ☐

3. Which year (s) did you train at ASCON? ……

4. Age: 25 or below ☐
   26 - 30 ☐
   31 -35 ☐
   36 - 40 ☐
   41 - 45 ☐
   46 - 50 ☐
   51 - 55 ☐
   56 - 60 ☐
   61 - 65 ☐

5. Your highest educational qualification: PhD …… ☐
   Master Degree …. ……. ☐
   Degree/Higher Diploma …… ☐
   National Diploma/Advanced Level ☐
   School certificate /Advanced Level ☐

6. Your designation: Political office holder ☐
   Top Management officer ☐
   Senior Management officer ☐
   Middle management officer ☐

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Appendix C

Population (N) and Estimated Sample size (S)

N	S	N	S	N	S
10	10	220	140	1200	291
15	14	230	144	1300	297
20	19	240	148	1400	302
25	24	250	152	1500	306
30	28	260	155	1600	310
35	32	270	159	1700	313
40	36	280	162	1800	317
45	40	290	165	1900	320
50	44	300	169	2000	322
55	48	320	175	2200	327
60	52	240	181	2400	331
65	56	260	186	2600	335
70	59	380	191	2800	338
75	63	400	196	3000	341
80	66	420	201	3500	346
85	70	440	205	4000	351
90	73	460	210	4500	354
95	76	480	214	5000	357
100	80	500	217	6000	361
110	86	550	226	7000	364
120	92	600	234	8000	367
130	97	650	242	9000	368
140	103	700	248	10000	370
150	108	750	254	15000	375
160	113	800	260	20000	377
170	118	850	265	30000	379
180	123	900	269	40000	380
190	127	950	274	50000	381
200	132	1000	278	75000	382
210	136	1100	285	1000000	384

Source: Cavana, Delahaye & Sekaran (2001)

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Appendix D

Letter to the President, ASCON Alumni Association, Nigeria

ASCON
P.M.B. 1004
Topo – Badagry
Lagos, Nigeria.

20th May, 2015.

The President
ASCON Alumni Association
…… Zone
Nigeria.

Dear Sir/Ma,

REQUEST FOR HELP IN LOGISTIC ARRANGEMENT FOR ASCON SERVICE QUALITY SURVEY

Please there will be a survey examining ASCON service quality in your zone. The selected subjects for the survey are as per the attached sample list.

2. Kindly with your Executive members use their names and Ministries, Departments and Agencies to arrange meetings of the research team with them as from 1st to 5th June, 2015 during their break time. The meetings can be in groups or individually as appropriate to the selected ASCON alumna.

3 In case the proposed week is not convenient to any of them, you could arrange dates within another week of the month (June, 2015) for meeting with the research team.

4. Your effort is highly appreciated and you will be paid honouraria and logistic expenses.

5. Thank you for your unalloyed support.

Your faithfully,
Ifu Ahmadu Andenyang
(Research Leader)

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Appendix E

Modification Indices for Hypothesized Second Order Service Quality Model

			M.I.	Par Change				M.I.	Par Change
e33	<-->	e28	8.555	.068	e9	<-->	e17	4.298	-.040
e32	<-->	e28	11.507	-.054	e9	<-->	e10	5.278	.038
e31	<-->	e33	6.795	-.051	e8	<-->	e21	6.754	.054
e29	<-->	e28	15.268	.095	e7	<-->	e33	6.100	.054
e29	<-->	e33	18.205	.099	e7	<-->	e32	5.173	-.034
e27	<-->	F7	9.119	.094	e7	<-->	e27	10.537	-.063
e27	<-->	e33	9.100	-.064	e7	<-->	e26	11.214	-.066
e25	<-->	e28	10.081	.091	e7	<-->	e22	6.626	.060
e25	<-->	e30	8.194	-.069	e7	<-->	e19	4.444	-.048
e24	<-->	e32	12.116	-.077	e7	<-->	e17	17.334	.080
e23	<-->	e29	12.915	.093	e7	<-->	e9	6.427	.051
e23	<-->	e25	7.375	.088	e7	<-->	e8	12.507	.068
e22	<-->	F7	4.987	.093	e6	<-->	e28	4.213	-.037
e19	<-->	e31	4.719	-.045	e6	<-->	e23	4.451	-.043
e19	<-->	e23	10.192	.088	e6	<-->	e9	5.910	-.042
e19	<-->	e22	7.600	-.074	e5	<-->	e33	4.663	-.047
e19	<-->	e20	7.600	.054	e5	<-->	e31	4.246	.037
e18	<-->	e20	8.313	-.045	e5	<-->	e27	9.778	.060
e18	<-->	e19	4.299	.042	e5	<-->	e17	8.655	-.056
e17	<-->	e19	6.158	-.053	e5	<-->	e7	5.027	-.044

