



Research Article

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Service Consumption in Higher Institution Management: Scale Development

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Abstract

This research provides a reconceptualization of service consumption in higher institution. It made use of a multi-stage development scale process, where survey questionnaires were issued out to 50 respondents which include students of Covenant University (B.Sc., M.Sc./MBA). The result of the exploratory and factor analysis shows the multi-stage process. The study showed an evidence of validity and reliability of the scales used. Findings showed that the institution had a positive response to the pre-purchase and service encounter stages while most respondents frowned at the post encounter stage, the institution should put more effort in post encounter stage so as to get a positive response in the nearest future.

Keywords: service consumption, pre-purchase, service encounter, post encounter, higher institution

1. Introduction

The utilization of service has been taken to be the various stage of consumption' (Grönroos 1994) because manufacturing and creation of service consumption is not only being seen as the various stage of consumption, as is the view of traditional or local marketing of forcible goods. Service control logic typically states that service is meant to be a gradual process (which involves stages) with the use of intellect and qualified personnel to help satisfy the needs of its customers or consumers. The creation of value is the main objective 'the consumers derive value in the service rendered with each use (Vargo and Lusch 2004,).

When it comes to the measurement of service consumption in higher education there seems to be a large gap in literature as previous researchers have measured consumption of service in higher institution with both the students, the teaching and non-teaching staff. My research seeks to measure service consumption among the students be it undergraduate or post graduate students.

Such organizations are reliable as their main quality is reliability which is the main output of skill and knowledge that cannot be gotten easily by client (Darby & Karni, 1973; Ostrom &

Iacobucci, 1995). services pave the way for high value creation changes for service producers and clients due to high acceptance quality, increase in customer content and customization, both the service provider and its customers depend on each other.

Customer worth has been examined by a large number of researchers, and service unites including businesses and sub-units in business (hospitality, tourism, finance, airlines etc.) mostly with competing business/ organizations. In recent times, even in other nations where we can relate the welfare culture has traditionally increased on them. (Propper, Wilson and Burgess, 2006), in organizations that provide public service (Giullietti, Price and Waterson, 2005) and in all levels of education (Goldhaber and Eide, 2003) all now directly answerable to mercantile demands

Due to the constant increase in research and development around the globe (Observatory on Borderless Higher Education, 2011) the worth of service is now an increasing burden in the heart of students (Asthana, 2006). It has been argued if students should be considered as consumers, with the wide penetration of the customer concept (Eagle and Brennan, 2007) and increasing payment (BBC, 2011) requires that higher institution learning now stands for a higher relevant context in which we can calculate and solve customer issues. By what measure can student value be conceptualized and evaluated? Due to the statement made above, there is a small agreement on the demand as to how value might be measured with the suggestion of a recent analysis. It has been shown in the theory of (Boksberger and Melsen, 2011). It is hard to know what value is and isn't, this literature will illustrate just how dangerous this is seen or assumed to be, disregarding another circumstance.

From the above statement, this work will consist of four arms, first and foremost, past literature will be shown, on how education and customer or consumer value can be attached and connected. Second, it examines crucially how the value of customers is being measured thus far from the option of offering new ways; one that will have both skill and originality which will relate to higher education. Until recent times there have been no comparative relationship that exists between customers and service provider in accessing customer worth 'construct and theories' (Boksberger and Melsen, 2011) thirdly, this omission will be corrected. Lastly it will open up the conditions necessary for student value in Covenant University.

An outlook of the theoretical framework of resource and content-based theory will be visible in this work, furthermore existing research based on innovation will be discussed. The procedures involving qualitative and quantitative research, which involves establishing the scale preference will be shown. The final stage of this paper will show the main conclusion, recommendation and managerial implications and possibly offer futuristic research decisions.

2. Conceptual Development

2.1 Service consumption the three stage model

According to this model, every consumer goes through this three major stage when they enjoy or utilize a service. The pre-purchase stage, service encounter stage and the post encounter stage (Lovelock and Wirtz 2011; Tsiotsou and Wirtz 2012). This model is useful because it helps researchers in creating and opening research path-way and it aids management in arranging a clear and precise objective which will help to shape and understand consumer behaviors and also facilitate efficient and effective resource allocation (Blackwell, Miniard and Engel 2003; Hensley and Sulek 2007). Numerous researchers have critically conducted research based on these models to study the major molds, influences (direct and indirect), procedures and result.

In the first stage which is the pre- purchase stage, a certain need arises and triggers the consumer to begin exploration, which in most cases starts with information seeking and access or appraise various alternatives before a purchase decision is made. The second stage which is the service encounter stage includes the direct conversation among the consumer and the service firm. In this stage the consumer seeks out the desired service firm and the last stage which is the post encounter stage involved the response or behavior of the consumer towards the service rendered.