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e17	<-->	e18	5.121	.037	e5	<-->	e6	7.914	.046
e16	<-->	e26	4.880	.046	e4	<-->	e12	7.429	.069
e15	<-->	e28	6.577	-.046	e4	<-->	e10	7.641	-.058
e15	<-->	e24	15.080	-.096	e4	<-->	e6	9.975	.066
e14	<-->	e29	6.003	.048	e3	<-->	e30	4.193	-.039
e14	<-->	e21	6.565	.048	e2	<-->	e33	9.049	.079
e14	<-->	e16	13.193	-.087	e2	<-->	e25	8.871	.095
e13	<-->	e22	9.407	.066	e2	<-->	e11	5.834	-.057
e13	<-->	e21	4.495	-.041	e1	<-->	e28	5.748	.058
e13	<-->	e16	5.292	.045	e1	<-->	e32	6.666	-.045
e13	<-->	e15	7.773	-.043	e1	<-->	e30	17.158	.084
e11	<-->	e33	7.002	-.058	e1	<-->	e29	4.029	-.048
e11	<-->	e27	4.072	.038	e1	<-->	e26	4.031	-.045
e11	<-->	e26	4.389	-.041	e1	<-->	e25	11.346	-.103
e11	<-->	e23	7.537	.065	e1	<-->	e22	4.905	.059
e11	<-->	e21	4.752	-.045	e1	<-->	e17	4.788	-.048
e11	<-->	e19	5.351	-.052	e1	<-->	e16	4.697	-.053
e11	<-->	e12	6.933	.053	e1	<-->	e11	5.587	.053
e10	<-->	e32	6.056	.032	e1	<-->	e8	7.854	.063
e10	<-->	e23	6.667	-.053	e1	<-->	e7	7.032	.061
e10	<-->	e12	10.453	-.056					
e9	<-->	e25	4.459	-.058					

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Appendix F

Modification Indices Relating Regression Weights (Group Number 1 - Default Model)

			M.I.	Par Change				M.I.	Par Change
F6	<---	F5	4.010	.100	ASC_T2	<---	ASC_A1	4.322	-.084
F6	<---	F1	8.086	.136	ASC_T2	<---	ASC_A3	5.134	-.089
F5	<---	F6	5.174	.154	ASC_T2	<---	ASC_RP3	6.494	-.104
F5	<---	F1	5.840	.121	ASC_T2	<---	ASC_RP4	6.056	-.100
F4	<---	F6	7.026	-.124	ASC_T3	<---	F7	4.987	.093
F1	<---	F6	15.292	.261	ASC_T3	<---	F4	4.715	.111
F1	<---	F5	8.559	.150	ASC_T3	<---	F3	5.798	.110
ASC_C1	<---	F7	9.119	.104	ASC_T3	<---	F1	4.065	.107
ASC_C1	<---	F6	10.637	.194	ASC_T3	<---	ASC_C1	7.351	.129
ASC_C1	<---	F4	8.322	.122	ASC_T3	<---	ASC_E1	5.036	.086
ASC_C1	<---	F3	11.147	.126	ASC_T3	<---	ASC_C2	5.478	.114
ASC_C1	<---	F2	7.339	.107	ASC_T3	<---	ASC_E4	4.073	.075
ASC_C1	<---	F1	6.745	.114	ASC_T3	<---	ASC_E5	11.508	.131
ASC_C1	<---	ASC_E1	9.796	.099	ASC_T3	<---	ASC_A1	6.988	.104
ASC_C1	<---	ASC_T1	8.056	.093	ASC_T3	<---	ASC_A2	5.711	.092
ASC_C1	<---	ASC_T2	5.083	.082	ASC_T3	<---	ASC_A3	5.114	.086
ASC_C1	<---	ASC_T3	9.207	.126	ASC_T3	<---	ASC_RP2	7.955	.108
ASC_C1	<---	ASC_E3	4.573	.067	ASC_T3	<---	ASC_R5	7.243	.108
ASC_C1	<---	ASC_E4	12.606	.109	ASC_T4	<---	ASC_RP1	4.519	.073
ASC_C1	<---	ASC_E5	12.105	.111	ASC_C3	<---	F3	4.798	-.099
ASC_C1	<---	ASC_A1	11.041	.108	ASC_C3	<---	ASC_T3	6.651	-.128
ASC_C1	<---	ASC_A2	13.866	.119	ASC_C3	<---	ASC_A2	8.399	-.110
ASC_C1	<---	ASC_A3	5.467	.074	ASC_C3	<---	ASC_A3	6.316	-.095
ASC_C1	<---	ASC_A4	11.741	.108	ASC_C3	<---	ASC_RP2	5.414	-.087