It has been recognized that existing theory of consumer decision making (CDM) in the pre-purchase stage is not well suited with financial service consumption because important decisions

has to be made regarding the financial future of the firm and the individual. It's being said that users or final consumers undergo and undertake a complex procedure when selecting a decision from alternatives regarding financial service i.e. selecting a pension plan option. The model agrees that after the consumption of a service by its consumer, these consumers tend to rate the value of this service based on for example in serving food, the kindness of the waiter which and when it is added to the satisfaction judgements, the consumer rates and forms a level of overall quality of the service for the firm. The long run this will form the basis of behavior and standing relationship between the firm and the customer.

These stages of model in service consumption can be related to consumption in a higher education, from the pre-purchase stage, an individual develops a need to enroll in a higher institution, during this process the individual seeks information from different source, evaluates the information gotten and selects an institution of his choice. In the service encounter stage the individual interacts with workers in the institution and during the post encounter stage the individual evaluates the performance of the employee in the institution.

2.2 Service quality and service value

At every service level, it's being said that the expected view of the quantity and quality of service characteristics are related to satisfaction with the service engaged (Otto and Ritchie 1995). Wilson et al. (2008) suggested that satisfaction is gotten from the level of service quality evaluated (that is having in mind the price and the product quality) also having in mind that consumers rate service based on reliability, guarantee, responsiveness, empathy and tangibles. Also, other researchers have considered these five dimensions which form the basis for the evaluation of service rendered. (Boulding et al. 1993) other researchers have focused on service value, that is service worth being the utmost utilization of a product and services comprising of personal views on what is given and received (Zeithaml 1988). Past, previous and current researchers have shown that the worth of a service rendered is based on the transaction of the service quality rendered (Cronin, Brady and Hult 2000; Hu, Kandampully and Juwaheer 2009). It's been agreed that the worth of a service rendered is personal and it varies among customers (Holbrook 1994). It is very logical to suggest customers calculate transactions, by taking special attributes into consideration first before they give worth to the service rendered at the encounter stage.

Various scholars have defined service quality, it's been stated that the quality of service behaviors is related to the service caliber and satisfaction (Otto and Ritchie 1995). Wilson et al. (2008) also highlighted that satisfaction outcomes are as a result of service quality valuations. Service quality (SQ), basically means comparing the experience received (E) with similar or previous experience (P), giving rise to an equation $SQ=P-E$. While Service worth is based on the 'usefulness of the product/ service based on the view of what is given and what is received' (Zeithaml 1988). The degree to which a product or service is seen by its client to address his or her issues or needs, estimated by client's eagerness to pay for it. It regularly depends more on the client's view of the value of the item than on its characteristic esteem.

The definitions above help us to understand that in defining service quality, the consumer must have created a level of expectation which will serve as a yard stick to measure the service rendered. While service value has to do with the worth and monetary value of the service.

The theory of service quality and value provides a useful framework to understand service consumption in higher education. Service quality and value helps the consumer in the pre purchase, service encounter and post encounter stage.

3. Method

Following the establishment and justification of the proposed conceptual model above, this section provides a discussion of the methodological theory and framework for this research. It's well known that the conceptual model plays an essential role in this study to investigate how the three models of service consumption influence the choice and selection of a higher institution.

3.1 Item generation and content validity

3.1.1 Study 1

The principal phase of the scale improvement process includes item generation and an assessment of content legitimacy. A total of fifty questionnaires was distributed to the students of Covenant University, the questionnaire had two sections the first section being the bio data and the second section had three variables (pre purchase, service encounter and post encounter).

The principle advantage of utilizing a questionnaire is that a large number of individuals can be served relatively easily and economically. A standard survey gives quantifiable responses to an exploration theme. These answers are moderately simple to analyses.

Subjective substance investigation was utilized to dissect the survey, as this system thinks about the significance of topic (Flick, 1998). Coding was finished utilizing SPSS programming bundle, which is a broadly acknowledged analysis apparatus for subjective/ qualitative research that permits a point by point investigation of survey transcripts (Malhotra et al., 2002). Content related with each code were printed, reread and refined to distinguish key subjects. The discoveries are the result of repeated readings of the questionnaire and the coding and refining of developing subjects.

As feature of the item generation process, existing service consumption measures on higher institution were inspected in this stage. Scales created by Adrian Heng (2017), was reviewed. In view of the questions and various items on the scales, an underlining pool of 28 items was created. As the point was to maximize the content validity of the scale.