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ASC_C1	<---	ASC_RP1	6.469	.080	ASC_C4	<---	ASC_C2	5.125	-.086
ASC_C1	<---	ASC_RP3	5.318	.076	ASC_E2	<---	ASC_E4	4.811	-.075
ASC_C1	<---	ASC_RP4	14.006	.122	ASC_E3	<---	F6	4.711	-.113
ASC_C1	<---	ASC_R2	5.248	.086	ASC_E3	<---	ASC_T1	16.756	-.117
ASC_C1	<---	ASC_R4	4.623	.071	ASC_E4	<---	ASC_T4	4.331	.079
ASC_C1	<---	ASC_R5	5.151	.075	ASC_E4	<---	ASC_E2	5.705	-.071
ASC_E1	<---	ASC_RP2	5.016	-.072	ASC_E4	<---	ASC_R2	5.900	.085
ASC_R1	<---	F6	4.614	.180	ASC_E5	<---	ASC_T3	7.684	.110
ASC_R1	<---	ASC_T1	4.789	.101	ASC_A1	<---	ASC_E4	4.576	.070
ASC_R1	<---	ASC_T2	9.137	.156	ASC_A1	<---	ASC_E5	5.947	.084
ASC_R1	<---	ASC_RP1	4.496	-.094	ASC_A1	<---	ASC_R2	7.299	.108
ASC_T1	<---	F4	4.895	-.142	ASC_A2	<---	F5	4.518	-.099
ASC_T1	<---	ASC_E1	6.504	-.122	ASC_A2	<---	ASC_T2	5.452	.087
ASC_T1	<---	ASC_E3	10.213	-.152	ASC_A2	<---	ASC_C3	8.649	-.106
ASC_T2	<---	F2	4.138	-.100	ASC_A2	<---	ASC_C4	5.908	-.094
ASC_T2	<---	ASC_R1	5.986	.100	ASC_A3	<---	ASC_T2	4.722	-.071
ASC_T2	<---	ASC_E4	4.347	-.079	ASC_A3	<---	ASC_R2	5.161	-.076
ASC_T2	<---	ASC_E5	4.070	-.080	ASC_A4	<---	ASC_R1	5.294	-.079
ASC_RP2	<---	ASC_C5	9.731	.118	ASC_RP1	<---	ASC_T4	4.215	.086
ASC_RP3	<---	ASC_T2	5.433	-.076	ASC_RP2	<---	ASC_E1	4.893	-.073
ASC_RP3	<---	ASC_R2	5.066	.075	ASC_RP2	<---	ASC_T3	5.460	.101
ASC_RP4	<---	ASC_C5	5.766	-.090					
ASC_R2	<---	ASC_E4	4.952	.086					
ASC_R3	<---	ASC_RP1	4.169	-.072					
ASC_R4	<---	ASC_R1	4.749	.089					
ASC_R4	<---	ASC_A2	4.882	-.087					
ASC_R5	<---	F6	7.658	.195					
ASC_R5	<---	F2	7.941	.132					
ASC_R5	<---	ASC_R1	6.105	-.097					
ASC_R5	<---	ASC_T2	6.010	.106					