So as to choose the most fitting items and confirm their suitability, the second stage included a four point Likert-type scale that ranged from strongly agree to strongly disagree. These definitions followed Rodoula. Tsiotsou and Wirtz description of their three phase model of service consumption.

A questionnaire measuring the various stages of service utilization was developed each stage had variables with three questions each. In the pre purchase stage there were four variables that is need mindfulness, data seek, assessment of options and settling on a choice. The service encounter had two sub variables which were request service from chosen supplier and service delivery. While the post encounter stage had two sub variables of evaluation of service performance and future interactions.

Table 1: Dimensions of Service Consumption

Service Consumption dimensions	Examples of questionnaires drawn from it
Pre-Purchase	It was my quest for higher knowledge that made me enroll as an undergraduate. Education is the bedrock of national development. Internet was very useful for me in my search for my university of choice.
Service Encounter	the university gives me a feeling of uniqueness of being associated with it. The university gives me a feeling that my best interest was at heart. The learning environment conveys a sense of competence, confidence and professionalism
Post Purchase	I feel excited about my university education experience. I can recommend my university to family and friends. Staff members provide prompt response to students request.

3.2 Item purification

3.2.1 Study 2

For the reason that populace of subject was students of covenant university, (under graduate, doctorate and post graduate) and the research essentially mentioned the university's entrepreneurial lifestyle, staffs, and post graduate students of Covenant university have been surveyed. Questionnaires were revealed out and disbursed to respondents which stepped forward

the response rate. Questionnaires were being obtained right away, and some had been obtained days later. Respondents could easily understand the questions as they had been related to the said items. The entire sample length was 50 where every object of the construct was purified and validated. while to be able to have an ok pattern, length stratified random sampling was used which result in an ok size of high statistical strength (Suellen, Geoffrey, Janet, & Jilian, 2011). A pattern size of 50 was used for this have a look at, with the common age range of respondents been among 16-25yrs. the overall 20 men which represented 40% and 24 women representing 48% took component within the observation. For each indicator the men phase had a complete of 3.80, which summed up to be 4.14 for the pre-purchase stage, 3.77 for service encounter, and 3.51 for post encounter stage. The women class had an overall figure 3.83 for the mean of indicators. 46% of respondents had master's qualification, an aggregate of MSc and MBA. 41% had a bachelor's degree. nonetheless, the mean for the indicators were 3.77, and 3.86, for BSc, and MSc, respectively. in the section of matrimonial bliss, 54% respondents were unmarried, 34% respondents had been married. The marital bliss class additionally had a total of mean indicator of 3.83, and 3.78, for single, and married respectively. However, it needs to be cited that only 44 questionnaires were recovered from the field.

Table 2: BIO DATA ANALYSIS (mean distribution table)

Indicators	Gender		Age			Marital Status		Educational Qualification	
	Male (N= 20)	Female (N=24)	16-25 years (N=20)	26-35 years (N=18)	36-45 years (N=6)	Single (N= 27)	Married (N=17)	B.Sc. (N=21)	M.Sc/MBA (N= 23)
PRE	4.14	4.12	4.11	4.05	4.44	4.05	4.25	4.16	4.10
SE	3.77	3.95	4.12	3.51	4.08	4.00	3.65	3.85	3.88
PE	3.51	3.43	3.45	3.31	3.97	3.46	3.48	3.30	3.61
TOTAL- $\sum f/\text{No. of indicators}$	3.8067	3.8333	3.8933	3.6233	4.1633	3.8367	3.7933	3.77	3.8633

Source: field survey 2018.

4. Data analysis

4.1 Item reduction and exploratory factor analysis

To authenticate the validity of service consumption, some confirmatory and exploratory component analyses were being utilized (Bearden, Hardesty & Rose, 2001). Relating to this work, the information obtained from the field were investigated to spot the alterations and to check for any viable invasion of the theory of multivariate analysis. The Statistical bundle for Social Sciences (SPSS version 20) was used to test this pilot evaluation and the primary exploratory component evaluation. An improvement of the exploratory component analysis was employed first to the evaluation pattern making the most of vigorous aspect evaluation and oblimin rotation because it became pointless to adopt the notion that the measurements have been no longer interconnected. The Kaiser Meyer Olkin measure of Sampling Adequacy become .636, setting forward that aspect evaluation used was accurate. A rerun progression was used to distribute items with low loadings or excessive pass loadings (Hair et al, 2006), which stimulated the upkeep of 24 items can be seen in table 3. The final element analysis discovered 3 ingredients with eigenvalues, a couple of that together clarified fifty nine percent of the full variance. Cronbach alphas for the dimension was .636.

Table 3: Exploratory factor analysis for innovation capability.