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ASC_R5	<---	ASC_T3	9.962	.156
ASC_R5	<---	ASC_T4	4.022	.097
ASC_R5	<---	ASC_A2	5.361	.087
ASC_R5	<---	ASC_RP1	13.148	.135
ASC_R5	<---	ASC_RP2	12.808	.134
ASC_R5	<---	ASC_RP3	5.448	.091
ASC_R5	<---	ASC_RP4	4.130	.079

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Appendix G

Covariances (Group Number 1 - Default Model)

			M.I.	Par Change				M.I.	Par Change
e33	<-->	e28	8.785	.069	e27	<-->	e34	10.965	.067
e32	<-->	e28	13.384	-.056	e25	<-->	e28	9.662	.089
e31	<-->	e33	5.552	-.046	e25	<-->	e30	8.437	-.070
e29	<-->	e28	25.274	.114	e24	<-->	e32	13.767	-.079
e29	<-->	e33	19.436	.105	e24	<-->	e42	4.069	-.120
e47	<-->	e29	5.172	-.055	e24	<-->	e39	6.057	-.057
e45	<-->	e47	14.605	.090	e23	<-->	e29	12.906	.093
e44	<-->	e31	6.304	-.058	e23	<-->	e47	4.672	-.057
e43	<-->	e31	4.753	-.046	e23	<-->	e43	6.845	.075
e43	<-->	e47	6.573	-.067	e23	<-->	e42	10.585	.158
e43	<-->	e45	5.344	-.059	e23	<-->	e39	4.307	-.040
e43	<-->	e44	11.487	.106	e23	<-->	e25	7.262	.088
e41	<-->	e31	6.073	.054	e22	<-->	F7	5.938	.101
e41	<-->	e47	8.073	-.078	e22	<-->	e46	7.457	.077
e41	<-->	e43	21.340	.137	e22	<-->	e42	7.116	-.126
e40	<-->	e32	4.395	-.026	e22	<-->	e34	6.054	.060
e40	<-->	e45	5.332	.042	e21	<-->	e48	4.478	-.041
e39	<-->	e33	6.128	-.044	e21	<-->	e43	4.103	-.051
e39	<-->	e41	4.779	.043	e21	<-->	e36	4.757	-.049
e39	<-->	e40	38.616	.081	e20	<-->	e47	6.644	.050
e38	<-->	e29	5.281	-.049	e20	<-->	e40	6.403	-.037

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e38	<-->	e45	9.452	-.066	e19	<-->	e42	7.617	.128
e37	<-->	e42	5.289	.096	e19	<-->	e39	6.818	-.048
e37	<-->	e40	7.239	-.046	e19	<-->	e37	5.128	.054
e37	<-->	e38	8.050	.058	e19	<-->	e36	4.095	.049
e36	<-->	e45	4.558	-.049	e19	<-->	e34	5.000	-.054
e36	<-->	e39	9.954	-.053	e19	<-->	e23	10.311	.088
e36	<-->	e37	13.629	.081	e19	<-->	e22	7.759	-.074
e35	<-->	e40	7.290	-.043	e19	<-->	e20	7.604	.054
e35	<-->	e39	18.333	-.064	e18	<-->	e20	8.229	-.045
e35	<-->	e36	27.197	.105	e18	<-->	e19	4.439	.043
e34	<-->	F7	10.837	.123	e17	<-->	e46	4.044	.047
e34	<-->	e46	11.183	-.085	e17	<-->	e40	4.634	.035
e34	<-->	e47	5.051	.053	e17	<-->	e37	4.425	-.042
e34	<-->	e44	8.815	-.082	e17	<-->	e19	6.340	-.054
e34	<-->	e38	12.211	-.072	e17	<-->	e18	4.985	.037
e34	<-->	e35	40.355	.127	e16	<-->	e26	5.009	.047
e27	<-->	F7	9.025	.103	e15	<-->	e28	7.251	-.048
e27	<-->	e33	8.686	-.063	e15	<-->	e47	5.790	.045
e27	<-->	e47	4.389	-.045	e15	<-->	e41	13.194	-.076
e27	<-->	e41	4.908	.053	e15	<-->	e35	4.056	.032
e27	<-->	e36	5.331	-.047	e15	<-->	e24	16.004	-.098
			M.I.	Par Change				M.I.	Par Change
e14	<-->	e15	4.198	.031	e6	<-->	e37	7.497	.048
e13	<-->	e46	5.290	.051	e14	<-->	e29	6.382	.049

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e13	<-->	e32	5.773	-.032	e14	<-->	e21	6.913	.050
e13	<-->	e45	6.132	-.049	e14	<-->	e16	19.263	-.085
e13	<-->	e43	5.928	.054	e6	<-->	e23	4.465	-.043
e13	<-->	e41	4.929	.051	e6	<-->	e9	6.444	-.043
e13	<-->	e22	8.967	.064	e5	<-->	e33	4.404	-.046
e13	<-->	e21	4.461	-.041	e5	<-->	e27	9.893	.060
e13	<-->	e16	4.549	.042	e5	<-->	e17	8.910	-.057
e13	<-->	e15	8.899	-.046	e5	<-->	e7	5.093	-.044
e12	<-->	e47	4.544	.049	e5	<-->	e6	6.547	.042
e12	<-->	e45	5.739	-.053	e4	<-->	e12	7.241	.068
e11	<-->	e33	6.418	-.055	e4	<-->	e10	7.934	-.059
e11	<-->	e41	5.967	.060	e4	<-->	e6	9.786	.065
e11	<-->	e27	4.120	.039	e3	<-->	e38	4.075	-.043
e11	<-->	e26	4.753	-.042	e2	<-->	e33	9.493	.081
e11	<-->	e23	7.538	.065	e2	<-->	e25	8.663	.094
e11	<-->	e21	4.279	-.043	e2	<-->	e11	5.544	-.055
e11	<-->	e19	5.134	-.051	e1	<-->	e28	5.768	.058
e11	<-->	e12	6.949	.053	e1	<-->	e32	7.025	-.044
e10	<-->	e32	4.631	.027	e1	<-->	e30	16.911	.083
e10	<-->	e44	4.256	-.047	e1	<-->	e26	4.344	-.047
e10	<-->	e23	6.558	-.053	e1	<-->	e25	11.621	-.105
e10	<-->	e12	10.845	-.056	e1	<-->	e22	4.589	.057
e9	<-->	e42	7.212	.109	e1	<-->	e17	4.873	-.048
e9	<-->	e25	4.626	-.059	e1	<-->	e16	4.753	-.054

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e9	<-->	e17	4.501	-.041	e1	<-->	e11	5.670	.054
e9	<-->	e10	5.226	.038	e1	<-->	e8	8.354	.066
e8	<-->	e46	14.550	-.092	e1	<-->	e7	7.127	.061
e8	<-->	e21	7.409	.057					
e7	<-->	e33	6.614	.057					
e7	<-->	e32	5.202	-.033					
e7	<-->	e43	7.185	.065					
e7	<-->	e38	7.323	-.054					
e7	<-->	e27	10.324	-.062					
e7	<-->	e26	11.429	-.067					
e7	<-->	e22	6.155	.058					
e7	<-->	e19	4.248	-.047					
e7	<-->	e17	17.048	.079					
e7	<-->	e9	6.591	.052					
e7	<-->	e8	14.196	.074					
e6	<-->	e46	4.823	.046					
e6	<-->	e28	4.599	-.038					
e6	<-->	e38	5.112	.038					

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Appendix H

Regression Weights (Group Number 1 - Default Model)