Scale items	Factor loadings
Pre Purchase (PP)	
Item 10 With the help of the internet I was able to gather information on the structure of my choice university	.257
Item 18 The university of my choice gives me a feeling of anticipation and being intellectually challenged (SE)	.253
Item 19 The university gives me a feeling that my best interest was at heart	.691
Item 20 The appearance of physical facilities in in keep with the type of service provided to students (SE)	.751
Item 21 The learning environment conveys a sense of competence, confidence and professionalism (SE)	.842
Item 22 Staff are sympathetic and reassuring with students who face problems (SE)	.501
Service Encounter (SE)	
Item 05 It was my quest for higher knowledge that made me enroll as an undergraduate (PP)	.028
Item 06 Education is fundamental for my goals in life (PP)	.242
Item 07 Education is the bedrock of national development (PP)	-.007
Item 08 Internet was very useful for me in my search for my university of choice (PP)	.519
Item 09 I was able to make a good choice based on the information I got (PP)	.522
Item 11 I was able to select a university of my choice based on the quality of education (PP)	.447
Item 12 I was able to select a university of my choice based on its pricing (PP)	.232
Item 13 I was able to select a university of my choice based on the experience of the institution (PP)	.704
Item 14 My choice of university was influenced by my friends (PP)	.533
Item 23 Staff members provide prompt response to students request (PE)	.674
Item 25 Staff members render assistance to student to solve their problems (PE)	.639
Post Encounter (PE)	
Item 15 My choice was based on the brand name of the institution (PP)	.661
Item 16 My choice of university was influenced by my family and relatives (PP)	.613
Item 17 The university gives me a feeling of uniqueness of being associated with it (SE)	.364
Item 24 Teaching staff are skilled and competent in what they teach	.473
Item 26 I feel excited about my university education experience	.620
Item 27 I can recommend my university to family and friends	.817
Item 28 My university gives me a feeling of enjoyment with the education experience	.426

Note: Items classification: PP = Pre Purchase; SE = Service Encounter; PE = Post Encounter

4.2 Reliability and Validity assessment

The pre-purchase stage had 0.70 and 0.61. 0.69, 0.75 and 0,84 for the service encounter stage. 0.67, 0.63 and 0.81 for the post encounter stage. The table also showed that the reliability outcomes were not consistent as some variables were reliable while others weren't. the table also displayed the average total for each stage. The pre-purchase stage had a figure of 0.43 which was lower than 0.5 while the service encounter and post encounter stage were above 0.5 having 0.58 and 0.51 respectively.

Table 4: Result of Validity and Reliability

	Variables	Loading > 0.7	Indicator Reliability	Error Variance < 0.5	Composite Reliability > 0.8	Average < 0.5	No. of Indicators
Pre purchase	Influenced by friends	0.7040	0.4956	0.5044	0.4956	0.4357	1
	Family and relatives	0.6130	0.3758	0.6242	0.3758		1
	Best interest	0.6910	0.4775	0.5225	0.4775		1
Service Encounter	Physical facilities	0.7510	0.5640	0.4360	0.5640	0.5835	1
	Learning environment	0.8420	0.7090	0.2910	0.7090		1
	Prompt response	0.6740	0.4543	0.5457	0.4543		1
Post Encounter	Render assistance	0.6390	0.4083	0.5917	0.4083	0.5103	1
	Recommend my university	0.8170	0.6675	0.3325	0.6675		1

All loading are significant at $p < 0.0001$

4.3 Replication of Service Consumption.

The end result of the confirmatory factor analyses which become appraised for the authentication of sample records gave additional indications that carrier intake prototype was a rational depiction of information (see table 3). Additionally, effects of the exploratory factor evaluation estimated for the pattern records validation exhibited extra indication that the proposed carrier come across degree was a resounding interpretation of the information.

5. Conclusion

With the use of multi-method approach this work has highlighted two or more contributions to knowledge. This work has made contributions to the theory of service consumption by critically analyzing the three stages of service consumption in higher education in Covenant University in both the pre-purchase and service encounter there was a strong response (Most respondents agreed to this two theories) but in the post encounter stage there is a little doubt.

6. Managerial Implications

From this research managers of Covenant University can point out there they need to put in more effort in the post encounter stage so as to get a more solid and positive response from its student. They could do this by identifying a more suitable and innovative way to archive this goal.

7. Limitations and Future Research

This study was limited to the collection of data from a single institution that is Covenant University, with the University being a faith-based institution, the findings can only be applied at Covenant University. Future researchers should go beyond by exploring both federal and state-owned institutions. Despite its limiting factor the research still provides a standing ground for future research.

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