			M.I.	Par Change				M.I.	Par Change
F6	<---	F5	4.225	.102	CS1	<---	ASC_T3	13.752	.168
F6	<---	F1	8.351	.138	CS1	<---	ASC_T4	5.889	.108
F5	<---	F6	5.316	.158	CS1	<---	ASC_C2	6.135	.109
F5	<---	F1	6.432	.127	CS1	<---	ASC_C5	6.901	.105
F4	<---	F6	8.165	-.129	CS1	<---	ASC_E2	6.166	.086
F1	<---	F6	9.301	.262	CS1	<---	ASC_E3	10.123	.109
F1	<---	F5	9.368	.157	CS1	<---	ASC_E4	8.533	.098
CTR3	<---	CTR4	4.978	.085	CS1	<---	ASC_E5	5.828	.084
CTR3	<---	CTR1	6.800	.095	CS1	<---	ASC_A1	5.678	.085
CTR2	<---	ASC_T3	5.487	-.205	CS1	<---	ASC_A2	7.367	.094
CTR1	<---	CTR3	6.375	.097	CS1	<---	ASC_A3	10.939	.114
CTR1	<---	ASC_A2	4.151	.084	CS1	<---	ASC_A4	10.004	.109
CS7	<---	CS6	6.610	.078	CS1	<---	ASC_RP1	9.309	.105
CS6	<---	F5	6.286	-.094	CS1	<---	ASC_RP2	4.883	.076
CS6	<---	CS7	5.736	.062	CS1	<---	ASC_RP3	7.002	.095
CS6	<---	CS2	4.055	-.052	CS1	<---	ASC_R3	8.565	.113
CS6	<---	ASC_T1	7.576	-.074	CS1	<---	ASC_R4	4.101	.073
CS6	<---	ASC_T2	5.425	-.070	CS1	<---	ASC_R5	11.945	.125
CS6	<---	ASC_C2	6.719	-.087	ASC_C1	<---	F7	9.025	.103
CS6	<---	ASC_C3	11.534	-.099	ASC_C1	<---	F9	4.521	.080
CS6	<---	ASC_C4	4.077	-.063	ASC_C1	<---	F6	10.718	.195
CS5	<---	ASC_R3	6.603	-.093	ASC_C1	<---	F4	8.398	.122
CS5	<---	ASC_R5	4.809	-.075	ASC_C1	<---	F3	11.179	.126
CS4	<---	CTR2	5.360	.069	ASC_C1	<---	F2	7.402	.108
CS4	<---	CS3	4.030	.068	ASC_C1	<---	F1	6.791	.114

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CS3	<---	CS4	4.548	.081	ASC_C1	<---	CTR1	8.290	.084
CS3	<---	CS2	5.919	.085	ASC_C1	<---	CS1	10.643	.099
CS2	<---	CS3	8.095	.089	ASC_C1	<---	ASC_E1	9.827	.099
CS2	<---	CS1	10.454	.098	ASC_C1	<---	ASC_T1	8.054	.093
CS1	<---	F7	10.837	.123	ASC_C1	<---	ASC_T2	5.114	.083
CS1	<---	F6	11.920	.225	ASC_C1	<---	ASC_T3	9.163	.126
CS1	<---	F5	5.489	.116	ASC_C1	<---	ASC_T4	4.033	.082
CS1	<---	F4	11.059	.153	ASC_C1	<---	ASC_E3	4.608	.067
CS1	<---	F3	11.153	.138	ASC_C1	<---	ASC_E4	12.666	.109
CS1	<---	F2	8.426	.125	ASC_C1	<---	ASC_E5	12.118	.111
CS1	<---	F1	11.262	.161	ASC_C1	<---	ASC_A1	11.115	.109
CS1	<---	CTR6	4.175	.069	ASC_C1	<---	ASC_A2	13.957	.119
CS1	<---	CS2	8.810	.102	ASC_C1	<---	ASC_A3	5.526	.074
CS1	<---	ASC_C1	16.519	.175	ASC_C1	<---	ASC_A4	11.824	.108
CS1	<---	ASC_E1	9.471	.106	ASC_C1	<---	ASC_RP1	6.598	.081
CS1	<---	ASC_R1	4.124	.073	ASC_C1	<---	ASC_RP3	5.382	.076
CS1	<---	ASC_T2	5.311	.092	ASC_C1	<---	ASC_RP4	14.126	.123
ASC_E1	<---	ASC_T1	4.429	-.070	ASC_C1	<---	ASC_R2	5.280	.086
ASC_E1	<---	ASC_RP2	5.151	-.073	ASC_C1	<---	ASC_R4	4.684	.072
ASC_R1	<---	F6	4.625	.181	ASC_C1	<---	ASC_R5	5.214	.076
ASC_R1	<---	ASC_T1	4.716	.100	ASC_T3	<---	ASC_A3	4.966	.085
ASC_R1	<---	ASC_T2	9.072	.155	ASC_T3	<---	ASC_RP2	7.872	.107
ASC_R1	<---	ASC_RP1	4.373	-.093	ASC_T3	<---	ASC_R5	7.124	.107
ASC_T1	<---	F4	4.753	-.139	ASC_T4	<---	ASC_RP1	4.823	.075
ASC_T1	<---	CTR2	4.209	-.087	ASC_C3	<---	F3	4.751	-.098
ASC_T1	<---	ASC_E1	6.688	-.124	ASC_C3	<---	CTR2	6.873	.087
ASC_T1	<---	ASC_E3	10.405	-.154	ASC_C3	<---	CS6	7.880	-.116
ASC_T2	<---	F2	4.173	-.100	ASC_C3	<---	CS5	4.235	-.081
ASC_T2	<---	CTR6	4.204	-.078	ASC_C3	<---	CS1	7.745	-.101
ASC_T2	<---	CTR2	9.924	.109	ASC_C3	<---	ASC_T3	6.738	-.129

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ASC_T2	<---	CS7	4.018	-.078	ASC_C3	<---	ASC_A2	8.240	-.109
ASC_T2	<---	CS6	5.234	-.099	ASC_C3	<---	ASC_A3	6.202	-.094
ASC_T2	<---	ASC_R1	5.945	.100	ASC_C3	<---	ASC_RP2	5.260	-.086
ASC_T2	<---	ASC_E4	4.400	-.080	ASC_C4	<---	CS1	5.123	-.065
ASC_T2	<---	ASC_E5	4.221	-.082	ASC_C4	<---	ASC_C2	5.019	-.086
ASC_T2	<---	ASC_A1	4.377	-.085	ASC_E2	<---	ASC_E4	4.760	-.075
ASC_T2	<---	ASC_A3	5.185	-.089	ASC_E3	<---	F6	5.140	-.118
ASC_T2	<---	ASC_RP3	6.491	-.104	ASC_E3	<---	CTR1	5.003	-.057
ASC_T2	<---	ASC_RP4	6.020	-.099	ASC_E3	<---	ASC_T1	17.903	-.121
ASC_T3	<---	F7	5.938	.101	ASC_E4	<---	ASC_T4	4.350	.079
ASC_T3	<---	F8	12.455	.156	ASC_E4	<---	ASC_E2	5.495	-.070
ASC_T3	<---	F9	11.820	.156	ASC_E4	<---	ASC_R2	5.880	.085
ASC_T3	<---	F4	4.970	.113	ASC_E5	<---	CTR3	5.990	.069
ASC_T3	<---	F3	5.931	.111	ASC_E5	<---	CTR1	5.547	.065
ASC_T3	<---	F1	4.146	.108	ASC_E5	<---	CS6	4.116	.067
ASC_T3	<---	CTR6	10.012	.118	ASC_E5	<---	CS4	5.340	.075
ASC_T3	<---	CTR5	11.082	.120	ASC_E5	<---	CS3	4.976	.067
ASC_T3	<---	CTR3	10.135	.114	ASC_E5	<---	ASC_T3	7.265	.106
ASC_T3	<---	CTR2	5.722	-.080	ASC_A1	<---	ASC_E4	4.376	.068
ASC_T3	<---	CTR1	6.137	.087	ASC_A1	<---	ASC_E5	5.565	.081
ASC_T3	<---	CS7	11.270	.128	ASC_A1	<---	ASC_R2	7.206	.107
ASC_T3	<---	CS6	15.138	.163	ASC_A2	<---	F5	4.348	-.097
ASC_T3	<---	CS3	8.572	.112	ASC_A2	<---	ASC_T2	5.455	.087
ASC_T3	<---	CS2	6.848	.100	ASC_A2	<---	ASC_C3	8.311	-.104
ASC_T3	<---	CS1	17.322	.153	ASC_A2	<---	ASC_C4	5.566	-.091
ASC_T3	<---	ASC_C1	7.250	.128	ASC_A3	<---	ASC_T2	4.722	-.071
ASC_T3	<---	ASC_E1	4.856	.084	ASC_A3	<---	ASC_R2	5.284	-.077
ASC_T3	<---	ASC_C2	5.408	.113	ASC_A4	<---	CTR2	7.117	.078
ASC_T3	<---	ASC_E5	11.216	.129	ASC_A4	<---	ASC_R1	5.376	-.080
ASC_T3	<---	ASC_A1	6.822	.103	ASC_RP1	<---	F8	6.850	-.100

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ASC_T3	<---	ASC_A2	5.554	.090	ASC_RP1	<---	CTR3	6.150	-.076
ASC_RP1	<---	CS7	7.271	-.088					
ASC_RP1	<---	CS6	7.222	-.097					
ASC_RP1	<---	CS5	6.850	-.089					
ASC_RP1	<---	CS4	4.283	-.073					
ASC_RP1	<---	CS3	5.740	-.078					
ASC_RP1	<---	CS2	5.170	-.074					
ASC_RP1	<---	ASC_T4	4.660	.091					
ASC_RP2	<---	ASC_E1	4.816	-.072					
ASC_RP2	<---	ASC_T3	5.258	.099					
ASC_RP2	<---	ASC_C5	10.084	.121					
ASC_RP3	<---	CS5	5.815	.070					
ASC_RP3	<---	CS4	7.623	.084					
ASC_RP3	<---	ASC_T2	5.449	-.075					
ASC_RP3	<---	ASC_R2	5.055	.074					
ASC_RP4	<---	ASC_C5	5.652	-.089					
ASC_R2	<---	ASC_E4	4.918	.086					
ASC_R3	<---	CS5	4.909	-.082					
ASC_R3	<---	CS4	4.600	-.083					
ASC_R4	<---	ASC_R1	4.617	.087					
ASC_R4	<---	ASC_A2	4.738	-.085					
ASC_R5	<---	F6	7.696	.196					
ASC_R5	<---	F2	8.282	.135					
ASC_R5	<---	ASC_R1	6.225	-.098					
ASC_R5	<---	ASC_T2	6.015	.106					
ASC_R5	<---	ASC_T3	9.645	.153					
ASC_R5	<---	ASC_T4	4.175	.099					
ASC_R5	<---	ASC_A2	5.509	.089					
ASC_R5	<---	ASC_RP1	13.895	.139					
ASC_R5	<---	ASC_RP2	13.249	.136					

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ASC_R5	<---	ASC_RP3	5.634	.092
ASC_R5	<---	ASC_RP4	4.346	.081

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Appendix I

PUBLICATIONS

A. Conference Presentations

1. Ifu Ahmadu Andenyang; Razak, A. Z. A. A & Yunus, N. K. Y. (2014). **Measuring service quality: an alternative conceptual model for training organisation.** The Asia Pacific Conference on Educational Management and Leadership held on 24 - 26 November, 2014 at Hotel Thistle, Johor Bharu.

2. Ifu Ahmadu Andenyang & Gafar, O. Y. (2014). **Internal marketing communication and higher educational institutions in Nigeria**. The Asia Pacific Conference on Educational Management and Leadership held, on 24 - 26 November, 2014 at Hotel Thistle, Johor Bharu.

C. Journal

3. Ifu Ahmadu Andenyang; Razak, A. Z. A. & Yunus, N. K. Y. (2017). **SERVQUAL model, evaluation of service quality, and customer satisfaction towards training intention.** Asia International Multidisciplinary Conference (AIMC 2017), held on1 - 2 May, 2017, at Universiti Teknologi Malaysia, Johor Bharu, Malaysia.

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi