

CHAPTER ONE: INTRODUCTION

1. 0 Introduction

This research is in the area of service's marketing and looking for the factors that relate with employee and service performance. In the 2000^s the status of the employee's role in service marketing theory shifted from a provider onto a customer value creator and overviewed from the perspectives of management and marketing disciplines. By using interdisciplinary method combined management and marketing end to that, strategic human resource management should include a considerable focus on specifying the employee roles and competencies essential to customer value creation and organizational success.

The practical background of the researcher stands as a motive for choosing a given research approach. According to (Gummesson 2000) the researcher's pre-understanding is an important basis for conducting research. The Pre-understanding of the researcher of this research includes professional knowledge, skills, and long work experience in a telecommunication company in the customer care department and marketing research, represents an appropriate approach for conducting this research.

My personal interest in telecommunication services, especially employee-customer relationships is referring to my personal practical work experience in different positions in this sector, as a frontline employee and as a supervisor in customer care and marketing department in a leading telecommunication company. This professional relationship has driven my interest to better understanding of what are the employee competencies that affect customer experience and service performance and it has been a motivation to start this PhD study.

Another important factor of my pre-understanding is the theoretical understanding of the area of research, here the special courses, workshops,

training programs, seminars and discussions with colleagues, contributed continuously to the development of my pre-understanding.

One more factor of pre-understanding that motivate me to choose this area is that my research for master degree in business administration was about the customer satisfaction in telecommunication service.

1.1 Service's marketing Background and Evolution

Up to earlier decades of the last century, differences between product's marketing and service's marketing were not recognized. Service's marketing wasn't considered as a different concept that to have its specific distinguished features, even up to the earlier decades of the last century services were not recognized as a productive activity. According to (Palmer 1994) old economists paid little attention to services, considering them to be totally unproductive, adding nothing of value to an economy. In the mid-18th century Adam Smith, distinguished between tangible production, such as agriculture and manufacture, and production with no tangible output, which included the efforts of intermediaries, doctors, lawyers and armed forces, he described the later as unproductive of any value (Smith 1977 [1776], p.430, as cited in (Palmer 1994).

This remained the dominant attitude towards services until the latter part of 19th century when Alfred Marshal argued that a person provide a service was just as capable of giving utility to the recipient as a person producing a tangible product (Palmer 1994). Up to eighties of the last century marketers and experts in the field of marketing were using traditional tools to deal with services marketing, the traditional marketing mix which considered as essential is become dated with growth of service's marketing and new marketing orientation. According to Palmer the marketing mix is the set of tools available to an organization to shape

the nature of its offer customers. Product marketers are familiar with the 4 ‘Ps’ of product, price, promotion and place. More recently, the 4 Ps of the marketing mix have been found to be too limited in their application to services (Palmer 1994).

Considering recent marketing orientation, the new theory of marketing mix is transferred to be a set of Cs instead of Ps. Another approach was appear focusing on the customer instead of product known as 4 Cs which replaced the 4 Ps, (Commodity, Cost, Chanel and communication) Koichi Shimizu proposed a four Cs classification in 1973 according to (McCarthy and Perreault 1984) this system is basically the four Ps renamed and reworded to provide a customer focus. The Four Cs model is more consumer-oriented and attempts to better fit the movement from mass marketing to cooperative marketing.

Later this theory of 4 Cs has been developed further by R. F. Lauterborn, who offered a four Cs (2) classification in 1993. The Four Cs model is more consumer-oriented, in this model the product element of the Four Ps model is replaced by consumer shifting the focus to satisfy the consumer needs, price is replaced by cost reflecting the total cost of ownership, placement is replaced by convenience; finally, the promotions feature is replaced by communication which represents a better relation with customer than simply promotions (Schultz 1992).

1.2 Service Sector in Sudan

Service’s sector in Sudan contributes by more than 50% of the GDP according to the Encyclopedia of Nations (nationsencyclopedia.com/economies/Africa/Sudan-SERVICES.html) and the World Fact Book (cia.gov/library/publications/the-world-factbook). Services

include commerce and commerce services, finance and insurance, restaurant and hotels, transport and communications, and government offices. This research is a service's marketing research in the area of telecommunication services. There are three telecommunication companies working in Sudan, which are Sudanese Telecommunication Company (Sudatel), Zain Telecommunication Company and MTN Telecommunication Company. The all three companies are providing voice and data services with different technologies and different qualities. Customers of these companies are scattered in almost all regions of the country.

1.3 Service Performance

Different approaches look at service performance from different points of view. One approach considers service performance as organizational outcome, another accept it as individual (employee) outcome, and one other approach looked at it as combine individual and organizational outcome; (Liao and Chuang 2004) consider employee competencies and organizational characteristics as integrated system that interact and combine to shape individual and organizational outcomes or in other words to shape the Service performance.

According to the approach that combine individual and organizational outcomes, (Liao and Chuang 2004) divide the antecedents of service performance into two levels as individual level and store level; they suggest the following dimensions for personality as main component of individual level (conscientiousness, neuroticism, extroversion and agreeableness), and accept store level as human resource practices that include employee involvement, service training and performance incentives and service climate in other side.

Making difference between two performance outcomes (Schepers, Nijssen et al. 2016) mentioned efficiency performance and quality performance, the first

measures the extent to which the frontline employee completes service encounters within set time standards; while the second one measures the extent to which the frontline employee provides a durable solution to customer problems.

According to (Aryee, Walumbwa et al. 2016) service performance is a form of task excellence in a service context. It defines service behaviors that follow established job descriptions and service scenarios. By their statement (Sharma and Ojha* 2004) indicate network-based service performance, retailer-related process performance and network operator-related process performance as three main dimensions for service performance in the mobile communication service. Another group of authors (García-Buades, Martínez-Tur et al. 2016) mentioned the use of service quality perceptions, customer satisfaction, and loyalty as relevant indicators to measure service performance.

1.4 Problem Statement

Service performance is a decisive indicator for success in business organizations. This research aims to examine the relationship between employee's competencies as vital component of business and service performance as important outcome of the business process considering the mediating role of customer experience.

While reviewing published literature about service performance a special interest about relation between employee competencies, service performance and customer experience was rise. The problem of this research is derived from previously reviewed theories and recommendations made by several researchers for more investigations about the relation between these factors.

According to Sekaran a problem does not necessarily mean that something is seriously wrong and that needs to be fixed at once. A problem could simply indicate an interest in an issue where finding the right answer might help to improve an existing situation (Uma and Roger 2003).

The problem of this research is indicating our interest in studying the impact of employee competencies as independent variable on service performance as dependent variable while taking customer experience as mediating variable. We assume that results of such a study might help a lot in literature and practice especially with the raising role of employees in the business process. We aim to find how expectations, perceptions, satisfaction and loyalty of the customer are affected by employee competencies and how they affect the final performance of services. We also want to define what of these competencies are the most significant.

1.4.1 Theoretical Gaps

Scholars pay considerable attention to the employee competences as crucial factor that has notable impact on business outcomes and work environment. Linda M. Orr and other researchers stated that, employee competences can influence the relationship between organization marketing and customer satisfaction (Orr, Bush et al. 2011). Many other authors find that, customers would make favorable assessments of service quality, be satisfied and increase their purchases when employees are able to provide high-quality service. Several studies mentioned the need for further researches that to cover the question of employee capabilities and competencies, here we explore works of some researches that mentioned gaps in the literature and recommend further studies.

The impact of employee competencies on the process of service performance and on the feelings, perception and satisfaction of the customers is still in need for more investigations according to numerous researchers and marketers. Further studies have been suggested by (Jaworski and Kohli 1993) to find whether employee characteristics helped or delayed market orientation, they study the impact of market orientation on business performance, considering market orientation as independent variable, business performance as dependent and employee as mediating variable; according to them, market orientation is suggested to lead to greater customer satisfaction and organizational commitment of employees; these relationships also have not been subjected to empirical testing. For Jaworski and Kohli employees have less performance under tension, and also top managers influence market orientation.

Another research gap has been mentioned by (Lancaster and Van Der Velden 2004) for them the question of, what type of employee characteristics affect service performance in bank business is required further researches. They test the influence of employee characteristics on market orientation, taking employee characteristics as independent variable examined their influence on dependent variable market orientation while considering business performance as mediator.

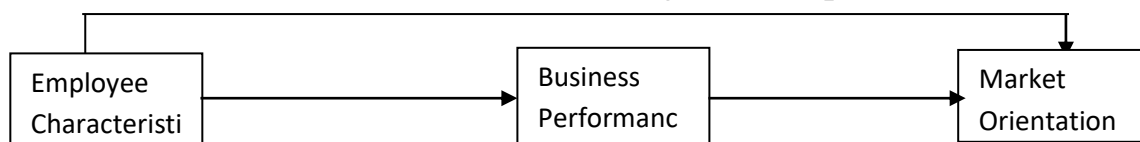


Figure 1.1 Influences of Employee Characteristics on Market Orientation Lancaster and Van Der Velden 2004

In their study about different key characteristics of employees in different cultural settings (Kim, Smith et al. 2011) suggest further researches to study

these differences in a wide variety of countries in order to create a more complete image that consider cultural differences, which could help managers learn better what motivates their employees, and how best to make use of them in the workplace, they are testing the impact of cultures and different work environments as an independent variable on the employee characteristics taken as dependent variable. This study offers additional proof of the importance of understanding native cultures when planning for business in a foreign environment. Different nations have different cultures, values, work practices and performance expectations.

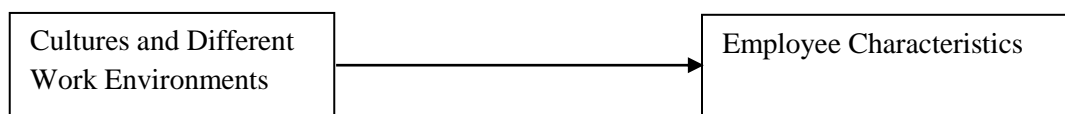


Figure 1.2 Impacts of Cultures and Different Work Environments on the Employee Characteristics Kim, Smith et al. 2011

Examining employee behavior (Evanschitzky, Sharma et al. 2012) ask for further research about the impact of sales employee behavior on the level of customer satisfaction, they end to that, dominance behavior of sales employee influence customer satisfaction and that customer satisfaction can be enhanced by increasing a sales employee satisfaction. Variables of the study were Salespersons' satisfaction as independent variable customer satisfaction as dependent and service performance as mediator.

Using employee experience as outcome (Bowen 2016) suggested further research to show new employee behavior and organizational drivers of customer outcomes. Additional research also is needed to specify the require competencies the both customer and employee must have to fill roles in coordination. By using interdisciplinary method combined management and marketing, Bowen end to that, strategic human resource management should

include a considerable focus on specifying the employee roles and competencies essential to customer value creation and organizational success.

Another gap suggested by (Chang and Huang 2010) according to them future studies might also explore the relationship between the employee capabilities, internal customer satisfaction and organizational effectiveness to enlighten the picture and propose more expansive models assuming a broader range of issues; they examine human resource capabilities, Organizational effectiveness and internal customer satisfaction as main variables for this study. These authors end to that, some human resource capabilities appear to be linked to internal customer satisfaction and organizational effectiveness.

Further research into the field of behavioral factors has been proposed by (Harris and Piercy 1999); they also mentioned the need for further researches in different countries. The examined variables were formalized and political behavior as independent variable, market orientation as dependent and the conflictual and vertical behavior as mediator.

Another suggestion for future studies has been made by (Stensaker and Meyer 2011) they proposed further research in order to test the extent to which employee capabilities can be applied across a wide set of change initiatives and across various organizational and cultural contexts, they examine change experience, process experience and forms of loyal research as variables of this research.

As research gap (Lings and Greenley 2010) propose that future research could measure the attitudes and behaviors of managers, employees and customers directly and explore the relationships between these factors. Tested variables are

internal marketing orientation, marketing success and employees' market-oriented.

According to (Barroso Castro, MartÃ­n Armario et al. 2004) more studies are required to understand the impact of employee behavior on customer's perception of the services and the effects that these perceptions can have on the future intention of customers. Castro and associates recommend also in-depth study for the relationship between organizational citizenship behavior (employee behavior) and customer loyalty and its influence on profitability, they end to that, relationship between organizational citizenship behavior and customer loyalty is clearly positive and significant. The direct relationship between service quality and profitability was positive and significant. The tested variables in this study are employee behavior or as they call it (organizational citizenship behavior), company performance and customer perception of the service.

For (Puteh, Kaliannan et al. 2016) future research on the professional competency should highlight the cause and effect changes over time in this important factor (professional competency), they mentioned four core competencies that are playing leading role for organizational excellent performance, which are, functional, leadership, communication and cognitive competency. By using qualitative approach they studied the relationship between employee core competencies and organizational excellence.

According to (Delcourt, Gremler et al. 2016) further studies might better confirm the causal relationship between employee emotional competencies and customer related variables. They also mention that further studies should investigate positive emotions encounters; and it could confirm the three-factor

structure of employee emotional competencies in other contexts. For Delcourt, Gremler and others additional research might also detail the dimensionality of employee emotional competencies in more “traditional” service encounters (Delcourt, Gremler et al. 2016).

The mentioned gaps and call for further researches could be summarized as follow:

- Lack of literature about the core competencies affecting service performance in Sudanese business environment representing a significant theoretical gap that need to be filled. According to many researchers the study of customer experience and employee competencies interrelationship in various cultural environments is recommended (Puteh, Kaliannan et al. 2016) (Delcourt, Gremler et al. 2016) (Lings and Greenley 2010).
- Employee competencies, service performance and customer experience are relatively new concepts and the relationship between them is in need for more investigations according to several authors like (Delcourt, Gremler et al. 2016) (Stensaker and Meyer 2011) (Chang and Huang 2010) which represent a theoretical gap in the literature
- Another gap is that, employee competencies as a vital concept in services marketing, has no yet globally accepted definition in the marketing literature (Cowin, Hengstberger-Sims et al. 2008) and it is in need for more theoretical clarification.

Author	Title	IV	DV	MV	Results	Recommendations/ Gaps
Jaworski & Kohli 1993	Market Orientation Antecedents & Consequences	Market orientation	Business performance	Employees	Under tension employees have less performance.	Further studies on the impact of employee characteristics on market orientation & service performance.
Harris & Piercy 1999	Management behavior and barriers to market orientation in retailing companies	Formalized & political behavior	Market orientation	Conflictual & vertical behavior	Market orientation is anteceded by certain management behavior characteristics	Further researches required on behavioral characteristics associated with market orientation.
Lancaster & Velden 2004	The influence of employee characteristics on market orientation	Employee characteristics	Market orientation	Business performance	Results in business performance make it useful to implement market orientation programs.	Further researches required to answer the question, what type of employee characteristics affect performance in bank business.
Castro et al 2004	The influence of employee organizational citizenship behavior on customer loyalty	Employee behavior (OCB)	Company performance	Customer perception of the service	The relationship between OCB and customer loyalty is clearly positive and significant. The direct relationship between service quality and profitability was positive and significant.	More studies on impact of employee behavior on customer's perception of the services and the effects of these perceptions on the future intention of customers - In-depth study of relationship between employee behavior and customer loyalty and its influence on profitability.
Lings & Greenley 2010	Internal market orientation and market-oriented behaviors	Internal marketing orientation	Marketing success	Employees' market-oriented	The study provides measurable evidence that focusing on employees' wants and needs impacts their behaviors towards the market.	Future research could measure the attitudes and behaviors of managers, employees and customers directly and explore the relationships between them.

Kim et al 2011	The key characteristics of different types of employees	cultures and environments (variety of workplace settings)	similarities and differences in employee characteristics		The study provides additional evidence of the importance of understanding native cultures for successful business in a foreign land. Service performance expectations affected by different cultures, values and work practices.	Future research should study the employees' characteristics more carefully, in a wider variety of settings (countries), in order to develop a more complete picture that considers cultural differences. This picture, could help managers learn better what motivates their employees, and how best to make use of them in the workplace
Stensaker & Meyer 2011	Change experience and employee reactions: developing capabilities for change	Change Experience	Process experience	Forms of loyal reactions	Experienced employees do not actively resist change, but instead show loyal reactions. not only the level of experience but also the type of experience matters for employee reactions.	Future studies are needed in order to test the extent to which these capabilities can be applied across a wide set of change initiatives and across various organizational and cultural contexts
Heiner Evanschitzky et al 2012	The role of the sales employee in securing customer satisfaction	Salespersons' satisfaction	Customer satisfaction	Salesperson performance	Dominance behavior of sales employee influence CS. CS positively influenced by adaptive selling. CS could be enhanced by increasing a sales employee satisfaction	Further research might take the question of the impact of sales employee on the level of customer satisfaction by collecting new data that would result in a larger sample.
David E. Bowen 2015	The Changing Role of Employees in Service Theory and Practice.	Theory			The strategic HRM should consider the employee roles and competencies essential to customer value creation and organizational success.	Further research using employee experience as the outcome might show interesting new employee behavior and organizational drivers of customer outcomes - Additional research is needed to specify the require competencies both customer and employee should have to fill roles in coordination.

Puteh et al 2016	Employee Core Competencies and Organizational Excellence	qualitative approach			Four core competencies playing a leading role for organizational excellent performance: functional, leadership, communication and cognitive competency.	Future research should also employ a longitudinal study to determine the cause and effect changes over time with respect to professional competency. Future research should consider collecting data based on the quantitative approach using the survey method in an acceptable sample size
Cecile Delcourt et al 2016	Employee Emotional Competence: Construct Conceptualization and Validation of a Customer-Based Measure	Employee emotional competencies	Customer loyalty	Customer perception about EEC	Customer perceptions of how well contact employees demonstrate emotional competence in emotionally charged service encounters can affect their service evaluations and loyalty intentions	Further studies might better confirm the causal relationship between employee emotional competencies and customer related variables. Further studies should investigate positive emotions encounters. Additional studies could confirm the three-factor structure of EEC in other contexts. Additional research might detail the dimensionality of EEC in more “traditional” service encounters.
Changa & Huangb 2016	The impact of human resource capabilities on internal customer satisfaction and organisational effectiveness	HR capabilities	Organizational effectiveness	Internal customer satisfaction	Some HR capabilities appear to be linked to internal customer satisfaction and organisational effectiveness	Future studies might also explore the relationship between the HR capabilities, internal customer satisfaction and organizational effectiveness to capture the picture and propose more expansive models assuming a broader range of issues

Table 1.1 Theoretical gaps in the published literature

1.5 Research questions

- Did the level of employee competencies determine the tendency of customer experience and the level of service performance?

- To which extent employee competencies are affecting service performance and customer experience?
- Did employee competencies affect service performance directly?
- Did customer experience have a role of mediator in the relationship between employee competencies and service performance?

1.6 Research Objectives

Service performance as a core outcome of business administration and marketing management needs to be study in depth and to look for factors that affect it and determine its quality. Service performance is also a subject of interest of many researchers and marketers as a vital factor for business success especially in service's organizations.

- **The main objective** of this research is to examine the impact of employee competencies on service performance and to find the mediating role of customer experience in this relationship.
- By studding the employee competencies that affect customer experience and service performance this research has a target to define those competencies from customer's standpoint.
- This research has also a target to indicate the core employee competencies that affect service performance and customer experience in Sudanese business environment.
- Since the term employee competency has no globally accepted definition in the marketing literature (Cowin, Hengstberger-Sims et al. 2008), one of the objectives of this research is to provide theoretical contribution about this concept.

1.7 Significance of the Study

1.7.1 Theoretical Significance

Customer experience is a concept that replaced customer relationship management in the marketing literature. Perception of customer about service quality, customer satisfaction and loyalty, have changed to be customer experience as per (Verhoef, Lemon et al. 2009; Bowen 2016). According to (Bhandari 2016), customer experience (positive or negative) is a life practice growing during the interaction that customer has with the organization. Authors like (Schmitt 2011) indicate how organizations create experiential marketing by having customer's sense, feel, think, act and relate to a company and its brands.

Numerous researches consider the role of employee in services' organizations as a vital and significant; especially the role of sales employee in obtaining customer satisfaction. According to (Evanschitzky, Sharma et al. 2012) service quality provided by the employees has a positive impact on customer satisfaction. The front-line employees in service organizations serve as representatives for their companies. Considering the significant role of service employee authors highlighted customer orientation behavior of service employee as a main element of service companies' success; they end to that customer orientation behavior of service employees has a positive influence on customer satisfaction.

According to (Esmailpour, Zadeh et al. 2012) personnel skills, competence and behavior of employees are responsible of finding satisfied customers; results of their study show that there is a significant difference between expectations of customers and their perceptions in terms of innovation, benefits and credits and organization's reputation, which indicates that employee characteristics play

vital role in service business. The theoretical significance of this research has also been considered in the research gaps section in details.

1.7.2 Practical Significance

My ten years personal practical experience in a leading telecommunication company in different positions as a frontline employee and a supervisor in customer care and marketing department; contribute in formulation of my visions about this problem and drive me to note the significant interaction between the competencies of an employee and his service performance from one side with the customer perception, satisfaction, loyalty and other elements relate with customer experience from the other side. I noted the relationship between personal and professional skills and characteristics of an employee and his performance and the reflection of this combination on the customer experience. I also note the lack of serious theoretical works in this field which drive me to conduct this research hoping that it may represent a valued theoretical contribution. This question has also been required for more investigations by several authors as it mentioned in the theoretical significance in this chapter.

1.8 Operationalization of the Key Terms

For clarity of understanding, the following terms need to be defined:

Customer: the participant of this study, a person who purchases goods or services. A person with whom a commercial or business person must deal with, usually on a regular basis

Customer Experience: is a life practice growing during the interaction that customer has with the organization. It is a concept that replaced customer relationship management in the marketing literature. It includes customer

expectations, perception, satisfaction, loyalty and other related to customer factors.

Employee: the participant of this study, a person who works for another and gives his time in return for financial or other compensation.

Employee Competencies: the necessary and preferred skills and traits an employee needs in order to perform a job that deals with customer service

Service performance: is a combination of individual and organizational outcomes that interact and combine to shape service performance

1.9 Research organization

This research is organized in six chapters as follow, chapter one is an introduction which includes research overview, statement of the problem, research questions, research objectives, theoretical and practical significance of the research, operationalization of the key terms and research organization. Chapter two illustrates the literature related to employee competencies, service performance and customer experience. Chapter three presents the conceptualization, building of theoretical framework and conceptual model as well as hypotheses development. Chapter four is the methodological part which includes the research philosophy, nature of the study, population, sampling technique and statistical technique used for hypotheses testing. Chapter five presents data analysis and findings of the study. Chapter six discussion and conclusion provides discussion of the results and conclusion, as well as research implications, limitations and recommendations for further studies. References and appendices are attached at the end of the study, references include used in this research, appendices include questionnaire, SPSS and AMOA output and publications.

CHAPTER 2: LITERATURE REVIEW

2.0 Introduction

This research focuses on the relationship between employee competencies, service performance and customer experience as important relationship that emphasizes the core of marketing process. Numerous researches have been conducted to study the relationship between two or more of these factors; (Bowen 2016) recommend future studies to consider the influence of employee competencies on customer experience, he expects that, further research using employee experience as the outcome might show interesting new employee behavior, Bowen also ask for additional research to specify the required competencies that both employee and customer must have to fill roles in coordination. By using interdisciplinary method combine management and marketing, Bowen end to that, strategic human resource management should include a considerable focus on specifying the employee roles and competencies essential to customer value creation and organizational success.

Other authors (Chang and Huang 2010) think that, future studies might also explore the relationship between employee competencies, internal customer satisfaction and organizational effective performance to capture the entire picture and propose more expansive models assuming a broader range of issues; they are linking the effective organizational performance with some human resource competencies.

Other researchers such as (Evanschitzky, Sharma et al. 2012) end to that, dominance behavior of sales employee, influence customer satisfaction, which is difficult to be change by training in the short term. They suggest further research to take the question of the impact of sales employee competent behavior on the level of customer satisfaction. Also (Santos-Vijande, López-Sánchez et al. 2016) recommend future research about the impact of frontline employee on service

performance. They stated that, employees obtained exclusive and highly context-dependent knowledge which make them have high abilities for innovation and influence on customer satisfaction and organizational performance.

The main purpose of this research is to study the impact of employee competencies on service performance while considering customer experience as mediating factor that facilitate this relationship. We attempt to look into the relation between employee competencies, customer experience and service performance. We consider employee competencies as a crucial factor playing decisive role in service performance as final outcome of marketing process.

2.1 Employee Competencies

2.1.1 Definition and Conceptualization of Employee Competencies

According to Business Dictionary (Dictionary 2015), competencies means, a group of related abilities, commitments, knowledge, and skills that enable a person (or an organization) to act effectively in a job or situation. Competence shows sufficiency of knowledge and skills that enable someone to act in a wide variety of situations. Because each level of responsibility has its own requirements, competence can occur in any period of a person's life or at any stage of his or her career. In way to find distinguish characteristics (Puteh, Kaliannan et al. 2016) indicated that competency principles tend to be standardized but in reality each position and job is unique on its own. For (Hager and Gonczi 1996) employee competence is the ability for satisfactory accomplishment of some task or competent performance, this ability includes 'knowledge', 'skills' and 'attitudes' or the personal characteristics that cause competent performance. Recent researches specialized in health and therapeutic care grouped competencies into four domains as professional practice, critical

thinking and analysis, provision and coordination of care, and collaboration and therapeutic care (Leung, Trevena et al. 2016). The question of employee competencies has been considered even earlier. Competence is a combination of some characteristics of knowledge, skills, and attitudes; with the ability to make professional decision and to perform intelligently in particular positions. Some authors (Messick 1984; Neufeld 1985; Biggs 1994; Gonczi 1994; Scott 1998) discuss the difference between skills, values, personality traits and competencies, they describe competencies as a combination of related knowledge, attitudes and skills that affect performance of the job and that can be improved by training and development. Also (Hashim 2008) specifies three main competency groups necessary for managers, namely communication competency, managerial competency and job knowledge competency. Different studies argue that competence reveals someone's cognitive approach to a task, attributes of knowledge, skills and attitudes (Carraccio, Wolfsthal et al. 2002; Frank, Mungroo et al. 2010). Functional definitions have been made by (Palmer, Ziegenfuss et al. 2004) when they propose numerous types of competencies in the area of tax, auditing and accounting such as communication skills, interpersonal skills, problem-solving skills, general business knowledge, accounting knowledge, information technology, personal attitudes and capabilities, and computer skills. In the area of human resource management, there are many skills that are required to be grabbed by HR Managers like human resource skills, business skills, leadership skills, and learning skills (Gary 2008).

Competency is the invention of (McClelland 1973) who suggested that amount of education or grades are related to abilities and personal qualifications. This is because when behavior competencies increased, the ability to perform increase

(Azmi, Ahmad et al. 2009). Numerous studies consider employee competencies as crucial factor in recent marketing.

As a concept employee competencies, has been viewed through two main approaches, according to Human Resource approach, competencies are defined as the capacities that a person has and which predict superior performance (Ley and Albert 2003). They are usually seen to include a person's knowledge, skills, attitudes and behaviors which expect competent performance in a certain job.

According to Knowledge Management approaches, competencies usually means employees' technical or professional knowledge, like when predicting whether an employee will successfully solve a given task, or effectively complete a given project assignment (Ley and Albert 2003).

As per (Puteh, Kaliannan et al. 2016) there are four core competencies important for organizations, and that are functional, leadership, communication and cognitive competency; they stated that, regardless of different positions, tasks, and nature of service-based businesses, these core competencies playing a leading role for organizational excellent performance. They consider employee attitude and knowledge as vital for service-based business.

The definition of Business Dictionary, mentioned the elements of competencies as, abilities, commitments, knowledge and skills, with focus on knowledge and skills in relation with job performance. HR approach named knowledge, skills, attitudes and behaviors relating them with competent performance. Knowledge management approaches put competencies as equivalent to professional knowledge linking it with performance as end outcome. As the trying to determining important competencies (Puteh, Kaliannan et al. 2016) consider employee attitude and knowledge as vital dimensions of employee

competencies. While (Patterson, Ferguson et al. 2008) using job analysis to identify core competencies pointed out fourteen elements as core and specific competencies, technical knowledge, communication skills, conceptual thinking, coping with pressure, empathy and sensitivity, learning and personal development, legal, ethical and political awareness, managing others, personal attributes, organization skills, professional integrity, teaching, team involvement and vigilance and situational awareness. When we look carefully to these fourteen elements, we could easily regrouped them into the three elements named by HR approach which are knowledge, skills, attitudes and behaviors

The growth of services marketing presents new roles and definitions for concepts as employee and customer. Marketing evolved from simple function of promoting goods to complex of various processes, the marketing theory developed from four Ps to the four Cs and sometimes to six Cs. Customer is shifted from the simple perspective of consumer and buyer to customer who feedback and share the decisions of production and quality. Employee as well is not only that provider, who just provide the service with no more responsibilities, as per Bowen, employees now playing roles of innovators, differentiators, enablers and coordinators, for Bowen also the employee attitude and behavior could dramatically affect the customer experience (Bowen 2016).

2.1.2 Dimensions of Employee Competencies

As it has been explored earlier employee competencies include various elements. The main target of this study is to examine the perception of customers about employee dominant and leading competencies; some authors like (Patterson, Ferguson et al. 2008) count fourteen dimensions as employee core competencies (table1), (Puteh, Kaliannan et al. 2016) enclose them into six dimensions as functional, leadership, communication, cognitive, attitude and

knowledge competency. While (Palmer, Ziegenfuss et al. 2004) make them eight as communication skills, interpersonal skills, problem-solving skills, general business knowledge, accounting knowledge, information technology, personal attitudes and capabilities, and computer skills. The number of elements that representing dimensions of employee competencies vary in a wide range from three in the most of cases up to fourteen as per Patterson, Ferguson and others. These variations refer to the different approaches, targets and scope of specialty of the different authors.

In the next table we explore the dimensions of employee competencies that we have reviewed in the published literature. This review cover 17 research works and many authors in wide range of time that extended between 1984 -2016 beside some works from earlier time that we explored but not fixed them to the table such as (McClelland 1973).

Research work		Dimensions	
1	Puteh et al 2016 Employee Core Competencies and Organizational Excellence	- Functional - Leadership - Communication	- Cognitive competency - Employee attitude - Knowledge
2	Leung (2016), Development of a competency framework for evidence-based practice in nursing	- Knowledge - Skills - Attitude	
3	businessdictionary.com 2016	- Abilities - Commitments	- Knowledge - Skills
4	Australian Nurse and Midwifery Council competency standards (ANMC, 2006) (Cited from Leung et al. (2016))	- Professional practice - Critical thinking and analysis - Provision and coordination of care - Collaboration and therapeutic care	
5	Frank et al., 2010, Toward a definition of competency-based education in medicine: a systematic review of published definitions	- Cognitive approach to a task - Attributes of Knowledge - Skills - Attitudes	
6	Patterson et al 2008, Using job analysis to identify core and specific competencies: implications for selection and recruitment	1- Technical knowledge 2- communication skills	7- legal, ethical and political awareness 8- managing others 9- personal attributes

		3- conceptual thinking 4- coping with pressure 5- empathy and sensitivity 6- learning & personal development 10- organization skills 11- professional integrity 12- teaching 13- team involvement 14- vigilance and situational awareness
7	Junaidah (2008), Competencies acquisition through self-directed learning among Malaysian managers.	- Communication competency - Managerial competency - Job knowledge competency
8	Dessler, 2008, A Framework for Human Resource Management	- HR proficiencies - Business proficiencies - Leadership proficiencies - Learning proficiencies
9	Ley, T., & Albert, D. 2008, Identifying Employee Competencies in Dynamic Work Domains: Methodological Considerations and a Case Study	- Human Resource approach (HR):- - Knowledge - Skills - Attitudes - Behaviors - Knowledge Management approaches (KM):- - Employees' technical or professional knowledge
10	Palmer, K. N et al (2004), International knowledge, skills and abilities of auditors and accountants.	- Communication skills - Interpersonal skills - Problem-solving skills - General business knowledge - Accounting knowledge - Information technology - Personal attitudes & capabilities - Computer skills
11	Carraccio et al., 2002, Shifting Paradigms from Flexner to Competencies	- Cognitive Attributes - Knowledge - Skills - Attitudes
12	Scott, B. Parry (1998). Just what in a competency (quoted from Puteh 2016)	- Knowledge - Attitudes - Skills
13	Hager & Gonczi (1996), What is competence?	- Knowledge judgment - Skills performance - Attitudes - Professional - Intelligent
14	Biggs, J. (1994) Learning outcomes: competence or expertise?	- Knowledge - Skills - Attitudes
15	Gonczi, A., (1994) Competency based assessment in the professions in Australia.	- Knowledge - Skills - Attitudes
16	Neufeld and Norman (1985)	- Knowledge

	Assessing Clinical Competence	- Skills - Attitudes
17	Messick, 1984 The psychology of educational measurement	- Knowledge - Skills - Attitudes

Table 2.1 Dimensions of Employee Competencies

The most accepted and frequently repeated dimensions in the reviewed literature are knowledge, skills and attitude; they are considered by many as core competencies by almost all authors. Authors who itemized bigger number of dimensions are either detailed the main dimensions like putting skills into three or more types of skills, or they targeted some specific elements related to one profession or job, like required competencies for nurses (Council 2006), or for accountants and auditors (Palmer, Ziegenfuss et al. 2004). Finally we find that the main competencies that have recently been accepted as important dimensions of employee competencies and are vital for organizational excellence are knowledge, skills and attitude, Leung (2016) and Puteh et al 2016. These three dimensions could represent our conceptual frame work and stand for core dimensions of employee competencies.

2.1.2.1 Knowledge

Knowledge has been adopted as a dimension of employee competencies by (Messick 1984) in his research work (The Psychology of Educational Measurement). This dimension has also been developed by several authors as (Neufeld 1985), (Gonczi 1994), (Biggs 1994), (Hager and Gonczi 1996), (Scott 1998), (Carraccio, Wolfsthal et al. 2002), (Palmer, Ziegenfuss et al. 2004), (Ley and Albert 2003), (Hashim 2008), (Patterson, Ferguson et al. 2008), (Frank, Mungroo et al.), (Dictionary), (Leung, Trevena et al.), and (Puteh, Kaliannan et al.)

2.1.2.2 Skills

Several authors consider skills, as core employee competencies that affect service performance and organizational excellence. From other side (Hashim 2008), accept communication competency and managerial competency with job knowledge as dimensions for employee competencies, but at the last analysis communication and managerial competencies are also elements of the skills. Some of authors who accept and developed skills as core employee dimension are (Messick 1984), (Neufeld 1985), (Gonczi 1994), (Biggs 1994), (Hager and Gonczi 1996), (Scott 1998), (Carraccio, Wolfsthal et al. 2002), (Palmer, Ziegenfuss et al. 2004), (Ley and Albert 2003), (Hashim 2008), (Patterson, Ferguson et al. 2008), (Frank, Mungroo et al.), (Dictionary), (Leung, Trevena et al.), and (Puteh, Kaliannan et al.)

2.1.2.3 Attitude

Attitude as core dimension of employee competencies has also been accepted by several authors as it shown in the table of dimensions of employee competencies. It has been developed by (Messick 1984), (Neufeld 1985), (Gonczi 1994), (Biggs 1994), (Hager and Gonczi 1996), (Scott 1998), (Carraccio, Wolfsthal et al. 2002), (Palmer, Ziegenfuss et al. 2004), (Ley and Albert 2003), (Frank, Mungroo et al.), (Leung, Trevena et al.), and (Puteh, Kaliannan et al.).

2.3 Service performance

2.3.1 Definition and conceptualization

Different approaches look at service performance from different points of view. One approach considers service performance as organizational outcome, another accept it as individual (employee) outcome, and one other approach look at it as combine individual and organizational outcome; (Liao and Chuang 2004) consider employee competencies and organizational characteristics as integrated

system that interact and combine to shape individual and organizational outcomes or in other words to shape service performance.

According to the approach that combine individual and organizational outcomes, (Liao and Chuang 2004) divide the antecedents of service performance into two levels as individual level and store level; they suggest the following dimensions for personality as main component of individual level (conscientiousness, neuroticism, extroversion and agreeableness), and accept store level as human resource practices that include employee involvement, service training and performance incentives and service climate in other side.

Making difference between two performance outcomes (Schepers, Nijssen et al. 2016) mentioned efficiency performance and quality performance, the first measures the extent to which the frontline employee completes service encounters within set time standards; while the second one measures the extent to which the frontline employee provides a durable solution to customer problems.

According to (Aryee, Walumbwa et al. 2016) service performance is a form of task excellence in a service context. It defines service behaviors that follow established job descriptions and service scenarios. By their statement (Sharma and Ojha* 2004) indicate network-based service performance, retailer-related process performance and network operator-related process performance as three main dimensions for service performance in the mobile communication service. Another group of authors (García-Buades, Martínez-Tur et al. 2016) mentioned the use of service quality perceptions, customer satisfaction, and loyalty as relevant indicators to measure service performance.

Five factors have been suggested by (Zeithaml, Parasuraman et al. 1990) as crucial dimensions that affect the performance of service and customer satisfaction, that are customer service, physical facilities, complaint resolving, service capacity and convenience perception. Examining service performance dimensions (Hoang, Chi et al. 2016) confirm the dimensions mentioned by (Zeithaml, Parasuraman et al. 1990) with different approach that end to some differences in the order of significance. Same points of view have (Kordupleski, Rust et al. 1993); they mentioned physical facilities, service capacity and convenience perception as crucial factors affecting service performance. Studying factors that affect service performance, (Azillah and Shah 2016) consider employee personality as the most important factor that affects employee service performance; they conduct a research in the field of hotel industry where the personal factor is crucial and end to some personal elements as especially important in relates with service performance which are, conscientiousness, agreeableness, extraversion, emotional stability and openness to new experience. As they testing the relationship between employee attitude and employee performance (Adsit, London et al. 1996) indicate that there is a positive but not significant relationship between employee's attitudes and employee performance; the study was testing the customer satisfaction in employee servicing in relation with employee attitudes. They mentioned three factors as important measures for performance, customer satisfaction, productivity and administrative effectiveness. For (Schneider 1990) if organization values establish practices that enable excellent service, a climate for service is likely to arise. Schneider indicates organization values, managerial practices and service climate as important factors for service performance. Also (Borucki and Burke 1999) were share the same views about organizational factors as important factors that affect service performance, for them service

performance would be influenced by service climate which will eventually impact customer satisfaction. These authors highlight the impact of managerial practices and service climate on customer perceptions of service performance as main factors.

According to (Palmer 1994) quality can be defined only by customers and occurs where an organization delivers goods and services to a level that satisfies their needs. For (Parasuraman, Zeithaml et al. 1985) service quality is a measure of how well the service level delivered matches customer expectations. Delivering quality service means meeting the requirements of customer expectations on a consistent basis.

The service profit chain concept of (Heskett, Sasser et al. 1997) explaining service quality within the chain, where a chain of effects is analyzed leading from internal service quality in a company to perceived service quality and to customer satisfaction. Consequently, the chain leads to customer loyalty and to financial outcomes for companies. The outcomes of service quality are mainly interesting because companies often ask themselves whether investments in service quality will finally pay off and generate profits (Horn and Rudolf 2012).

To clarify linking relation between service performance and customer experience (Freitas and Costa 2012) explain service quality as an attitude from the side of consumers, making difference between service quality and customer satisfaction as the latter is an outcome results from comparing expectations with actual service performance. For these authors the meaning of quality is personal and subjective because individual customers have different wants or needs.

Key factors like competitive advantage and customer satisfaction led to better understanding of the role of quality of service. For (Freitas and Costa 2012)

measuring service quality and getting the excellence in services have been the main strategies adopted by services companies to obtain competitive advantage. However, one of the most complex actions concerns is how to evaluate service quality in a proper and accurate way.

As a direct indicator for performance, service quality need to be defined and properly measured, it was originally measured on 10 aspects of service quality: reliability, responsiveness, competence, access, courtesy, communication, credibility, security, understanding the customer and tangibles; this measure the gap between customer expectations and experience. By the early nineties authors had refined the model to the useful acronym RATER: Reliability, Assurance, Tangibles, Empathy and Responsiveness. To understand the vital role of customer satisfaction, researchers pay attention to service quality as a decisive factor in business, according to (Bashir, Machali et al. 2012) service quality has been increasingly recognized as a critical factor in the success of any business, service quality has been widely used to evaluate the customer satisfaction. To realize customer satisfaction (Zafar, Zafar et al. 2012) state that it is necessary to have a relevant level of quality of service.

Considering customer perception about quality (Dehghan, Zenouzi et al. 2012) examined the relationship between service quality and customer satisfaction, by finding the dimensions of service quality that affect customer satisfaction from customers' viewpoint; they examine the impact of employee performance on customer satisfaction also by testing the speed of installation and speed of delivery. Authors used qualitative tools and SERVQUAL method as a measure for service quality to compare customers' expectations and perceptions of the actual delivered service; (Dehghan, Zenouzi et al. 2012) end to that, price, speed

of installation and speed of delivery are found, as new dimensions that have strong impact on customer satisfaction.

For (Haque, Sarwar et al. 2012) service quality is not only the important core of the today's business, it also has a high place in every business. Without satisfying the customer with good level of service performance no business can be survive; this is the key point for organizations to success. Better service performance improves the relationship between customers and organization and this is a two-way flow of value.

Relationship between service climate, employee commitment and customer satisfaction received considerable attention; (He, Li et al. 2011) examine how service climate improves customer satisfaction in hospitality industry, they considered customer orientation, managerial support and work facilitation as different dimensions of service climate and presents employee commitment as an important mediator to examine the relationship between service climate and customer satisfaction. Data has been collected from employees in the hospitality industry of China by a structured questionnaire. The authors end to that; different dimensions of service climate have different influences on customer satisfaction. For example, customer orientation has a direct and positive impact on customer satisfaction, while the other two dimensions affect positively but indirectly on the customer satisfaction by improving employee commitment. These findings are supporting the idea of essential relationship between employee and organizational performance. Authors also recommend that, managers should care more about managerial support and work facilitation, in way to improve employee commitment in the organization.

2.3.2 Dimensions of Service Performance

Service performance has been taken into two levels, the organizational level of performance which includes all organizational works and the individual level related to personal performance or employee performance (Liao and Chuang 2004). This study is targeting the personal level of performance related to employees and its relationship with employee competencies and customer experience. The level of service performance is always reflecting by employee competencies, these authors present the work of (Xu and Ye 2014) who find that Job performance has significant positive correlation with employees' competency; in other words to which the employee is competent to that the service is good. From other hand as it has been mentioned in several research works earlier; the level, speed and way of performance is strongly related to customer perception, satisfaction and loyalty or customer experience. This relation indicates a mediating role of customer experience and this study conceptualize customer experience as a mediating variable between the independent variable employee competencies and the dependent variable service performance.

Dimensions of services performance have also been subject to different itemization. Some authors like (Schepers, Nijssen et al. 2016) considered efficiency performance, which defined as completing service within set time standards, and quality performance defined as providing a durable solution to customer problems as the two core elements of the service performance, for them these two elements represent all dimensions of service performance. Other authors (Schneider 1990; Kordupleski, Rust et al. 1993; Adsit, London et al. 1996; Borucki and Burke 1999; Sharma and Ojha* 2004; Azillah and Shah 2016; García-Buades, Martínez-Tur et al. 2016) are also classified and mentioned dimensions of the service performance. these dimensions have also

been reclassified by (Hoang, Chi et al. 2016) as convenience perception, service capacity, physical facilities, customer service and resolving complaints, putting them as indicators for performance in logical sequence.

In the next table we explore the dimensions of service performance that we have reviewed in the published literature. This review cover 10 research works and many authors in a wide range of time that extended between 1990 -2016.

Research work		Dimensions
1	Schepers et al 2016 Innovation in the Frontline Exploring the Relationship between Role Conflict	-Efficiency performance: completing service within set time standards -Quality performance: providing a durable solution to customer problems
2	Hoang et al, (2016) Factors Affecting Performance Enhancing Customer Service in Vietnamese Businesses in the Competition and Integration Trend	- Convenience Perception - Service Capacity - Physical Facilities - Customer service - Resolving complaints
3	García-Buades et al 2016 Engaged teams deliver better service performance in innovation climates	- Service quality perceptions - Customer satisfaction - Loyalty
4	Razali et al (2016) Studying the Relationship Between Personality Factor and Employee Service Performance among Hotel Employees	- Conscientiousness - Agreeableness - Extraversion - Emotional stability - Openness to new experience
5	Neeru Sharma & SatinderOjha (2004) Measuring service performance in mobile communications	- Network-based service performance - Retailer-related process performance - Network operator-related process performance
6	Liao and Chuan 2004 A Multilevel Investigation of Factors Influencing Employee Service Performance and Customer Outcome	- Individual level/ Personality: - Conscientiousness - Extroversion - Neuroticism - Agreeableness - Organizational level: - Employee involvement - Performance incentives - Service training - Service climate
7	Borucki& Burke, (1999) An Examination of Service-Related Antecedents to Retail Store Performance	- Managerial practices - Service climate - Customer perception - Customer satisfaction
8	Adsit et al. (1996) Relationship between Employee Attitudes, Customer Satisfaction and Departmental	- Customer satisfaction - Productivity - Administrative effectiveness

	Performance	
9	Kordupleski, et al, (1993) Why Improving Quality Doesn't Improve Quality (Or Whatever Happened to Marketing?)	<ul style="list-style-type: none"> - Physical facilities - Service capacity - Convenience perception
10	Schneider (1990) The climate for service: An application of the climate construct	<ul style="list-style-type: none"> - Organizational values - Managerial practices - Service climate
11	Zeithaml, Parasuraman et al. 1990	<ul style="list-style-type: none"> Customer service Physical facilities Complaint resolving Service capacity Convenience Perception

Table 2.2 Dimensions of Service Performance

Summarizing previous research works logically considering latest trends in the marketing literature and practice we came to conceptualize the core service performance dimensions that match our conceptualization as convenience perception, complain resolving and customer service. These three dimensions have been accepted by (Zeithaml, Parasuraman et al. 1990) they have also been developed recently by Hoang et al, (2016) as factors affecting performance enhancing customer service.

2.3.2.1 Convenience Perception

Convenience perception is the perception of customer resulted from convenient performance of service that fit customer expectations; it has been accepted as an important dimension and measure for service performance as per (Zeithaml, Parasuraman et al. 1990), and (Kordupleski, Rust et al. 1993), it has also been developed by (Hoang, Chi et al.) (2016) as one of the important factors affecting service performance.

2.3.2.2 Complain Resolving

This dimension represents the ability of employee to maintain customer satisfaction and avoid negative results during service performance process it has been adopted by several authors as vital dimension of service performance. This

dimension has appeared in the works of (Zeithaml, Parasuraman et al. 1990) and lately in (Hoang, Chi et al.) (2016), providing solution to customer problems has also been considered by Schepers et al 2016 as core of service performance.

2.3.2.3 Customer Service

Customer service is the process of ensuring customer satisfaction with a product or service. It usually takes place while performing a business deal for the customer, such as making a sale or returning an item. Customer service is an indicator for actual received service, it is a vital dimension that measure perceived service and it has also been accepted and developed by several authors as (Zeithaml, Parasuraman et al. 1990) and (Hoang, Chi et al.) (2016).

2.4 Customer Experience

Product is a tangible object whereas a service is an activity and a process. According to (Bhandari 2016) this process involves the treatment of a customer or something belonging to him where the customer performs some role or steps in this process. Customer experience is becoming the new age differentiator. There has been a fundamental shift from building “product brands” to “strong customer relationships” to “management of convincing customer experiences”. Customer experience realizes customers as beyond rational beings seeking fulfillment of their emotional, hedonic and sensory aspirations. The customer experience factor plays an increasingly significant role in determining the success of a company’s business (Gentile, Spiller et al. 2007). Customer experience management is the set of processes a company uses to track, oversee and organize every interaction between a customer and the organization throughout the customer lifecycle (Jha 2016).

The quality of employee-customer interactions known also as service encounters has been recognized as an important strategic competitive tool for service

organizations. Front-line employees are the first and direct representatives of a company that customer face. Customers often build their impressions of a company on the service received from these employees. It is then important for service organizations to recognize, and then find ways to effectively manage, these interactions. Employee-customer interactions have been examined from many standpoints in the literature. Some researchers advocate that the quality of interactions is determined by human variables – including motives, attitudes and social habits – of both the service provider and the customer involved in the exchange (Lockwood and Jones 1989).

2.4.1 Definition and Concept evolution

Customer experience is a concept that replaced customer relationship management in the marketing literature. Perception of customer about service quality, customer satisfaction and customer loyalty, have changed to be customer experience as per (Verhoef, Lemon et al. 2009; Bowen 2016). According to (Bhandari 2016), customer experience (positive or negative) is a life practice growing during the interaction that customer has with the organization. From his side (Schmitt 2011) indicates how organizations create experiential marketing by having customer's sense, feel, think, act and relate to a company and its brands. For Bhandari this experience affects other aspects related with customer like satisfaction and loyalty, for him customer experience is emerging as new-age differentiator. Also (Zeithaml, Parasuraman et al. 1990) pointed the paradigm shift from building “product brands” to “strong customer relationships based on improvised service quality” to “creation and management of compelling customer experiences”. According to (Sharma, Tiwari et al. 2016) customers want respectful attitude, a responsive action and to have what they desire. They simply want to have the same good experience each time they came. For (Jha 2016) customer experience management is the group of

processes organizations use to track, watch over and organize every interaction between a customer and the organization throughout the customer lifecycle. Significance of the holistic nature of customer experience has been pointed out by (Verhoef, Lemon et al. 2009) who suggest that customer experience is of a cognitive, social, affective and physical nature. According to numerous scholars (McColl-Kennedy, Gustafsson et al. 2015) customer experience is defined as holistic concept, including the customer's cognitive, affective, emotional, social and physical responses to any direct or indirect contact with the service provider, brand, or product, through various touch points during the entire customer lifecycle. As per (Kim, Kim et al. 2013) the approachable and intuitive features of applications raise user value, satisfaction and engagement. The authors highlight the facility of mobile phone to allow customer save their time and complete a task as (utilitarian), entertain themselves (hedonic) and connect with others (social). As a valuable contribution (Huang, Lin et al. 2015) propose a mobile service quality scale, M-S-QUAL which includes five factors (contact, responsiveness, fulfillment, privacy and efficiency). Some factors have been mentioned by (Parasuraman, Zeithaml et al. 2005) as dimensions for customer experience (contact, responsiveness, fulfillment, privacy and efficiency). Recently the online experience is attracted more attention in the literature, although we know that marketing climate in Sudan is not yet ready for the active online marketing due to difficulties related to the physical infrastructure. For (Klaus 2013) functionality and psychological factors represents key dimensions of online customer experience; he defined online customer experience as the customers' perception of an organization's value offer online; for him these customers' mental perceptions include a set of consequences, namely benefits, emotions, judgments, and intentions.

According to new theories in marketing, customer is count as an active participant who shares decisions about all marketing process. For (McColl-Kennedy, Vargo et al. 2012), customers can no longer considered as simply passive recipients of what an organization offer to them, but as co-creators and eventual determiners of value. These authors show how customers can contribute to their own value creation through their own (self) activities in managing their service.

Regarding dimensions of customer experience, (Sharma, Tiwari et al. 2016) suggest that, customer experience beside customer care include also customer inter-action with the elements of marketing mix commonly known as four Ps and Cs in the marketing discipline. Five dimensions have been suggested by (Schmitt 2011) as key dimensions that measure customer experience including sensory experiences (sense); affective experiences (feel); creative cognitive experiences (think); physical experiences, behaviors and lifestyle (act); and social-identity experiences that result from relating to a reference group or culture (relate). Also (Gentile, Spiller et al. 2007) suggest sensorial component, emotional component, pragmatic component, lifestyle component and relational component. In their study from 2016, (Sharma, Tiwari et al. 2016) suggested fourteen dimensions for customer experience including convenience, customer interaction, services environment, employee's attitude, online functional elements, presence of other customers, online hedonic elements, customization, core service, value addition, speed, marketing mix, service process and online aesthetics. They also stated that these factors lead to customer satisfaction which helps in building customer trust and customer loyalty.

2.4.2 Dimensions of Customer Experience

Customer experiences' dimensions are also been conceptualized and found in different research works. For example (Sharma, Tiwari et al. 2016) count sixteen dimensions for customer experience; some of them are linked strongly to employee competencies and service performance, like employee attitude and core service. Also (Parasuraman, Zeithaml et al. 2005; Verhoef, Lemon et al. 2009; Kim, Cha et al. 2011; Schmitt 2011; "Phil" Klaus and Maklan 2012; Kim, Kim et al. 2013; Klaus 2013; Huang, Lin et al. 2015; McColl-Kennedy, Gustafsson et al. 2015) examined and classified dimensions of customer experience, as shown below in table 3.3, the reviewed below dimensions are representing nearly same concepts from different viewpoints, with different order according to the objectives targeted by authors.

In the next table we explore the dimensions of customer experience that we have reviewed in the published literature. This review covered 11 research works in wide range of time that extended between 2015 -2016.

Research work		Dimensions	
1	Sharma et al 2016 Summarizing Factors of Customer Experience and Building a Structural Model Using Total Interpretive Structural Modelling Technology	- Service process - Customer interaction - Speed - Employees' attitude - Customer satisfaction - Online hedonic elements - Core service customers - Services environment	- Marketing mix - Online aesthetics - Convenience - Customization - Value addition - Online functional elements - Presence of other customers - Customer experience
2	Mccoll-Kennedy, et al (2015) Fresh perspectives on customer experience	- Customer's cognitive responses - Customer's affective responses - Customer's emotional responses - Customer's social responses - Customer's physical responses	
3	Huang et al. (2015) M-S-QUAL: Mobile service quality measurement	Contact - Responsiveness - Fulfillment	- Privacy - Efficiency

4	Klaus , (2013) The case of Amazon.com: towards a conceptual framework of online customer service experience	<ul style="list-style-type: none"> - Functionality - Psychological factors - Customer interactions - Benefits - Emotions - Judgments - Intentions
5	Kim et al. (2013) A study of mobile user engagement (MoEN): Engagement motivations, perceived value, satisfaction, and continued engagement intention	<ul style="list-style-type: none"> - Utilitarian: Save time and complete a task - Hedonic: Entertain themselves - Social: Connect with others
6	Klaus & Maklan (2012) EXQ: a multiple-item scale for assessing service experience	<ul style="list-style-type: none"> - Peace-of-mind - Moments-of-truth - Result focus - Product experience
7	Kim et al., (2011) Development and testing of the Consumer Experience Index (CEI)", Managing Service Quality	<ul style="list-style-type: none"> - Environment - Benefits - Convenience - Accessibility - Utility - Incentive
8	Schmitt 2011 Experience Marketing: Concepts, Frameworks and Consumer Insights	<ul style="list-style-type: none"> - Sensory experiences (sense) - Affective experiences (feel) - Creative cognitive experiences (think) - Physical experiences, behaviors and lifestyle (act) - Social-identity experiences result from a reference group or culture (relate)
9	Verhoef et al. (2009) Customer Experience Creation: Determinants, Dynamics and Management Strategies	<ul style="list-style-type: none"> - Cognitive - Social - Affective - Physical
10	Gentile et al., 2007 How to Sustain the Customer Experience:: An Overview of Experience Components that Co-create Value With the Customer	<ul style="list-style-type: none"> - Sensorial component - Emotional component - Cognitive component - Pragmatic component - Lifestyle component - Relational component
11	Parasuraman et al. (2005) A Multiple-Item Scale for Assessing Electronic Service Quality	<ul style="list-style-type: none"> - Contact - Responsiveness - Fulfillment - Privacy - Efficiency

Table 2.3 Dimensions of Customer Experience

Five dimensions have been mentioned (Parasuraman, Zeithaml et al. 2005) as core customer experiences, later some of them have been developed by some authors. The cognitive, emotional, physical and social experience have been

developed and accepted by several authors as (Gentile, Spiller et al. 2007) who suggest six dimensions as experience components that co-create value with the customer and (McColl-Kennedy, Gustafsson et al.) (2015), who proposes fresh perspectives on customer experience. Taking into consideration the frequently validated, most repeated dimensions in different research works, and the recent trends in literature and practice, we find the following as most acceptable dimensions to represent our conceptual framework:

2.4.2.1 Customer's Cognitive Experiences

Cognitive experience means what does the customer think about the service, what perception and understanding he makes about it, this dimension is also known as (think), it is widely accepted and took place in the recent literature by several authors and marketers as (Gentile, Spiller et al. 2007), (Verhoef, Lemon et al. 2009), (Schmitt; Schmitt 2011), and (Klaus; McColl-Kennedy, Gustafsson et al.; McColl-Kennedy, Gustafsson et al. 2015).

2.4.2.2 Customer's Emotional Experience

This dimension is obvious in the satisfaction or dissatisfaction of the products or services being purchased it is known as (feel), it is also accepted by several authors like (Gentile, Spiller et al. 2007), (Verhoef, Lemon et al. 2009), (Schmitt 2011) (Klaus; Klaus 2013) and (McColl-Kennedy, Gustafsson et al.; McColl-Kennedy, Gustafsson et al. 2015).

2.4.2.3 Customer's Physical Experiences

Physical experiences represent behaviors and lifestyle of the customers; authors refer to it as (act). Physical experience represents the actual behavior of the customers; it has been accepted as dimension of customer experience by (Parasuraman, Zeithaml et al. 2005) as contact; later it has been developed as

physical experience by (Gentile, Spiller et al. 2007), (Verhoef, Lemon et al. 2009), (Schmitt 2011) (Klaus; McColl-Kennedy, Gustafsson et al.; McColl-Kennedy, Gustafsson et al. 2015).

2.4.2.4 Customer's Social Experiences

The social experience dimension is result from a reference group or culture and it represents the social background of the customer and the social group he relate to; it is also known as (relate) and it has been developed by (Gentile, Spiller et al. 2007), (Verhoef, Lemon et al. 2009), (Schmitt 2011) (Kim, Kim et al. 2013) and (Klaus; McColl-Kennedy, Gustafsson et al.; McColl-Kennedy, Gustafsson et al. 2015)

2.5 The Relationship between Employee Competencies and Service Performance

According to several authors the level of service performance is always reflecting by employee competencies, the present work of (Xu and Ye 2014) find that Job performance has significant positive correlation with employees' competency; in other words to which the employee is competent to that the service is good. As they testing the relationship between employee attitude and employee performance (Adsit, London et al. 1996) indicate that there is a positive but not significant relationship between employee's attitudes and employee performance; the study was testing the customer satisfaction in employee servicing in relation with employee attitudes.

According to (Chen 2008) a service company can achieve better performance by creating value for their employees when develop their skills, and companies that give consideration to both employees and customers eventually show positive results in service performance.

The service profit chain model of (Heskett and Schlesinger 1994) explaining the employee- customer relationship essence. This model focuses on the importance of understanding the relationships between employee, customer and organizational performance. According to (Fazlzadeh, Faryabi et al. 2012) within the service profit chain, service quality is driven, primarily, by employee satisfaction, which, in turn is influenced by human resource practices. The overall chain sees service quality driving customer satisfaction which creates customer loyalty leading to growth and profit. As per (Chen 2008) the service profit chain is probably the best-known model that describing service employee-customer relationship, because it proposes a chain of relationships starting with a circle of internal service quality, service capability, employee satisfaction and loyalty, productivity and output quality; which in turn drive service value, customer satisfaction and loyalty, leading to enhance revenue.

According to (Lloyd and Luk 2011) organizations must discover ways to manage their customer-contact employees to ensure that their behaviors and attitudes contribute the delivery of quality service. Also (Keller 2002) mentioned the need of service employees to raise healthier relationships within the organization in order to achieve more success and obtain the benefits associated with external partnerships.

According to (Titko and Lace 2012) managers will be able to control the impact of profitability and to have good tool for achieving better business performance by considering relationships between employees, customers and shareholders.

Employee attitude and behavior have always been considered as important factors that affect business performance, for (Adsit, London et al. 1996) employee attitudes and responses to administrative change are associated with

departmental performance, they examine the relationships between productivity, administrative effectiveness, customer satisfaction, and employee attitudes over time; by using survey feedback as a tool for organization development upward and customer ratings as a guide to manager development, and relationships between employee attitudes, departmental performance and customer satisfaction with service quality; they found that in units with higher overall performance employee-attitude is also higher, relatively any changes in employee attitudes would led to significant changes in performance, according to them improving employee attitudes would produce considerable outcomes in performance. According to (Adsit, London et al. 1996) employees in different levels must have share in formulation of business decision for better understanding of policies and better performance. Managers who encouraging participation of employees could ensure higher performance, such managers are able to maintain higher levels of all performance measures. Authors of this study ends to conclusions affirm the crucial role of employee in service business, according to them, including customer values in organizational strategies and linking employees to this strategies as goals, is the base of successful organizational performance and this is the way that managers will be sure that employees understand the main goals; they also find that, improving performance has a positive impact on employee morale.

Some studies relate positive employee behavior and attitud to employee satisfaction; (Heathfield 2009) defines employee satisfaction as a terminology that describes whether employees are happy and contented and fulfilling their desires and needs at work. Many researches indicate the significant role of employee satisfaction in employee motivation, employee goal achievement, and positive employee morale in the workplace; (Keller 2002) consider the

importance of treating personnel who are in common contact with external customers, as internal customers. The Main conclusion of this study states that, by developing and using an internal marketing customer program, organizations will have a better understanding of the impact and importance of both internal and external relationship marketing.

2.6 The Relationship between Employee Competencies and Customer Experience

To find the impact of employee behavior on customer experience dimensions (Hanzaee and Mirvaisi 2011) examine how behavior of customer oriented employee could affect customer satisfaction, customer commitment, customer retention and increasing service quality. Considering the significant role of service employee the authors highlight customer orientation behavior of service employee as main element of service companies' success; they end to that customer orientation behavior of service employees has a positive influence on customer satisfaction.

According to (Esmailpour, Zadeh et al. 2012) personnel skills, competence and behavior of employees are responsible of finding satisfied customers; results of their study show that there is a significant difference between expectations of customers and their perceptions in terms of innovation, benefits and credits and organization's reputation, which indicates that employee characteristics play vital role in service business. These authors also define employee behavior as the most important factor influencing the quality of service. Considering dynamic role of employee, they state that, making customer aware of the nature of services will guarantee success for organization business, such a mission of clarifying the nature of organization services is realized by front line employees. Examining factors that have an influential effect on bank service quality,

(Esmailpour, Zadeh et al. 2012) end to that employee competencies came at the first place before reliability, innovation profit and convenience which came after; according to them the most significant factor that affect the quality of bank services and customer experience as well is still the direct employee influence.

Considering relationship between employee behavior and customer satisfaction (Vilares and Coelho 2003) explore the limitations in European Customer Satisfaction Index (ECSI) model regarding the cause and effect relationship between employee behavior and customer satisfaction. According to them; ECSI model does not consider this important relationship; they paid deserved effort to ascertain that there is a cause and effect relationship between employee behavior and customer satisfaction. The results show that, these hidden variables, employee satisfaction, loyalty and commitment, have significant effects on perceived quality. In addition, the presence of these employee variables indicated that it is possible to prove the existence of an employee-customer chain and to quantify the effects of changes in employee attitudes and behaviors on customer satisfaction and loyalty.

Focusing in the relationship between sales employees' attitudes, skills, and characteristics, and customer satisfaction (Evanschitzky, Sharma et al. 2012) find that employee satisfaction influences both perceived service quality and customer-focused culture, using multilevel analysis they aim to find the impact of salespeople's satisfaction, adaptive selling, and dominance on customer satisfaction. As a result Evanschitzky, Sharma and others end to that, customer's evaluation of service quality, product quality and value, has an impact on his satisfaction, they also find that employee satisfaction has a positive impact on customer satisfaction.

According to (Ranjbarian, Dabestani et al. 2011) personalization, communication, trust and customer satisfaction are factors that have significant influence on customer loyalty. They find significant correlations between all these factors; they stated that, customers who are not willing to trust a vendor in competitive marketplace are unlikely to be loyal; they end to that, appropriate communication from service provider can be helpful and positive in relation with customer loyalty. This study end to that; main factors that influence customer loyalty are customer satisfaction, communication, trust and personalization.

According to (Titko and Lace 2012) staff development is the most important factor that organizations need to build customer loyalty and to improve service quality. They state that banks performance is depending directly on bank's ability to attract and retain customers and on the customer employee relationship. By examining the differences between customers' perceptions and employees' viewpoints on the quality of bank services, they confirmed the vital role of employee in service business.

The impact of employee competencies on customer satisfaction also received considerable attention in marketing literature. According to (Jeon and Choi 2012) behavior of satisfied employees plays an important role in shaping customers' perceptions of business interactions; they state that satisfied employees are more likely to be friendly, enthusiastic, attentive, and empathetic toward customers. The relationship between employee satisfaction, customer satisfaction, and profitability is a topic of growing academic and managerial interest (Hurley and Estelami 2007). For (Jeon and Choi 2012) self-efficacy and cooperative orientation moderate the impact of employee on customer satisfaction.

2.7 The Relationship between Customer Experience and Service Performance

Numerous authors consider interactive relationship between customer, employee performance and service performance; according to (Fazlzadeh, Faryabi et al. 2012) customer participates actively in service production process, every moment is an interaction between a customer and a provider of services. Regarding negative impact of customer on employee (Li and Zhou 2013) examining influence of customer verbal aggression on employee turnover intention, end to that, customer verbal violence significantly predicted employee turnover intention and that employees' emotional exhaustion fully mediated the relationship between customer verbal aggression and employee turnover intention. For (Jeon and Choi 2012) employee satisfaction leads to customer satisfaction but customer satisfaction did not affect employee satisfaction, which suggests that the relationship between employee satisfaction and customer satisfaction is unilateral rather than bilateral; anyway employee-customer relationship recently is an undisputable fact. Employee satisfaction and customer satisfaction influence revenue growth which influence employee satisfaction (internal environment) and customer satisfaction (added service value). With the growth of revenue and profit an organization can afford more resources to develop service quality for satisfying customers, and more resources could be paid to enhance internal environment to satisfy employees.

Customer experience contains valuable information as feedback that helps in planning and making decisions for service performance. Also (Cudney, Elrod et al. 2012) mentioned the significance of capturing and integrating the voice of customer into every aspect of delivery of products and services, according to them, understanding customer wants or needs is crucial to the successful design and development of new products and services, they also state that, the voice of

customer is defined as the identification, structuring, and prioritization of customer needs.

According to (Gocek and Beceren 2012) the quality of product or service causing customer satisfaction is crucial for the producers, since the experience of purchasing influences the behavior of the customer as repeated buying and brand loyalty. As per (Palmer 1994) the growth of services marketing has presented many paradoxes, because companies haven't kept up with the consumers' rising expectations; and that service benefits can only be defined in consumers' minds. The same service can be perceived quite different by two different consumers.

Many authors mentioned customer satisfaction and customer loyalty as core factors of customer experience; according to (Cockalo, Dordevic et al. 2012) satisfaction is a kind of stepping away from an experience and evaluating it. For (Ranjbarian, Dabestani et al. 2011) customer loyalty which is a direct result of customer satisfaction has become an essential concern for managers. The reason for this increasing concern may refer to the intense competition, particularly in service industries.

According to (Ifejionu and Toyosi 2011) if services' companies want to remain competitive and attract more customers they must understand that quality is defined by customer not by the producer or seller and that customer assesses service quality by comparing their expectation to their perceptions of how the service will perform.

Considering impact of some promoters on customer satisfaction (Hussain, BHATTI et al. 2011) examine the impact of core service or service product, human factor, systemization of service delivery, tangibles of service and social

responsibilities on customer satisfaction; they aim to find the level of significance of each barometer and how it impacts customer satisfaction. Using SERVQUAL method and questionnaire, they end to that all examined variables have significant impact on customer satisfaction except the core service or service product which has less significance; however, it has no negative impact on the dependent variable customer satisfaction. The results of two factors, human and social responsibilities show that both have direct relation and effect on customers' satisfaction, these two factors indicate the vital role of employee among the barometers related to customer satisfaction.

Different authors looked to the employee-customer satisfaction from different point of views; (Keiningham, Aksoy et al. 2006) examine the asymmetric impact of employee and customer satisfaction on retail sales; they examine changes in customer and employee satisfaction for asymmetry with regard to sales changes. Authors examined employee satisfaction to customer satisfaction, employee satisfaction to financial performance and customer satisfaction and financial performance; they end to that employee satisfaction is asymmetric and positively related to changes in customer satisfaction, and those changes in employee satisfactions do not appear to impact changes in customers' overall level of satisfaction. These results indicate that, relationship between employee satisfaction and customer and/or business outcomes is not straightforward, it's a dynamic various relationship depending on conditions and situations, and that customers' overall level of satisfaction is not tied to changes in sales.

Customer experience is a central concept that has considerable place in marketing literature. Recently customer orientation is turned into central believe for companies that attempt to keep customers and win the game. The question of how to satisfy your customer is staying at the top of consideration for all

organizations. Simply said, without satisfying customer no chances for surviving, and it became a fact since customer had his free choices and was not forced to deal with one option of services. According to (Anderson, Fornell et al. 1994) crucial objective for any business is to buildup sustainable base of customer loyalty. Increasing customer satisfaction has been found to lead organizations to higher future profitability.

Customer satisfaction as an indicator for service quality is one of the important questions in marketing literature. Customer satisfaction has been defined by (Mohajerani and Miremadi 2012) as consumers' fulfillment response it is an assessment of a product or service feature, or the product or service itself which provided a pleasurable level of consumption- related fulfillment. They consider the levels of under-satisfaction as overall evaluation of performance based on all prior experiences with a company.

According to (Bashir, Machali et al. 2012) customer satisfaction requires the full meeting of customer expectation; if the perceived performance matches or even exceeds customers' expectations of service, they are satisfied. If it does not, they are dissatisfied they state that, in the real world, unsatisfied customers tend to create negative word-of-mouth and convey their negative impression to other customers.

According to (Fazlzadeh, Faryabi et al. 2012) customer is playing a crucial role in services and participates actively in service production process by his perception and response, there is an active interaction between customer and service employee; authors examine the relation which connects organization profit, customer loyalty and service value to the employee satisfaction, productivity and ability.

To measure customers' perception of service quality, (Parasuraman, Zeithaml et al. 1985; Chen 2008; Huang, Lin et al. 2015), developed different service quality models that, relate to customer satisfaction, expectation and perception. Also (Mohajerani and Miremadi 2012) demonstrate the evolution of customer satisfaction models, in the Swedish Customer Satisfaction Barometer SCSB model, customer expectations based on the performance and perceptions of a customers' performance experience. In this model perceived performance and perceived value have equal meaning. Expectation and perceived performance (value) are predicted to have a positive effect on customer satisfaction. Expectation should have a positive effect on perceived performance (value) as well. The American Customer Satisfaction Index ACSI model contains six constructs which are customer Expectation, perceived value, perceived quality, customer satisfaction, complaint Behavior, and customer loyalty. It was developed in 1994. This model which was developed based on original SCSB model has a main difference with SCSB which is separating perceived quality concept from perceived value concept. The impact of quality on value was discovered which a positive relationship is. Norwegian Customer Satisfaction Barometer model NCSB was similar to ACSI but it contains another affective factor on customer satisfaction which is corporate image. Something which is considerable is the kind of organization- related associations in a customer's memory. The other development in NCSB model included commitment construct. So, commitment has a mediating role between satisfaction and loyalty. The European Customer Satisfaction Index ECSI model has contained customer expectations, perceived quality, perceived value, customer loyalty and customer satisfaction like ACSI. But, the difference between quality and value is standard in ECSI, and loyalty has three main subsets which are possibility of retention, possibility of recommending the company or brand, and possibility of

increasing in number of customers. Another considerable difference between ACSI and ECSI is that ECSI does not include complaining behavior as a result of dissatisfaction.

To understand the influence of service performance on customer experience, the theory of exit- voice for (Hirschman 1970) explain the consequences of customer dissatisfaction which could be appear by not buying from one company or complaining to others about that service or product. On the other hand the initial consequences of increased customer satisfaction are increased customer loyalty which will lead to repurchase a particular product or service provider and increase profitability. Eventually, there is a relationship between complaining behavior and customer loyalty.

According to (Zeithaml, Berry et al. 1996) relationship of a customer with a company strengthened when that customer makes a favorable assessment about the company's service quality and weakened when a customer makes negative assessments about the company's service quality. Considering the role of service performance in shaping customer experience (Sivadas and Baker-Prewitt 2000) state that quality is a result of a managerial effort in delivering of the service, while satisfaction is a reflection of customers' experiences with service; They end to that all quality developments that are not based on customer needs will not lead to improvement of customer satisfaction.

CHAPTER THREE: CONCEPTUAL FRAMEWORK AND HYPOTHESIS DEVELOPMENT

3.0 Introduction

According to several authors the level of service performance is always reflecting by employee competencies, this present the work of (Xu and Ye 2014) who find that Job performance has significant positive correlation with employees' competency; in other words to which the employee is competent to that the service is good. As they testing the relationship between employee attitude and employee performance (Adsit, London et al. 1996) indicate that there is a positive relationship between employee's attitudes and employee performance; the study was testing the customer satisfaction in employee servicing in relation with employee attitudes. According to (Chen 2008) a service company can achieve better performance by creating value for their employees when develop their skills, and companies that give consideration to both employees and customers eventually show positive results in service performance.

3.1 Underpinning Theories

Many authors study the relationship between employee competencies, customer experience and service performance from different perspectives. Hereafter we explore some theories that consider this relationship.

3.1.1 Role Theory

Some theories consider other factors rather than employee as core factors that affect the service performance such as Role Theory which offer role management as a decisive factor in this relation (Broderick 1998). Such theories overestimate the role of managers as key players overlooking the essential role of employees who are in touch and direct interaction with customers. Recent theories have obvious orientation toward the employees in general and frontline employees especially in the service sector.

3.1.2 Service Profit Chain Theory

The service profit chain model of (Heskett and Schlesinger 1994) explaining the employee- customer relationship essence. This model focuses on the importance of understanding the relationships between employee, customer and organizational performance. According to (Fazlzadeh, Faryabi et al. 2012) within the service profit chain, service quality is driven, primarily, by employee satisfaction, which, in turn is influenced by human resource practices. The overall chain sees service quality driving customer satisfaction which creates customer loyalty leading to growth and profit. As per (Chen 2008) the service profit chain is probably the best-known model that describing service employee-customer relationship, because it proposes a chain of relationships starting with a circle of internal service quality, service capability, employee satisfaction and loyalty, productivity and output quality; which in turn drive service value, customer satisfaction and loyalty, leading to enhance revenue.

According to (Lloyd and Luk 2011) organizations must discover ways to manage their customer-contact employees to ensure that their behaviors and attitudes contribute the delivery of quality service. Also (Keller 2002) mentioned the need of service employees to raise healthier relationships within the organization in order to achieve more success and obtain the benefits associated with external partnerships.

According to (Titko and Lace 2012) managers will be able to control the impact of profitability and to have good tool for achieving better business performance by considering relationships between employees, customers and shareholders.

Employee attitude and behavior have always been considered as important factors that affect business performance, for (Adsit, London et al. 1996) employee attitudes and responses to administrative change are associated with

departmental performance, they examine the relationships between productivity, administrative effectiveness, customer satisfaction, and employee attitudes over time; by using survey feedback as a tool for organization development upward and customer ratings as a guide to manager development, and relationships between employee attitudes, departmental performance and customer satisfaction with service quality; they found that in units with higher overall performance employee-attitude is also higher, relatively any changes in employee attitudes would led to significant changes in performance, according to them improving employee attitudes would produce considerable outcomes in performance. According to (Adsit, London et al. 1996) employees in different levels must have share in formulation of business decision for better understanding of policies and better performance. Managers who encouraging participation of employees could ensure higher performance, such managers are able to maintain higher levels of all performance measures. Authors of this study ends to conclusions affirm the crucial role of employee in service business, according to them, including customer values in organizational strategies and linking employees to this strategies as goals, is the base of successful organizational performance and this is the way that managers will be sure that employees understand the main goals; they also find that, improving performance has a positive impact on employee morale.

3.1.3 Personality Factors and Employee Service Performance

The theory of (Razali, Ramlan et al.) 2016, about the Relationship between Personality Factors and Employee Service Performance, premise and confirm direct relation and effect of employee competencies on service performance. This study investigates the relationship between employee competencies and service performance. In the theoretical work of (Razali, Ramlan et al.) 2016 the main objective was to find the relationship between personality factors or

employee competencies and employee service performance in hotel industry. Competencies that they study as personality factors include conscientiousness, agreeableness, emotional stability, extraversion and openness to new experiences. According to authors of this study, companies stress on employee competencies to maximize service quality and customer satisfaction. This research work found that employee competencies play vital role in relation with employee service performance especially front desk employees. Authors expected that results of this study will enhance the employee service performance especially in service sector. This study finds positive relation between employee competencies, customer satisfaction and service performance. Our framework assumes a central effect of employee competencies on service performance beside a mediating role for customer experience in this relationship.

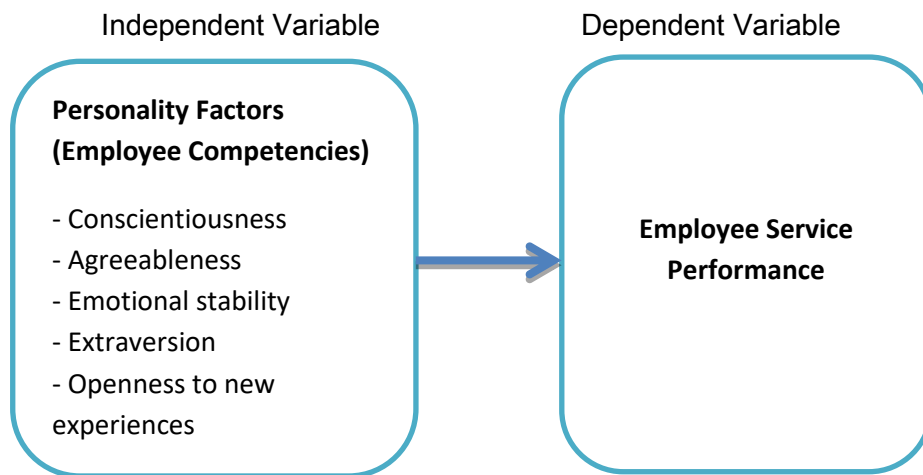


Figure 3.1: Shows the Model of Personality Factors and Employee Service Performance (Razali et al 2016)

3.1.4 Multilevel Model of Service Performance

The theory of Multilevel Model of Service Performance (Liao and Chuang 2004), propose a multilevel impact of both employee competencies and store level factors. The theory ends to that, employee competencies significantly

impact service performance. This theory considers the effect of employee competencies on customer experience as vital. The Multilevel Level Model of Service Performance stems from the premise that both individual and store-level factors are significantly associated with employee service performance. The study used the “Big Five” personality traits to examine effects of employee competencies on service performance. The study confirms the positive and significant impact of employee competencies on service performance. It find also a positive relation between employee competencies and store level competencies with employee and store service performance which affect at the end the service quality, customer satisfaction and customer loyalty.

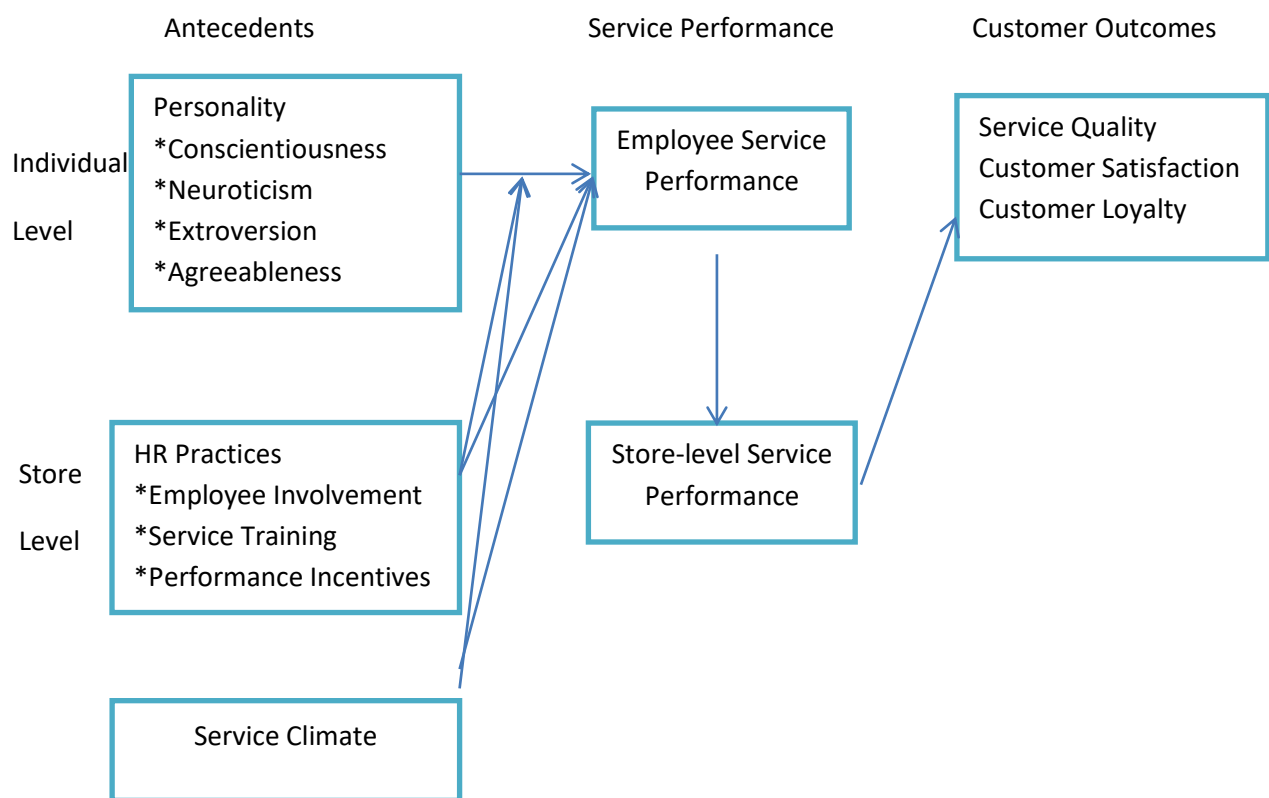


Figure 3.2: shows the Multilevel Model of Service Performance (Liao, Chuang 2016)

3.1.5 Effects of Perceived Employee Emotional Competence on Customer Satisfaction and Loyalty

This study (Effects of Perceived Employee Emotional Competence on Customer Satisfaction and Loyalty) considers the relationship between employee competencies on two of dimensions of customer experience (customer satisfaction and customer loyalty). Authors of this theory (Delcourt, Gremler et al. 2013) study the effect of Employee Emotional Competence on customer satisfaction and customer loyalty, the study develop a structural model and tests it on a sample of customers in a personal service setting, end to that; emotionally competent employees are likely to succeed in building relation with their customers, which in turn often leads to customer satisfaction and loyalty or building of positive customer experience.



Figure 3.3: shows the model of the effects of EEC on CS+CL

Considering the role of customers in marketing process our study propose a mediating role for customer experience in the relation between employee competencies and service performance.

3.2 Conceptual Framework

In this research, we conceptualize employee competencies as an independent variable, service performance as the dependent variable and customer experience as a mediating variable. In chapter two (literature review) dimensions of these variables have been illustrated and discussed according to the published literature. Here we proposed a model to serve as a conceptual framework when explaining the results, conducting the analysis and drawing

conclusions. The significance of this model is in what it illustrates; which is how employee competencies influence customers' experience about service and organization and how it impacts the service performance. The model shows the dimensions of employee competencies that influence service performance and customer experience in a service organization, and how customer experience interfere between the employee competencies and service performance in the service organization. In accordance with the conceptual framework of this research we determine the dimensions of the three variables as shown in the tables of dimensions in chapter two.

3.2.1 Impact of employee competencies on service performance

Considering research gaps about the impact of employee competencies on service performance and mediating role of customer experience that mentioned previously, we attempt to conduct this research to define and examine this relationship. We assume that employee competencies enhance service performance; so the level of service performance is always affected by employee competencies. Many authors such as (Xu and Ye 2014) find that Job performance have a significant positive correlation with employees' competency; so that to which the employee is competent to that the service is good.

Employee knowledge and skills have direct impact on the level of provided service. Training and experience of employee could add an extra value to the service performance. The attitude and behavior of employee have a direct impact on customer satisfaction and customer perception which play crucial role in shaping customer experience about the service and organization as well. Employee competencies affect the satisfaction, loyalty and expectations of customer or his experience. Consequently employee competencies by this

meaning are responsible of the level of satisfaction, loyalty and retention with customers. That is mean positive experience should enhance service performance.

We hypothesize all that as follow: employee service performance is depends on his knowledge, skills and characteristics or by other words it depends on his competency. As it was been stated earlier, employee now is not just a provider of service or good, yet he playing a vital role of innovator, coordinator and person who enhance the quality and could add a value to the service (Lovelock 2011). Therefore the level of service performance would strongly influenced by the level of employee competencies. Employee competencies like knowledge, skills and attitude influence the components of service performance like core service or service quality, convenience, speed and service process.

Employee competencies and service performance are connected with customer experience. Here we conceptualize the relationship between the main variables of this study as follow; employee competencies affect service performance from one side; they also affect customer experience from other side, which in turn affect service performance as well. Knowledge, skills and attitude of employee enhance the level of customer experience and this level is responsible of shaping the service performance, then we can say employee competencies have an impact on both customer experience and service performance.

There is an interactive dyadic relationship between the three main variables in this research, employee competencies, service performance and customer experience. As it has been reviewed earlier, employee competencies influence both service performance and customer experience, from other hand customer experience has an impact on employee behavior and attitude which in turn will

influence the service performance and customer experience, so this is an important relationship that needs to be taken seriously. According to (Gocek and Beceren 2012) the quality of product or service causing customer satisfaction is crucial for the producers, since the experience of purchasing influences the behavior of the customer as repeated buying and brand loyalty. Due to success achieved by new methods that considered concepts like service quality, customer satisfaction ...etc.; results of service quality have been considered in the literature by many authors, especially in the service profit chain concept of (Heskett, Sasser et al. 1997) where a chain of effects is analyzed leading from internal service quality in a company to perceived customer service quality and to customer satisfaction. Consequently, the chain leads to customer loyalty and rising of financial outcomes of the company. The outcomes of service quality are mainly interesting because companies often ask themselves whether investments in service quality will finally pay off and generate profits.

3.2.2 Mediating role of customer experience:

The level of competence of the frontline employee is responsible among other factors of shaping customer experience; negative behavior produce negative perception regardless of the quality of perceived service. For (Hager and Gonczi 1996) employee competence is the ability for satisfactory accomplishment of some task or competent performance, this ability includes ‘knowledge’, ‘skills’ and ‘attitudes’ or the personal characteristics that cause competent performance.

To explain how customer experience mediates in the relationship between employee competencies and service performance we explore some previous research works. According to several authors, assuring targeted level of service performance requires presence of positive customer experience. As per (Sharma, Tiwari et al. 2016) customers want respectful attitude, responsive action and to

have what they desire. They simply want to have the same good experience each time they came. This shows the effect of employee competencies like respectful attitude and responsive action in shaping positive customer experience which is lead consequently to insure what customers want every time or good service performance in other words. This explains how customer experience mediates in the relation between employee competencies and service performance.

Another research work (Jha 2016) end to that good customer experience management led to good service performance. According to authors customer experience management is the group of processes an organization uses to track, watch over and organize every interaction between a customer and the organization throughout the customer lifecycle to ensure the maximum available service performance.

3.2.3 Study Model

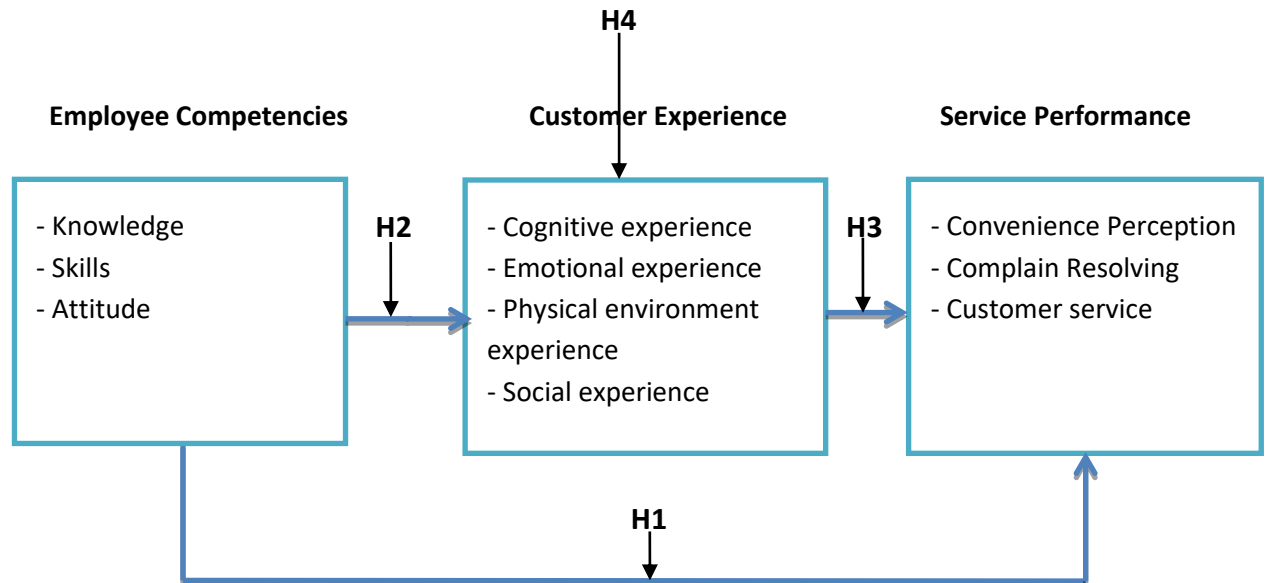


Figure 3.4: Conceptual Framework of the Study

3.3 Hypotheses Development

To examine this relationships and researched impact of employee competencies on service performance and mediating role of customer experience, we offering our proposed model to illustrate research hypotheses and to serve as a conceptual framework when explaining the results, conducting the analysis and drawing conclusions. The significance of this model is in what it illustrates; which is how employee competencies influence the service performance of employees' the quality of services they deliver, and the experience of customers about service and organization. The model shows the dimensions of employee competencies that influence service performance and customer experience in a service organization, and how customer experience interfere between the employee competencies and service performance in service organization. The proposed model illustrates study hypotheses which could be displayed as follow:

- H1. Service performance is positively depend on employee competencies in direct relationship
- H2. Employee competencies have a positive impact on customer experience
- H3. Customer experience has a positive impact on service performance
- H4. Customer experience plays a role of mediating variable between employee competencies and service performance.

CHAPTER FOUR: METHODOLOGY

4.1 Research Philosophy

Motivations for choosing research question are different, a researcher could be motivated mainly by his practical experience and or pre-understanding of a particular field of specialty. According to (Gummesson 2000) a researcher's pre-understanding is an important basis for conducting research. My pre-understanding includes professional knowledge, skills and long work experience in a leading telecommunication company in the customer care department and in marketing research division as well, is helping me and represents an appropriate approach for conducting this research.

My interest in telecommunication services, especially customer experience is linked with my personal practical work experience in different positions as a frontline employee and as supervisor in customer care and marketing department in a telecommunication company. This professional background has driven my interest to better understanding how exactly employee competencies impact service performance and customer experience and it has been a motivation to start this PhD research.

Another important factor of my pre-understanding is the theoretical understanding in the area of research that I had, just like many special courses, workshops, training programs, seminars and discussions with colleagues, contributed continuously to the development of my pre-understanding. One more factor of pre-understanding that motivate me to choose this area is that my research for master degree in business administration was been in the area of customer satisfaction in telecommunication service.

The idea behind conducting this research is to answer the questions of how and to which extent the service performance is depend on employee competencies and to explore if there is a mediating role of customer experience in this relationship. Answering these questions will allow us to achieve the objectives of the study that mainly describing empirical phenomena in the field of business administration which is the interactive relationship between employee competencies, service performance and customer experience.

Based on explored theories and reviewed literature, the main idea of this research could be conceptualized as follow, there is a positive relationship between employee competencies, customer experience and service performance. According to our proposed theory, Employee Competencies as Independent Variable have an impact on both customer experience and service performance; Employee Competencies are playing an influential role in this relationship. Service Performance as Dependent Variable is influenced significantly by the level of competencies of the service employee. The Customer Experience which is also influenced by the competencies of the service employee is playing a mediating role in this relationship as a Mediating Variable. In other context the influence of employee competencies on the customer experience is responsible to notable extent in the perception of the customer about the service and its quality by other words the influence of employee competencies on the customer experience positively impact the service quality and service performance as it has been confirmed by (Delcourt, Gremler et al. 2013).

To examine the relationship and the impact of employee competencies on service performance and mediating role of customer experience, we propose the suggested in this research, model to serve as a conceptual framework for explaining the results, conducting the analysis and drawing conclusions. The

significance of this model is in what it illustrates; which and how employee competencies influence the service performance of employees' and the quality of services deliver, and the experience of customers about service and organization. The model shows the dimensions of employee competencies that influence service performance and customer experience in a service organization, and how customer experience interfere between employee competencies and service performance in service organization.

4.2 Nature of the Study

According to (Smith and Albaum 2010); research is defined as systematic and objective investigation of a subject or a problem in order to discover relevant information or principles. It is either to be primarily fundamental or applied in nature. Fundamental research, also called basic or pure research, seeks to extend the boundaries of knowledge in a particular area with no necessary immediate application to existing problems. Applied research, also known as decisional research, attempts to use existing knowledge to help in the solution of some certain problem or set of problems.

The methodologies that can be used to answer any research question are experimental and non-experimental research. In the experimental research researcher controls inessential variables and manipulates one or more variables by intervention. In non-experimental research, there is no intervention further than that needed for purposes of measurement. Marketing research contributes in the overall management of the marketing function. According to (Deshpande 1983) the two basic research models that have dominated the major research studies in social sciences including and marketing, are the positivist view, which is synonymous to the quantitative paradigm, also known as the traditionalist, experimentalist or empiricist; and the idealist school of thought, which is related

to the qualitative paradigm, also known as the constructivist, naturalistic, interpretative, post-positivist or postmodern; though both qualitative and quantitative analysis could be used jointly in the same research.

This chapter discusses an explanation of the method and design used in the study and the type of analysis used to assess the data; providing a definition and explanation of the research question and hypotheses. Research design discusses and justifies the research design used in the study. This section also discusses data analysis and the interpretation of the quantitative data using SPSS software and AMOS software. Survey method justifies the method used in this study, which includes structured questionnaire. Discussion of the data collection procedures used, including, sampling procedures and the use of fieldworkers is also included in this section of the methodology.

The research design is a plan or an organizational framework for conducting the study and gathering data. It is defined as specific way and procedures for obtaining the information needed. Hereafter we present the research method designed according to the objectives and nature of the study.

This research aims to study the impact of employee competencies on service performance and mediating role of customer experience in this relationship. According to (Fleming 2002) all who involved in service business in different functions have an impact on real customers, especially frontline employees; by this definition frontline employees are in direct contact with customers so they are more likely to have the most direct impact on them.

The main target of this study is to determine what employee competencies are the most important for service organizations from the customer point of view.

The most fitting method to investigate the experience of customers about the influence of employees is to ask customers themselves. According to (Fleming 2002) asking the customer gives better understanding to employees as well as to the overall organization from a customer's standpoint. If organizations are really going to adopt the concept of customer relationships and be more customer oriented they have to understand what their customers need and want from their point of view. According to (Motley 1999) one of the most effective and important things to remember when designing a customer survey is to define which characteristics the organizations would like to learn more, then simply ask the customers how important they feel these characteristics are. The most fitting method to investigate the experience of customers about the influence of employees' characteristics and capabilities is to ask the customers themselves. In their guidance book (An Introduction to Marketing research) (Smith and Albaum 2010) indicate the Customer Service Surveys as an appropriate research design for conducting researches that focus in the actual received service, the process involved in receiving that service and the evaluation of the participants in the service process. The research work of (Delcourt, Gremler et al. 2016) is also chose to evaluate employee emotional competencies from the customer point of view they called it Customer-based Measure and use it to investigate the effect of employee emotional competence on customer satisfaction; the study develops a structural model and tests it in a personal service setting.

4.2.1 Design

This study is a descriptive, hypothesis testing, observational cross-sectional study testing a relationship between two groups (employees and customers) the cross-sectional study is a type of observational study that analyzes data from a population, or a representative subset, at a specific point in time. This study is

conducted to examine the impact of employee competencies on service performance and the mediating role of customer experience in the relation between these two variables. Research data will be collected without manipulating study environment. We would measure the impact of employee competencies on service performance and customer experience without influence non-employees to behave different or customers to modify their reactions. Simply we would try not to interfere and to study events at the normally occur.

4.3 Population

4.3.1 Overview

Service's sector in Sudan contributes by more than 50% of GDP according to (Encyclopedia of Nations) and (World Fact Book). Services include commerce and commerce services, finance and insurance, restaurant and hotels, transport and communications, and government offices.

This research is a service's marketing research in the area of telecommunication services. There are four telecommunication companies working in Sudan, which are Sudanese Telecommunication Company (Sudatel), Zain Telecommunication Company, MTN Telecommunication Company, and Canar Telecommunication Company. This study targeting the individual subscribers of telecom services; the last company (Canar) is providing services for corporate rather than individuals. The all other three companies are providing voice and data services with different technologies and different qualities to both corporate and individuals, for this reason we will target the only three first companies as population frame. Customers of these companies are scattered in almost all regions of the country.

4.3.2 Population frame

For the reasons itemized here above; population of this study will be the customers of the three mentioned Sudanese telecommunication companies. Targeted respondents are individual customers rather than corporate as direct investigation of personal customer could provide more accurate evaluation for customer experience; only adult customers will be chosen as respondents to ensure more valuable results. Cases will be selected to reach a significant degree of heterogeneity in terms of gender and age.

4.3.3 Study Area

This research survey is designed to be distributed for the customers of telecommunication companies. For the limitation of time and resources we choose Khartoum State as study area because it is the most populated state in Sudan with about 10-12 million which represent about 25% of the total population of Sudan which is about 40 million according to World Meters (<http://www.worldometers.info/>). With such a significant weight of 25%; Khartoum State could represent the population of Sudan.

Customer care points or sales points of the three companies in Khartoum State were targeted as basic geographic area to conduct this research survey because it could ensure presence of customers that have experience of direct contact with employees and company.

4.4 Sampling

4.4.1 Sampling technique

There are at least six different methods for determining the sample size in marketing studies according to (Tull and Hawkins 1984). These are (1) unaided judgment (2) all you can afford (3) the average of samples of similar studies (4) required size per cell (5) use of a traditional statistical model, and (6) use of a

Bayesian statistical model. Another author (Zammit 2000), add that, the sample size could be also determined by the a priori requirement, or constraints, of the mathematical technique used for measuring the statistical relationships. According to (Sekaran 2000) a number of 384 represent an appropriate sample size for each population larger than 10000.

The process of sample selection may be done by probability or non-probability methods. In probability sampling every element in the population has a known chance or nonzero probability of being selected in a study. A non-probability sample is one selected on the basis of the decision of the investigator, convenience, or by some other means not involving the use of probabilities (Smith and Albaum 2010).

This study will use a probability sampling method which means that every customer of the investigated companies will have the probability of being selected as a respondent for this survey.

4.4.2 Sample size

As it has been stated earlier Uma Sekaran in Research Methods for Business stated that a sample size larger than 30 and smaller than 500 is appropriate for most researches in business and that the minimum size of a sample should be 30% of the population, Sekaran determine 384 as an appropriate sample size for any population more than 10000, we accept this technique determined by Sekaran as a representative sample (Sekaran 2000).

4.4.3 Response

The error caused by difference between the number of completed questionnaires and the number of qualified respondents is one of the most important problems facing survey researchers. Personal contact could be a solution for the non-

response problem; (Parasuraman, Berry et al. 1991) suggests that the survey results could be adjusted for the non-response errors. This technique requires that a small random sample of non-respondents is contacted personally and the replies are thereafter compared for any statistical significance. Adjustments are then made to the survey findings to have more accurate estimates

4.5 Measurements

To measure and validate the hypotheses of this research quantitative questions have been structured in a questionnaire as follow:

4.5.1 Measurement for Respondents Profile

Questions in section A relate the demographic data of respondents to their answers to measure the impact of social background on personal response of the customer. We use criteria for segmentation of customers used by various researchers for example (Titko and Lace 2012); these criteria are gender, educational level, occupation, age and marital status as shown in the following table.

Code	Respondent Profile	Source
1-5	Gender, educational level, occupation, age and marital status	Titko and Lace 2012

Table 4.1 shows the Source of Measurement for Respondents Profile

4.5.2 Measurements for Employee competencies

Section B contains 26 quantitative questions that used as measure to indicate the evaluation of customers for employee competencies as follow, questions 1-8 used to measure knowledge, questions 9-17 used to measure skills and questions used to measure attitude.

Code	Dimension	Source
1-8	Knowledge	(Fleming 2002) and (Cowin, Hengstberger-Sims et al. 2008)
9-17	Skills	
18-26	Attitude	

Table 4.2 shows Measurement Cods and Sources for Employee Competencies.

4.5.3 Measurements for Customer Experience

Section C contains 20 quantitative questions that use to measure customer experience as follow, questions 1-5 measure cognitive experience, questions 6-10 measure emotional experience, questions 11-15 measure physical environment experience and questions 16-20 measure social experience.

Code	Dimension	Source
1-5	Cognitive experience	(Walter, Edvardsson et al. 2010)
6-10	Emotional experience	
11-15	Physical environment experience	
16-20	Social experience	

Table 4.3 shows Measurement Cods and Sources for Customer Experience

4.5.4 Measurements for Service Performance

Section D contains 15 quantitative questions that use to measure service performance as follow, questions 1-5 measure convenience perception, questions 6-10 measure complain resolving and questions 11-15 measure customer service.

Code	Dimensions	Source
1-5	Convenience Perception	(Hoang, Chi et al. 2016)
6-10	Complain Resolving	
11-15	Customer service	

Table 4.4 shows Measurement Cods and Sources for Service Performance

4.6 Research Instrument

4.6.1 Instrument sources

The instrument of this research was developed using several research works from published literature, it consists of four sections: Section A: Respondent profile. In this section we use some criteria for segmentation of customers used

by various researchers for example (Titko and Lace 2012). Criteria for company customers are as follow: gender, educational level, occupation, age ...etc. Questions in this section measure the customer's social experience result from a reference group or culture he relates to. Questions in this section are also important to represent the differences belonging to different social indicators based on gender, age group, occupation and so. Section B: contains a set of questions that measure the perception of customer about employee competencies the independent variable in relation with service performance and customer experience. Questions in this section are derived from an instrument developed by (Fleming 2002) in a research work published by University of Wisconsin-Stout May, 2002 and the instrument developed by (Cowin, Hengstberger-Sims et al. 2008). Questions in these section set to measure the significance of the impact of employee competencies on service performance and customers experience from the customer view point. Section C contains questions that put to measure customer experience from customer standpoint. Source for section questions is (Walter, Edvardsson et al. 2010). Section D questions are measuring service performance from the customer point of view they derived from (Hoang, Chi et al. 2016). All questions in this questionnaire are designed to represent the link between examined variables and the potential influence.

4.6.2 Instrument construction

This questionnaire consists of four sections containing 67 items that exactly meets the targets of this research. Questions in the three last sections B, C and D are rated on a 7-point Likert type scale. The model of this study deals with three constructs; these are employee competencies as independent variable, service performance as dependent variable and customer experience as mediator. The first section A is demographic data or respondent profile consists of 6 questions.

Second section B consists of 26 questions covering the three dimensions of independent variable (Employee Competencies) which are knowledge, skills and attitude. The third section C includes 20 questions to measure the mediating variable (Customer Experience) with its four dimensions cognitive experience, emotional experience, physical experience and social experience. The fourth section D with 20 questions is for measuring the four dimensions of dependent variable (service performance) which are convenience perception, complain resolving, and customer service.

Construct 1: Employee Competencies is hypothesized as an independent variable. It has been conceptualized by (Messick 1984; Neufeld 1985; Biggs 1994; Gonczi 1994; Scott 1998; Leung, Trevena et al. 2016) It is a three-dimensional Items in seven point Likert type scale. The scale ranges from 1= strongly disagree to 7= strongly agree.

Construct 2: Service performance is hypothesized as an independent variable. It is conceptualized and founded on the research work of (Kordupleski, Rust et al. 1993; García-Buades, Martínez-Tur et al. 2016; Hoang, Chi et al. 2016). Service performance measures four dimensions, it have the same seven Likert type scale points as construct 1. The scale ranges from 1= strongly disagree to 7= strongly agree.

Construct 3: Customer Experience is hypothesized as mediator. It is conceptualized and founded on the research work of (Parasuraman, Zeithaml et al. 2005; Verhoef, Lemon et al. 2009; Kim, Cha et al. 2011; Schmitt 2011; “Phil” Klaus and Maklan 2012; Kim, Kim et al. 2013; Klaus 2013; Huang, Lin et al. 2015; McColl-Kennedy, Gustafsson et al. 2015; Sharma, Tiwari et al. 2016). It is a three dimensional variable. Measures for customer experience have

the same seven Likert type scale points as construct 1 and construct 2 the scale ranges from 1= strongly disagree to 7= strongly agree.

4.7 Pre-Testing of Questionnaire

4.7.1 Pilot test

The questionnaire has been judged by five professors from different institutions. Corrections and remarks of the reviewers have been taken into consideration. A pilot survey questionnaire containing 67 items rated on a 7-point Likert-type scale was distributed to test the level of validity and reliability of the study instrument. The questions were drawn from themes extracted from the review of the literature, and addressed targeted variables of this research which are employee competencies, service performance and customer experience.

A total of 50 questionnaires were collected from 50 randomly selected customers, distribution of copies were in accordance with the market share of the three telecommunication companies (Zain, Sudani and MTN) simple random technique was used. Sales points of the mentioned companies were targeted as geographic areas to ensure the presence of customer that have direct experience and direct contact with the company and employees.

Questionnaires have been distributed according to predetermined quota considering the proportion of customers of each company. This proportion has been determined according to the market share of each company as follow (Zain 46%, Sudani 28 % and MTN 26 %) source of information for the market share is the official web site of the Sudanese National Telecommunication Corporation 2017 (<http://www.ntc.org.sd/>).

4.7.2 Validation of the instrument

The questionnaire has been developed in English, after which translated to Arabic by two professional translators. The both translated versions have been

revised to get the possible most accurate Arabic version which has been present to comparison with the English original and then the last Arabic questionnaire has been approved. Cronbach's Alpha and factor analysis have been carried out to test the reliability and validity of the instrument. In the last stage the questionnaire has been modified and developed in accordance with the results of validation process.

4.7.2.1 Reliability of variables

Collected from pilot survey data has been tested statistically by calculating cronbach's alpha for each item of the instrument to test the reliability and the test shows that instrument is reliable.

1- Cronbach's Alpha for independent variable Employee Competencies:

```
VARIABLES=QB1 QB2 QB3 QB4 QB5 QB6 QB7 QB8 QB9 QB10 QB11 QB
12 QB13 QB14 QB15 QB16 QB17 QB18 QB19 QB20 QB21 QB22 QB23 QB2
4 QB25 QB26
SCALE ('ALL VARIABLES')
MODEL=ALPHA
```

Cronbach's Alpha	N of Items
.990	26

Table 4.5 Reliability Statistics of Employee Competencies

2- Cronbach's Alpha for mediating variable Customer Experience:

```
VARIABLES=QC1 QC2 QC3 QC4 QC5 QC6 QC7 QC8 QC9 QC10 QC11 QC
12 QC13 QC14 QC15 QC16 QC17 QC18 QC19 QC20
SCALE ('ALL VARIABLES') ALL
MODEL=ALPHA
```

Cronbach's Alpha	N of Items
.958	20

Table 4.6 Reliability Statistics of Customer Experience

3- Cronbach's Alpha for dependent variable Service Performance:

VARIABLES=QD1 QD2 QD3 QD4 QD5 QD6 QD7 QD8 QD9 QD10 QD11 QD12 QD13 QD14 QD15
SCALE ('ALL VARIABLES') ALL
MODEL=ALPHA

Cronbach's Alpha	N of Items
.958	15

Table 4.7 Reliability Statistics of Service Performance

4.7.2.2 Factor analysis

The factor analysis carried out to test validity of the instrument shows 87.924 cumulative percent for Independent variable employee competencies, 76.152 for mediating variable customer experience and 72.956 for dependent variable service performance which indicate that instrument is valid.

4.8 Survey Administration

4.8.1 Data Collection

Data will be collected using constructed questionnaire prepared specially for this study. A group of assistants will be trained for data collection. The exact number of required questionnaires is 335, divided as follow, 154 for Zain, 94 Sudani and 87 MTN. invalid questionnaires will be replaced by new ones. Invalid questionnaires will be eliminated and replaced by other ones till reach the required number.

4.8.2 Data Analysis

All quantitative data has been entered in SPSS and analyzed using descriptive statistics, cronbach's alpha factor analysis for reliability and validation, t-tests, one-way ANOVA and correlations. Qualitative data has been analyzed by first identifying open-ended responses according to existing Likert scale items and

second by identifying and organizing the qualitative responses that introduced special concepts.

The basis for data analysis is based on conceptualization of employee competencies and their impact on service performance and the mediating role of customer experience. The first analysis has been carried out on the collected data to assess the relative weight of the useful value. In a second place analysis has carried out to investigate how employee competencies affect the service performance and customer experience with aim to define the interpretative model. Factor analysis has been carried out to explore the internal structure of the dataset.

By using AMOS software considering service performance as dependent variable, each factor of employee competencies as independent variable, customer experience as mediating variable, we examined the relationship and interaction between the employee competencies and service performance. Using correlation we have been able to find the tendency and significance of relation between examined variables.

4.9 Citation and References Management

Endnote software has been used for citation and reference management using annotated style.

CHAPTER FIVE: FINDINGS

5.0 introduction

This chapter presents the findings of data analysis. we first present the process of measurement and validation of various constructs; beginning with descriptive statistics of the sample data followed by respondent's demographic information and response rate, after which report the results of validity and reliability tests as means, to assess the goodness of measurements in the study constructs. At last we explore the results of path analysis and hypotheses testing.

5.1 Procedure

A field survey for primary data collection was conducted in Khartoum State. The population frame was the customers of telecommunication companies in Sudan Zain, Sudani and MTN. Sample size was determined according to (Sekaran 2000) who identifies 384 as an appropriate sample size for each population more than 10000. Questionnaires have been distributed in accordance with market share of the three companies as follow 46% for Zain, 28% for Sudani and 26% for MTN source for the market share of telecommunication companies in Sudan is (National Corporation of Telecommunication in Sudan, Annual report 2017). The total of samples that fit these percentages is 385 respondents. The questionnaire has been translated in Arabic language since Arabic is the publicly spoken and official language in Sudan.

The sales points of the three companies have been targeted as main source for data collection in addition to some other locations such as universities and work places. Invalid questionnaires have been replaced by other copies. The number of qualified respondents has been obtained and total of 335 copies has been entered in statistical program SPSS. Data clearance has been carried out followed by general frequencies and descriptive analysis.

Data analysis was done using SPSS and AMOS software as follow, descriptive analysis includes descriptive statistics and demographic characteristics of the respondents was carried out to explore the data. Cronbach's alpha and factor analysis have been used for reliability and validity. T-tests and one-way ANOVA have been used for analysis of variance, the t-test compares two means and let know if they are different from each other it also shows how significant the differences are; it explains if those differences could have happened by chance. The one-way analysis of variance (ANOVA) is used to determine whether there are any statistically significant differences between the means of two or more independent (unrelated) groups. Correlation is a bivariate analysis that measures the strength of association between two variables and the direction of relationship; it has been used to analyze variables of the study model. To examine the correlations between main components (variables) of the model we used Pearson Correlation technique. Analysis indicates the presence of high significant correlation between examined variables and positive direction of the relationship.

5.1.1 Descriptive Statistics

As far as measurement and validation of research instrument is concerned, before evaluating the psychometric properties of various constructs, it become necessary to describe and understand the descriptive statistics of the sample data. Descriptive statistics examines the accuracy of data entry process; measures the variability of responses and reveals the spread of data points across the sides of the distribution. The understanding of descriptive statistics helps in the interpretation and generalization of research result.

We first run data cleaning that deals with detecting and removing errors and inconsistencies from data in order to improve the quality of data. Missing data

can cause several problems , and dealing with missing data that is common and always expected in the process of collecting and entering data due to lack of concentration and/or the misunderstanding among respondents, and missing information or other invalid data during the entry of data. The most apparent problem is that there simply won't be enough data points to run the analysis, particularly in structural equation model (SEM). Dealing with Unengaged responses which means some responses giving same answer for all the questionnaire it seems to be random answers, in this case we use standard deviation to find out any unengaged response this means that any standard deviation of responses less than 0.7 when Likert's seven-point scale is used just deleted. Outliers can influence the results of analysis. If there is a really high sample size, the need for removing the outliers is wanted. If the analysis running with a smaller dataset, we may want to be less tolerant about deleting records however, outliers will influence smaller datasets more than largest ones. However, in this dataset outliers were checked out but not making any change because it is seemed logic. There were no any outliers on dataset so everything in dataset is logic.

Skewness & Kurtosis: Skewness is a measure of symmetry, or the lack of symmetry. A distribution, or data set, is symmetric if it looks the same to the left and right of the center point. Kurtosis is a measure of whether the data are heavy-tailed or light-tailed relative to a normal distribution. In statistics, latent variables are variables that are not directly observed but are rather inferred from other variables that are observed (itl.nist.gov/div898/handbook).

We observed fairly normal distribution for our indicator of latent factor, and for all other variables in terms of skewness; however, we observed mild kurtosis for

our variable these kurtosis values ranged gently to 3 while this does violate strict rules of normality, it is within more relaxed rules suggested by (Sposito, Hand et al. 1983) who recommend 3.3 as the upper sill for normality. The assessment of descriptive statistics (Table 5.1) shows that all the variables fall within the predefined important values.

Code	Mean	Median	Mode	Skewness	Std. Error of Skewness	Kurtosis	Std. Error of Kurtosis
QB1	5.3151	6.0000	7.00	-0.926	0.133	-0.434	0.266
QB2	5.2483	6.0000	7.00	-0.783	0.133	-0.533	0.266
QB3	5.0216	5.3692	7.00	-0.723	0.133	-0.642	0.266
QB4	5.2938	6.0000	7.00	-0.966	0.133	-0.281	0.266
QB5	5.3418	6.0000	7.00	-0.921	0.133	-0.187	0.266
QB6	5.1703	6.0000	7.00	-0.857	0.133	-0.414	0.266
QB7	5.0188	5.0000	7.00	-0.702	0.133	-0.717	0.266
QB8	4.9300	5.0000	7.00	-0.620	0.133	-0.781	0.266
QB9	5.1266	5.0000	7.00	-0.738	0.133	-0.283	0.266
QB10	5.1802	6.0000	7.00	-0.725	0.133	-0.551	0.266
QB11	5.1339	6.0000	7.00	-0.731	0.133	-0.625	0.266
QB12	5.1853	6.0000	7.00	-0.824	0.133	-0.365	0.266
QB13	5.0556	6.0000	7.00	-0.786	0.133	-0.454	0.266
QB14	5.3953	6.0000	7.00	-0.898	0.133	-0.054	0.266
QB15	5.3889	6.0000	7.00	-0.967	0.133	-0.182	0.266
QB16	5.3943	6.0000	7.00	-0.985	0.133	-0.149	0.266
QB17	5.3889	6.0000	7.00	-0.973	0.133	-0.123	0.266
QB18	5.5243	6.0000	7.00	-1.125	0.133	0.434	0.266
QB19	5.5445	6.0000	7.00	-1.226	0.133	0.621	0.266
QB20	4.9300	5.0000	7.00	-0.727	0.133	-0.556	0.266
QB21	5.2496	6.0000	7.00	-0.891	0.133	-0.251	0.266
QB22	5.3587	6.0000	7.00	-1.063	0.133	0.192	0.266
QB23	5.0035	5.3763	7.00	-0.751	0.133	-0.567	0.266
QB24	5.5513	6.0000	7.00	-1.174	0.133	0.557	0.266
QB25	5.7956	6.0000	7.00	-1.352	0.133	1.243	0.266
QB26	5.5036	6.0000	7.00	-1.131	0.133	0.210	0.266
QC1	5.0391	6.0000	7.00	-0.787	0.133	-0.686	0.266
QC2	5.0368	6.0000	7.00	-0.789	0.133	-0.629	0.266
QC3	5.2595	6.0000	7.00	-0.945	0.133	-0.224	0.266
QC4	5.2482	6.0000	7.00	-0.936	0.133	-0.291	0.266

QC5	5.0398	5.0000	7.00	-0.735	0.133	-0.633	0.266
QC6	4.9749	5.0000	7.00	-0.773	0.133	-0.581	0.266
QC7	5.1253	6.0000	7.00	-0.829	0.133	-0.542	0.266
QC8	5.0070	5.0000	7.00	-0.741	0.133	-0.621	0.266
QC9	5.4391	6.0000	7.00	-1.041	0.133	0.071	0.266
QC10	5.1496	6.0000	7.00	-0.843	0.133	-0.469	0.266
QC11	5.3913	6.0000	7.00	-1.081	0.133	0.115	0.266
QC12	5.5013	6.0000	7.00	-1.120	0.133	0.211	0.266
QC13	5.5864	6.0000	7.00	-1.136	0.133	0.364	0.266
QC14	5.6459	6.0000	7.00	-1.272	0.133	0.846	0.266
QC15	5.4045	6.0000	7.00	-1.112	0.133	0.272	0.266
QC16	5.1590	5.3308	7.00	-0.775	0.133	-0.346	0.266
QC17	5.3730	6.0000	7.00	-1.082	0.133	0.096	0.266
QC18	5.2059	6.0000	7.00	-0.925	0.133	-0.084	0.266
QC19	5.0157	6.0000	7.00	-0.819	0.133	-0.789	0.266
QC20	5.2997	6.0000	7.00	-1.053	0.133	-0.074	0.266
QD1	5.0944	6.0000	7.00	-0.747	0.133	-0.704	0.266
QD2	5.1964	6.0000	7.00	-0.886	0.133	-0.463	0.266
QD3	5.1689	6.0000	7.00	-0.886	0.133	-0.410	0.266
QD4	5.1800	6.0000	7.00	-0.800	0.133	-0.421	0.266
QD5	4.7193	5.0000	7.00	-0.559	0.133	-1.066	0.266
QD6	4.7630	5.0000	7.00	-0.536	0.133	-1.084	0.266
QD7	5.0742	6.0000	7.00	-0.758	0.133	-0.624	0.266
QD8	4.9101	5.0000	7.00	-0.673	0.133	-0.893	0.266
QD9	4.9809	5.0000	7.00	-0.743	0.133	-0.717	0.266
QD10	5.2636	6.0000	7.00	-0.951	0.133	-0.219	0.266
QD11	5.1659	6.0000	7.00	-0.805	0.133	-0.636	0.266
QD12	5.1243	6.0000	7.00	-0.815	0.133	-0.620	0.266
QD13	5.1402	6.0000	7.00	-0.841	0.133	-0.421	0.266
QD14	4.7401	5.0000	7.00	-0.567	0.133	-1.089	0.266
QD15	5.2918	6.0000	7.00	-0.946	0.133	-0.437	0.266

Table 5.1 Descriptive Statistics

**All items were measured on a 7-point Likert type scale*

5.1.2 Demographic Characteristics of Respondents

General statistics has been carried out to show the frequencies and percentages of factors of the respondent profile. The table below shows this data. Detailed descriptive analysis will be done for each factor in the next paragraphs.

Factors	Frequency	Percent	Valid Percent	Cumulative Percent
Gender				
Male	199	59.6	59.6	59.6
Female	135	40.4	40.4	100.0
Total	334	100.0	100.0	
Education				
Higher or less	44	13.2	13.2	13.2
University	203	60.8	60.8	74.0
Post graduate	87	26.0	26.0	100.0
Total	334	100.0	100.0	
Occupation				
Business man	11	3.3	3.3	3.3
Employee	143	42.8	42.8	46.1
Small business	47	14.1	14.1	60.2
Student	108	32.3	32.3	92.5
Other	20	6.0	6.0	98.5
Unemployed	5	1.5	1.5	100.0
Total	334	100.0	100.0	
Age				
Less 30	185	55.4	55.4	55.4
30-50	124	37.1	37.1	92.5
More than 50	25	7.5	7.5	100.0
Total	334	100.0	100.0	
Marital Status				
Married	131	39.2	39.2	39.2
Single	192	57.5	57.5	96.7
Other	11	3.3	3.3	100.0
Total	334	100.0	100.0	
Preferred Company				
Zain	154	46.1	46.1	46.1
Sudani	86	25.7	25.7	71.9
MTN	90	26.9	26.9	98.8
Zain & Sudani	4	1.2	1.2	100.0
Total	334	100.0	100.0	

Source: prepared by researcher from data (2018)

Table No 5.2 Shows the Demographic Data of Respondents

Regarding **Gender** of the respondents, males were 59.4% while females were 40.6% slightly lower than males. The t test analysis shows that there is no significant difference between the means of the two groups; which indicate that there is no significant variance between them. The standard deviation for the two groups is less than 18% which is statistically acceptable.

Gender			
		Frequency	Percent
Valid	Male	199	59.4
	Female	136	40.6
	Total	335	100.0

Table no. 5.3 shows Gender Distribution

With regard to **Education** we grouped the education levels into, higher school or less as first category, university level as second and postgraduate as third and last level. The results showing that 13.1% have higher secondary school education or less, 60.3% were university graduated and 26% were postgraduate. According to general observation these percentages are matching the reality of education level in Sudan. Moreover the occurrence of high percent of educated respondents may give extra value to the research data.

Educational level			
		Frequency	Percent
Valid	Higher or less	44	13.1
	University	202	60.3
	Post graduate	87	26.0
	Total	333	99.4
Missing	System	2	.6
Total		335	100.0

Table no. 5.4 shows Educational Level Distribution

Regarding the **Occupation**, 3% of the respondents were businessmen which mean persons who run privet business or have their own companies. 43% were

working for a salary either employees or workers in both general and private sectors. 13.7% possess a small business which refers to a very wide range of business works starting from roadside stalls up to small boutiques and shops. Considerable percent of 32.2% were students and since they are representing a significant proportion of the community so it is normal to show up in such percentage. 6% of the respondents representing different free professions like lawyers, doctors and others. This distribution sounds normal regarding work and professions distribution in Sudan. Only 1.5% is the percent of unemployed among our sample, which seems to be lower than the normal proportion of unemployed in Sudan, but maybe they are not frequently attending the sales points of telecommunication companies where this survey has taken place mainly.

Occupation			
		Frequency	Percent
Valid	Businessman	10	3.0
	Employee	144	43.0
	Small business	46	13.7
	Student	108	32.2
	Other	20	6.0
	Unemployed	5	1.5
	Total	333	99.4
Missing	System	2	.6
Total		335	100.0

Table no. 5.5 shows Occupation Distribution

As it has been stated, this survey targeted adult people in the **Age** groups 18-30, 30-50 and those who are above 50 years old. Descriptive statistics of the age factor shows that; respondents who are less than 30 years old were 185 as a frequency and represent 55.2% of the sample. The second group respondents who are more than 30 and less than 50 years old have a frequency of 125 and

they represent 37.3% of the sample size. The last group of respondents ranged between 30- 50 has a frequency of 25 and represent 7.5% of the sample size. The group of respondents who are less than 30 years representing young population in the sample; the data indicate that this group represents the largest proportion of respondents which is applicable to the normal distribution of the population in Sudan.

Age group			
		Frequency	Percent
Valid	Less 30	185	55.2
	30-50	125	37.3
	More than 50	25	7.5
	Total	335	100.0

Table no. 5.6 shows Age Group Distribution

Regarding **Marital Status** a total of 131 of respondents which represent 39.1% were married, compare to 193 representing 57.6% single. The higher percentage of unmarried may indicate the economic situation and high percent of unemployment in the country. Widowed or divorced representing 3.3% or 11 respondent of the sample size.

Marital Status			
		Frequency	Percent
Valid	Married	131	39.1
	Single	193	57.6
	Other	11	3.3
	Total	335	100.0

Table no. 5.7 shows Marital Status Distribution

About the **Preferred Company**, the respondent of the survey is a customer of one of targeted companies, but customer preferences may include more than one company or may be for another company other than the one from which he

receiving the service. The market share of these companies is as follow 46% for Zain, 28% for Sudani and 26% for MTN. The share of customers in the survey has been in accordance the market share. In answering the question “which company is your favorite”; Zain has 154 as frequency which represents 46%, showing that most of the telecom services customers in this sample are, preferring Zain Company. The notable observation is that this percentage is exactly matches the percent of the company share in the market. Sudani Company got 87 frequencies that represent 26% which is less than its actual share in the market (28%). With 90 frequencies and 26.9% MTN came at the second preferred place rather than third in the actual market and more than its real share which is 26%. Some respondents have more than one favored company; 1.2% of the sample size preferred Zain and Sudani.

Preferred company			
		Frequency	Percent
Valid	Zain	154	46.0
	Sudani	87	26.0
	MTN	90	26.9
	Zain & Sudani	4	1.2
	Total	335	100.0

Table no. 5.8 shows Preferable Company Distribution

5.1.3 Response Rate

As it has been stated earlier population of Sudan is about 40 million according to World Meters (<http://www.worldometers.info/>). Khartoum State is the most populated state in Sudan with about 10-12 million about 25% of the total population which represent reasonable study area, for this reason and the limitations of time and resources we choose Khartoum State as study area. Sales points of the three companies in Khartoum Sate were targeted as basic

geographic area to conduct this research survey because it could ensure presence of customers that have experience of direct contact with employees and company. Therefore, the population of this study was the customers of these companies located in these areas. We employed convenient sample where self-administrated survey was used to distribute 384 questionnaires to the customers across the State and customers were asked to fill the questionnaire. The overall response rate was 94.5% this was considered as high rate due to that the questionnaires was given one by one to respondents, table (5.9) below is showing a summary of the questionnaire response rate.

Total distributed questionnaires	384
Total questionnaires received from respondents	363
Valid questionnaires received from respondents	335
Invalid questionnaires	28
Questionnaires not received	21
Overall response rate	94.5%
Useable response rate	87%

Source: prepared by researcher from data (2018)

Table (5.9) shows the Response Rate of the Questionnaire

5.2 Goodness of measures

We used exploratory factor analysis (EFA) and confirmatory factor analysis (CFA) to test the reliability and validity of the variables of the study in way to find the goodness of measures in the study constructs.

Factor analysis is a statistical method used to describe variability among observed, correlated variables. It is a technique that used to reduce a large number of variables into fewer numbers of factors. This technique extracts maximum common variance from all variables and puts them into a common score (Center 2017). The Kaiser-Meyer-Olkin Measure of Sampling

Adequacy (KMO) is a statistic that indicates the proportion of variance in the variables that might be caused by underlying factors. High values (close to 1.0) generally indicate that a factor analysis may be useful with the data. If the value is less than 0.50, the results of the factor analysis probably won't be very useful. Bartlett's test of sphericity tests the hypothesis that the correlation matrix is an identity matrix, which would indicate that the variables are unrelated and therefore unsuitable for structure detection. Small values (less than 0.05) of the significance level indicate that a factor analysis may be useful with the data (statisticssolutions.com, 2017). For our case, the value is of the significance level 0.000 for the all three variables which indicate that our variables and dimensions are useful for the study.

Factor analysis is performed by examining the pattern of correlations between the observed measures. According to (DeCoster 1998) Measures that are highly correlated, either positively or negatively are likely influenced by the same factors, while those that are relatively uncorrelated are likely influenced by different factors. There are two forms of factor analysis; exploratory and confirmatory. The exploratory factor analysis is used to find the nature of the constructs influencing a set of responses; the confirmatory factor analysis is tests whether a specified set of constructs is influencing responses in a predicted way. In the next paragraphs we will report the results of confirmatory factor analysis carried for this study.

As it has been mentioned the KMO's test varies between 0 and 1. The value of 0 meaning that factor analysis is likely to be irrelevant; while a value close to 1 show that patterns of correlations are relatively compact and the results of factor analysis are useful and reliable factors. For our case, the values are 0.922 for independent variable employee competencies, 0.921 for the mediator customer

experience and 0.942 for dependent variable service performance, which indicates that factor analysis is useful with data for this study.

5.2.1 Exploratory factor analysis of employee competencies

This kind of statistical analysis is carried to determine the correlation among variables in a dataset and it provides a factor structure (a grouping of variables based on strong correlations). In general, an (EFA) prepares the variables to be used for cleaner structural equation modeling. This means the (EFA) will be able to spot problematic variables much more easily than the (CFA). We used exploratory factor analysis for testing the validity and uni-dimensionality of measures for all variables in this study, as recommended by (Lowry & Gaskin, 2014).

We also used the maximum likelihood method, for the procedure of finding the value of one or more parameters for a given statistic which makes the known likelihood distribution a maximum; the summary of results was showed in table (5.10) and the SPSS output below, all the remaining items have more than recommended value of at least 0.5 in measure of sample adequacy (MSA) with (KMO) (above the recommended minimum level of 0.60), and Bartlett's test of sphericity is significant ($p < .01$). Thus, the items are appropriate for factor analysis.

5.2.1.1 Convergent validity

Convergent validity means that variables within a single factor are highly correlated more than 0.5. This is evident by the factor loadings. Significant loadings depend on the sample size of dataset. We found that variables here are fitted the requirements of the measure.

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.				.922	
Bartlett's Test of Sphericity	Approx. Chi-Square			3751.807	
	Df			153	
	Sig.			.000	
know his responsibilities and priorities				.929	
maintain a positive frame of mind				.853	
try new approaches				.617	
display knowledge of products				.710	
respond effectively					.576
accept feedback on performance					.841
tolerant to different points of view					.859
able to resolve conflict effectively		.896			
positive resolutions to problems		.598			
take the initiative to resolve issues		.791			
cooperative and willing to collaborate		.644			
pay attention to details		.690			
respond quickly		.656			
Not to dominate others			.572		
sensitive to the feelings of others			.732		
friendly, courteous manner			.679		
positive self-image			.769		
concern for the needs of others			.800		

Table 5.10 Exploratory Factor Analysis for Employee Competencies

Variables loaded significantly on factor with Coefficient of at least 0.5, * Items deleted due to high cross loading.

5.2.1.2 Discriminant validity for Employee Competencies

Discriminant validity refers to the extent to which factors are distinct and uncorrelated. The rule is that variables should relate more strongly to their own factor than to another factor. Two primary methods exist for determining discriminant validity during an (EFA). The first method is to examine the rotated component matrix instead of pattern matrix when principle component used. Variables should load significantly only on one factor. If cross loading do exist (variable loads on multiple factors) then the cross loading should differ by more than 0.2. The second method is to examine the factor correlation matrix.

The correlation between factors should not exceed 0.7. The following Table (5.11) shows the Discriminant validity.

Component	Skills	Attitude	Professional Knowledge	General Knowledge
Skills	1.000	.614	.611	.605
Attitude	.614	1.000	.487	.519
Professional Knowledge	.611	.487	1.000	.538
General Knowledge	.605	.519	.538	1.000

Table 5.11 Discriminant Validity of Employee Competencies

5.2.2 Exploratory factor analysis of Customer Experience

Using Maximum Likelihood., summary of results was showed in Table (5.12) and the SPSS output show that all the remaining items has more than recommended value of at least 0.45 in measure of sample adequacy (MSA) with (KMO) (above the recommended minimum level of 0.60), and Bartlett's test of sphericity is significant ($p < .01$). Thus, the items are appropriate for factor analysis.

5.2.2.1 Convergent validity of Customer Experience

Variables within this factor are highly correlated with more than 0.5.

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.				.921
Bartlett's Test of Sphericity	Approx. Chi-Square			2840.233
	Df			91
	Sig.			.000
Information found easily on web				.861
many forms of good support				.762
satisfied of the services	.916			
Overall satisfaction	.961			
representatives act in my best interest	.680			
comfortable to deal with this company	.657			
Physical facilities in the workplace are suitable		.612		
friendly service environment		.792		
physical environment attract customers' attention		.887		
Sensory elements of the physical environment		.914		

making customers feel at ease				
presentation of service is visually appealing			.753	
Employees are attentive			.781	
Employees show knowledge and skills			.872	
Employees are listening and solving complaints			.804	

Table 5.12 Exploratory Factor Analysis of Customer Experience

Variables loaded significantly on factor with Coefficient of at least 0.5, * Items deleted due to high cross loading.

5.2.2.2 Discriminant validity of Customer Experience

Discriminant validity refers to the extent to which factors are distinct and uncorrelated. The rule is that variables should relate more strongly to their own factor than to another factor. Two primary methods exist for determining discriminant validity during an (EFA). The first method is to examine the rotated component matrix instead of pattern matrix when principle component used. Variables should load significantly only on one factor. If cross loading do exist (variable loads on multiple factors) then the cross loading should differ by more than 0.2 we used the second method to examine the factor correlation matrix. The correlation between factors should not exceed 0.7 and all items are not exceeding the 0.7. The following Table (5.13) shows the discriminant validity of customer experience.

Component	Emotional Experience	Physical Experience	Social Experience	Cognitive Experience
Emotional Experience	1.000	.570	.582	.547
Physical Experience	.570	1.000	.650	.468
Social Experience	.582	.650	1.000	.507
Cognitive Experience	.547	.468	.507	1.000

Table 5.13 Discriminant Validity of Customer Experience

5.2.3 Exploratory factor analysis for Service Performance

Using Maximum Likelihood, the summary of results showed in table (5.14) and the SPSS output show that all the remaining items has more than recommended

value of at least 0.45 in measure of sample adequacy (MSA) with (KMO) (above the recommended minimum level of 0.60), and Bartlett's test of sphericity is significant ($p < .01$). Thus, the items are appropriate for factor analysis.

5.2.3.1 Convergent validity of Service Performance

Variables within this factor are highly correlated with more than 0.5.

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.942
Bartlett's Test of Sphericity	Approx. Chi-Square	3201.864
	Df	105
	Sig.	.000
Transaction network and coverage are wide		.694
Service points located in a convenient place		.722
Advisory service hotline is good		.776
many products and services, which are rich and diversified		.785
Companies notice the convenience for customers in transaction		.735
requests and customer feedback quickly		.789
various forms of assistance and information		.815
answering complaints are convenient		.787
resolving arising issues is to ensure customer benefits		.740
The services and products are always improving		.751
Placing service and online payment is easy		.713
Cancellation or change of service is well-done online		.758
This company providing high quality service		.775
The customers' honoring programs are good and regular		.720
Greetings and gifts		.582

Table 5.14 Exploratory Factor Analysis of Service Performance

Variables loaded significantly on factor with Coefficient of at least 0.5, * Items deleted due to high cross loading.

5.3 Reliability

For testing reliability and validity of the model made up of three variables contains 10 dimensions; cronbach's alpha was calculated for each item of the instrument for checking the reliability, factor analysis carried out to test validity.

The cronbach's alpha ranges between 0 (denoting no internal reliability) and 1 (denoting perfect internal reliability). The following analysis shows the reliability statistics of the model variables.

Reliability is the ability of an instrument to produce similar result, time and again under the assumption that group of respondents and prevailing conditions remain same. It reflects the degree to which an instrument is free from random error and consistently measures the underlying construct with reasonable accuracy (Churchill Jr 1979), (Leedy and Ormrod 2001), (Yang 2007), and (Hair, Celsi et al. 2008). Internal consistency is an important aspect of reliability. It describes the extent to which the different scale items of a same construct correlate with one another. A higher degree of internal consistency, not only proves the convergence of scale items towards the common definition of underlying construct but it also affirms the claim that amount of variance captured by a scale is significantly higher to the amount of error variances i.e. random error in a scale. Random error is assessed by squaring the inter-item correlation and subtracting the same from 1.00. As the estimate of reliability increases, the fraction of a test score that can be attributed to random error decreases.

Variable	Cronbach's Alpha	N of Items
Employee competencies IV	.965	26
Customer experience MV	.942	20
Service performance DV	.944	15

Table No 5.15 Reliability Scale (Cronbach's alpha) for relation between Variables

Cronbach's alpha is one of the most popular methods for assessing internal consistency (Churchill Jr 1979). Closer the cronbach's alpha to 1, higher the

internal consistency. In general, the reliabilities less than 0.70 indicates a poor estimate of observed variance i.e. amount of error variance in the test score is relatively higher to the observed variance. In context of the present study, reliability of the various constructs has been assessed through cronbach's alpha.

We found that the model used for this study is reliable according to cronbach's alpha analysis carried for the three variables of the study. The value of cronbach's alpha for all the constructs as shown in tables 5.15 and 5.16 is above the threshold limit of 0.60. The internal reliability of our research model items was assessed by computing the total reliability scale. The total reliability scale for this study is 0.95. The reliability value is consistency considering that the highest reliability that can be obtained is 1.0 and this is an indication that the items of the model are accepted for analysis. Table 5.15 above shows the reliability scale for all three variables and also, the reliability scale calculated when each item is deleted from the dimension in order to see if the deleted item is genuine or not.

Construct	Variables	Items	Number of items	Cronbach's alpha
Employee Competencies	Professional knowledge	1-4	4	.846
	General knowledge	6-8	3	.874
	Skills	10-15	5	.869
	Attitude	22-26	5	.852
Customer Experience	Cognitive experience	4-5	2	.615
	Emotional experience	6-9	4	.879
	Physical environment experience	11-14	4	.867
	Social experience	15-18	4	.869
Service Performance	Service performance	1-15	15	.942

Source: prepared By Researcher.2018

Table 5.16 Cronbach's Alpha for Variables and Dimensions

5.4 Validity

The validity of the various constructs of interest has been examined by employing Campbell and Fiske criteria of validity. (Campbell and Fiske 1959) proposed two aspects of construct validity: convergent and divergent validity. Convergent validity is the degree to which multiple attempts to measure the same concept are in agreement. Whereas, discriminant or divergent validity examines the extent to which the group of items representing a specific construct- differentiate that construct from another set of items representing some other distinct construct (Bagozzi, Yi et al. 1991).

The convergent validity has often been assessed by looking at the standardized factor loadings (SFL), average variance extracted (AVE) and composite reliability (CR). SFL reflect the amount of explained variance by an indicator in accordance to the underlying construct as per ((Hair, Celsi et al. 2008), (Markus)

2012, (Byrne) 2013). Loading of .5 or more confirm the convergence of scale item in other words, the indicator is strongly related with its associated construct (Bagozzi, Yi et al. 1991), (Hair, Celsi et al. 2008) and (Byrne) 2013. AVE provides the summary of overall convergence of a scale and reflects the average communality (Fornell and Larcker 1981) i.e. the variance captured by an instrument through all its items. An AVE of less than .5 indicates that, on average, more error (i.e. systematic error) remains in measure than variance explained by the latent factor structure (Hair, Celsi et al. 2008), whereas a score of more than .5 affirms the higher amount of explained variance. CR indicates the internal consistency of the instrument. Any value of .70 or higher affirms high degree of internal consistency between different scale items.

Divergent validity tests whether the concepts that are supposed to be unrelated are, in fact, unrelated. It is generally examined through the comparison of the AVE score with the squared correlations of respective constructs. A lower index of shared variance (squared correlation) between each pair of constructs against the minimum of the AVEs of both of the concerned constructs affirms the divergent validity of the underlying constructs (Fornell and Larcker 1981). The logic here is based on the idea that if two or more concepts are unique, then valid measures of each should not correlate too highly (Bagozzi, Yi et al. 1991).

In context of present study, the convergent and divergent validity of different constructs have been examined during the validation of measurement models. Confirmatory Factor Analysis (CFA) has been utilized to estimate measurement adequacy (Hair, Celsi et al. 2008). In the context of the scale development and validation, recent literature e.g. (Rentz, Shepherd et al. 2002) affirms the superiority of CFA over Exploratory Factor Analysis. To assess the fit between theory and reality, CFA rather concentrating on a single index, often rely upon

numerous fit indices like: Normed Chi-square index, Goodness-of-fit index (GFI), Adjusted goodness-of-fit index (AGFI), Root mean square residual (RMR) and Root mean square error of approximation (RMSEA) – as indicators of absolute fit indices (Bentler and Hu 1995), (MacCallum, Browne et al. 1996), (Steiger 2007); Comparative Fit Index (CFI), Tucker-Lewis index (TLI), and Normed fit index (NFI) – as indicators of incremental fit indices (Bentler 1980), (Mulaik, James et al. 1989), (Bentler and Hu 1995), (Kline 2005), and (Tabachnick and Fidell 2007); Parsimony goodness-of-fit index (PGFI) and Parsimony Normed fit index (PNFI) – as indicators of parsimony fit indices. In contrast, these fit statistics are generally not available in standard methods of Exploratory Factor Analysis. A careful consideration is that assessing a measurement model through numerous fit indices is more parsimony approach than one with absolute or single criteria (Hair, Celsi et al. 2008). In the context of present study, following criteria table 5.17 has been adopted for the measurement and validation of various constructs:

S. No.	Parameter	Criteria
1	Normed Chi-square (ratio of Chi-square to degrees of freedom)	Less than 3
2	Goodness-of-Fit Index (GFI)	At least .90
3	Adjusted Goodness-of-Fit Index (AGFI)	At least .90
4	Normed Fit Index (NFI)	At least .90
5	Comparative Fit Index (CFI)	At least .90
6	Root Mean Square Residual (RMR)	Less than .10
7	Root Mean Square Error of Approximation (RMSEA)	Less than .08
8	Standardized Residuals	Less than 2.5
9	Standardized factor loadings (SFL)	At least .50
10	Average Variance Extracted (AVE)	At least .50
11	Composite Reliability (CR)	At least .70

Table 5.17 Criteria

5.5 Descriptive analysis of the study sample

Table No 5.18 shows descriptive statistics of the dimensions of independent variable. Frequencies and percentages demonstrate the evaluation and experience of customers about dimensions of employee competencies in the companies that are subject of the study. This section of study instrument contains 26 questions, where questions 1-8 standing for first dimension knowledge, 9-17 for the second dimension skills and 18-26 for the last one attitude. The results are reflecting how customers evaluate each dimension. In the beginning of this section we ask respondents to choose the statement that best describe their opinion and their experience about employee competencies. The statements are structured in 7- point Likert scale ranging from 1 strongly disagree to 7 strongly agree; whereby the higher numbers indicate higher level of agreeableness or positive experience.

5.5.1. Descriptive statistics of Employee Competencies IV:

Frequencies and percentages in the following table, exploring customer's response to the dimensions of employee competencies, which are knowledge, skills and attitude; this is describing the evaluation of customers for the employee competencies. This part of the study survey represented by 26 questions in section B.

In general those who think that the employees of their company are competent either strongly agree with that, just agree or agree to some extent are representing 69.5% of the sample size compared to 18.2% to those who are disagree in general either strongly disagree, just disagree or disagree to some extent and only 12.3% to those who neither agree nor disagree.

Looking at evaluation of customers for the employee competencies we realize that the respondents' overall evaluation on a scale of 1 to 7 was tended

positively. The “strongly agree” response represented by 7 on the scale achieved the higher percent of 39.3% , followed by 16.3% for “agree” represented by 6 in the scale. The statement “agree to some extent” referred to as number 5 was 13.9% and for those who are not taking sides referred to as number 4 the percent was 12.3%, those who are “disagree to some extent” have a percent of 7.1% represented by 3, while those who “disagree” referred to as number 2 have a percent of 6.3% and respondents who are “strongly disagree” was 7.5%. From the data shown above it appear clearly that most of respondents find that these employees have good knowledge, well skilled and have good attitude. We find that all elements get high percent of positive evaluation meaning that respondents find the employees in these companies fitting to the positive perception.

For knowledge which is the first dimension of employee competencies respondents who evaluate it positively were 65.24% which indicate that respondents find that employees have good knowledge. 12.33% were neutral and 20.75% not agree that those employees have sufficient required knowledge. For the second dimension skills same statistics indicate 68.62% for the group of respondents who are agree in general, 11.61% for neutral and only 18.58% for those who are not agree. Statistics for the third dimension show that 72.76% find that employees have good attitude compared to 15.62% don’t agree with that and 11.61%neutral.

These statistics show that customer perception about employee competencies is positive according to our hypothesis this mean positive experience for customers and it should drove to a positive perception about service performance. In the subsequent analysis we shall see whether this is achieved or not.

(As a customer of a telecommunication company I find that the employees in this company)

Variable	Strongly disagree		Disagree		Disagree to some extent		Neutral		Agree to some extent		Agree		Strongly agree	
	Freq	%	Freq	%	Freq	%	Freq	%	Freq	%	Freq	%	Freq	%
Know their individual responsibilities and priorities and how they relate to others	30	9.1	13	4.0	25	7.6	33	10.1	35	10.7	39	11.9	153	46.6
Maintain a positive frame of mind	21	6.5	13	4.0	28	8.7	45	13.9	41	12.7	40	12.4	135	41.8
Eager to try new approaches	33	10.3	13	4.1	28	8.8	42	13.1	42	13.1	50	15.6	112	35.0
Display knowledge of products/services	26	8.1	18	5.6	18	5.6	31	9.7	36	11.2	57	17.8	134	41.9
Respond effectively	22	6.8	10	3.1	20	6.2	46	14.2	43	13.3	44	13.6	138	42.7
Understand other cultures	30	9.3	13	4.0	20	6.2	39	12.1	43	13.4	55	17.1	122	37.9
Readily accept feedback on performance	36	11.0	13	4.0	26	8.0	44	13.5	44	13.5	43	13.2	120	36.8
Tolerant to different points of view	29	9.0	17	5.2	35	10.8	39	12.0	51	15.7	52	16.0	101	31.2
Contribute to an informal comfortable and tension free workplace	24	7.5	7	2.2	26	8.1	49	15.3	64	19.9	42	13.1	109	34.0
Able to resolve conflict effectively	19	5.8	13	4.0	36	11.1	42	12.9	46	14.2	51	15.7	118	36.3
Find positive resolutions to problems	23	7.0	17	5.2	31	9.5	42	12.8	42	12.8	53	16.2	119	36.4
Take the initiative to resolve issues before become problems	20	6.2	18	5.6	25	7.7	35	10.8	54	16.7	59	18.3	112	34.7
Remain calm when things get hectic	36	11.0	13	4.0	19	5.8	44	13.5	48	14.7	50	15.3	116	35.6
Willing to collaborate	18	5.4	8	2.4	23	6.9	51	15.4	44	13.3	52	15.7	135	40.8
Pay attention to detail	20	6.1	14	4.3	25	7.6	32	9.7	46	14.0	51	15.5	141	42.9
Respond quickly	22	6.6	11	3.3	25	7.5	35	10.5	44	13.3	48	14.5	147	44.3
Gain the trust and the respect of the customer	25	7.5	5	1.5	25	7.5	48	14.4	35	10.5	47	14.1	148	44.4
Show enthusiasm for work	16	4.9	10	3.0	16	4.9	42	12.8	44	13.4	62	18.8	139	42.2

Exhibit high morale	21	6.6	9	2.8	13	4.1	29	9.1	51	15.9	56	17.5	141	44.1
Willing to compromise	37	11.4	13	4.0	18	5.5	51	15.7	51	15.7	58	17.8	97	29.8
Give continuous attention to customer satisfaction	22	6.8	14	4.3	25	7.7	37	11.4	45	13.9	66	20.4	115	35.5
Not to dominate others in interactions	24	7.4	8	2.5	21	6.4	34	10.4	49	15.0	69	21.2	121	37.1
Sensitive to the feelings of others	32	9.8	16	4.9	19	5.8	50	15.2	45	13.7	62	18.9	104	31.7
Interact in a friendly, courteous manner	18	5.5	7	2.1	14	4.3	40	12.3	42	12.9	62	19.0	143	43.9
Display a positive self-image	11	3.4	4	1.2	16	4.9	32	9.8	47	14.3	55	16.8	163	49.7
Show concern for the needs of others	21	6.3	10	3.0	24	7.2	26	7.8	44	13.2	58	17.4	150	45.0
Total		7.5		3.6		7.1		12.3		13.9		16.3		39.3

Table 5.18 shows the Descriptive Statistics of Employee Competencies

5.5.2. Descriptive statistics of Customer Experience MV:

Results show that those who are strongly agree with the statement that the service is matching their prior expectations were 36.7% compared to 16.6% who agree, 13.3% agree to some extent, 10.2% neutral, 7.2% disagree to some extent, 3.3% disagree and 12.7% to those who were strongly disagree. Percentages tell that those who agree in deferent levels represent 66.6% of the sample size, compared to 23.2% who disagree in deferent levels and 10.2% to neutral. Results for the question if the provided service meets desired purpose of the customer the response were like as follow 35.0% were strongly agree, 16.6% only agree, 16.3% agree to some extent, 10.0% were neutral, 6.0% disagree to some extent, 4.8% disagree and 11.2% were strongly disagree. Dividing respondents into three groups agree, disagree and neutral we found that first group obtained 67.9% compared to 22.0% for disagree group and 10.0% to neutral. Answering the question if the perception about products and services of this company is positive respondents reacting like that 38.0% were strongly agree with this statement, 19.3% just agree, 13.8% agree to some extent, 10.1

neutral, 7.4% disagree to some extent, 3.1% disagree and 8.3% were strongly disagree. All who agree representing 71% compared to 18.8% disagree and 10.1% to neutral. For the statement that information of products and services found easily on the business web, and the other websites respondents were react as follow 39.7% strongly agree, 16.1% just agree, 15.8% agree to some extent, 9.1% neutral, 6.1% disagree to some extent, 4.5% disagree and 8.8% were strongly disagree. It is obvious that the majority found that the information are easily found on the business website and other websites as the percent of all agree from the three first categories represents 71.6% of the whole sample size compared to 19.4% disagree and 9.1% neither agree nor disagree. For the statement that company offered many forms of good support (Voice chat, phone, web ...) the response was as follow 33.9% strongly agree, 15.9% just agree, 16.8% agree to some extent, 10.8% neutral, 8.1% disagree to some extent, 5.4% disagree and 9.0% are strongly disagree. In general the accumulative percent of those who are agree in the three categories is 66.6% compared to accumulative percent of the other group of those who are not agree which is 22.5% and 10.8% to neutral.

These five questions are representing cognitive experience which is the first dimension of the mediating variable customer experience. The results show that respondents in general have positive experience and give a positive degree to this dimension as the accumulative percent of those who are strongly agree, just agree and agree to some extent represent 68.74% of the sample size.

The next five statements in the instrument were set to test the emotional experience of the customers. For the statement that reads “I feel satisfied of the services being purchased”, results were like that, 31.3% strongly agree, 16.9% just agree and 19.6% agree to some extent; which makes 67.8% as accumulative

percent. This high percent speak that most of respondents are feeling satisfied of the services being purchased. 5.8% were the percent of those who are disagree to some extent, 5.2% to those who are disagree and 11.3% to strongly disagree compared to 9.8% neutral. Next statement “Overall, I am very satisfied with the way company performing this service” get the following percentages, 37.5% strongly agree, 15.9% just agree and 16.5% agree to some extent; which makes 69.9% accumulatively compared to 5.2% disagree to some extent, 5.8% disagree, 9.8% strongly disagree and to 9.5% neutral. Here also the accumulative percent of all agree in general show positive experience toward overall satisfaction. Respondents react to the statement “company service representatives act in my best interest” as follow, 31.4% strongly agree, 17.8% just agree and 18.4% agree to some extent; when accumulate the percent of all fall in category of agree we found that make 67.6%. This high percent show that most of respondents believe that service representatives act in their best interest. 7.3% were the percent of those who are disagree to some extent, 6.3% to those who are disagree, 9.1% to strongly disagree and 9.7% to neutral. For the next question “it’s comfortable to deal with this company rather than with others”, results were like that 44.2% strongly agree, 13.6% just agree and 17.3% agree to some extent; which makes 75.1% in general. The accumulative percent of those who agree is even higher and this shows positive emotional experience toward the company. These percents compared to 5.8% to disagree to some extent, 3.6% to disagree, 6.1% to strongly disagree and 9.4% to neutral. Responses towards statement “I feel that the staff is always interested in the needs of each customer”, 36.4% strongly agree, 17.9% just agree and 15.5% agree to some extent accumulation of these three percents makes 69.8% which means that most of respondents feeling that the staff is always care for the needs of each customer. This compared to 6.7% to disagree to some extent, 5.2% to disagree,

8.8% to strongly disagree and 9.7% to neutral. The results from these five statements show that respondents have a positive emotional experience toward their companies.

In the following paragraphs we demonstrate the results acquired from analyzing elements of the (physical environment experience) which is the third dimension of customer experience show. The first question was “Physical facilities in the workplace are suitable and help in providing service”, responses were 40.2% strongly agree, 18.7% agree and 16.6% agree to some extent which makes in general 75.5% compared to 4.2% disagree to some extent, 4.8% disagree, 6.9% strongly disagree and 8.5% neutral. Demonstrate data show that majority of respondents find that Physical facilities in the workplace are suitable and help in providing service. For the statement “this company has a friendly service environment”, Results show 45.9% strongly agree, 16.2% agree and 14.1% agree to some extent which makes in general 76.2% compared to 5.5% disagree to some extent, 4.0% disagree, 6.1% strongly disagree and 8.3% neutral. This also shows that most of respondents find that their company has a friendly service environment. Asking respondents if “Tangible elements of the physical environment attract customers’ attention and support service process” they react as follow, 44.8% strongly agree, 17.3% agree and 16.1% agree to some extent which makes in general 78.2% compared to 4.8% disagree to some extent, 5.1% disagree, 3.3% strongly disagree and 8.5% neutral. Which mean that the most of respondents are agree that, tangible elements of the physical environment are attracting customers’ attention and support service process. In the following step “sensory elements of the physical environment making customers feel at ease” responses were as follow, 45.6% strongly agree, 18.8% agree and 14.3% agree to some extent which makes in general 78.7% compared to 3.3% disagree to

some extent, 3.6% disagree, 4.3% strongly disagree and 10.0% neutral. Results reflect positive satisfaction and positive feelings of customers regarding sensory elements of the physical environment. Following statement that read “the presentation of service is visually appealing” show the following results, 38.4% strongly agree, 20.5% agree and 16.9% agree to some extent which makes in general 75.8% compared to 3.9% disagree to some extent, 4.8% disagree, 6.3% strongly disagree and 9.1% neutral. This shows that most of respondents find that the presentation of service is visually appealing.

Regarding third dimension of customer experience which is physical environment experience, the results indicate that this dimension obtain a high degree of positive response as the accumulative percents of those who agree, agree to some extent and strongly agree are between 75.5% - 78.8% with average of 77.1%.

The last dimension of this variable is social experience elements of this dimension reflect the experience interaction between customers and employees from one side and the effect of social relationships on the experience of customers and their relation with the company from other side.

First statement in this group speak “Employees are attentive”, 34.5% strongly agree, 16.0% agree and 18.5% agree to some extent which makes in general 69.0% compared to 10.3% disagree to some extent, 2.2% disagree, 6.9% strongly disagree and 11.6% neutral. This indicates that most customers in this sample find that employees are attentive. This statement is about how employees showing their knowledge and skills in dealing with customers. 39.3% strongly agree, 20.9% agree and 15.0% agree to some extent which makes in general 75.2% compared to 6.1% disagree to some extent, 4.3%

disagree, 7.1% strongly disagree and 7.4% neutral. Results indicate that employees are able to display their knowledge and skills while they are dealing with customers. For the statement “employees are listening and solving complaints” which indicate the social interaction in the work place results were as follow, 33.6% strongly agree, 19.3% agree and 18.7% agree to some extent which makes in general 71.6% compared to 5.6% disagree to some extent, 3.7% disagree, 7.5% strongly disagree and 11.5% neutral. This means that most of customer found that employees are and solving complaints. The following statement “you deal with this company by recommendations of some friends or relatives” tests the effect of social groups on the experience of a customer like word of mouth and social belongingness and so. 39.3% strongly agree, 14.5% agree and 15.4% agree to some extent which makes in general 69.2% compared to 2.1% disagree to some extent, 5.1% disagree, 16.7% strongly disagree and 7.6% neutral. The considerable percent is indicating that most of customers are choosing the company with which they are dealing according to social effect or lobbying, although there is a significant percent of those who are strongly disagree which is 16.0%. Responding to the question “You may invite other customers to deal with this company”, data show the follow, 40.2% strongly agree, 18.9% agree and 13.2% agree to some extent which makes in general 72.3% compared to 2.7% disagree to some extent, 3.3% disagree, 10.5% strongly disagree and 11.1% neutral. This means most of respondents are ready to invite others to their company according to their positive experience. In general the accumulative percent of those who have positive social experience, either that strongly agree, just agree or agree to some extent was 71.46%, and that indicate positive social experience. In general analysis for the elements and dimensions of this variable show significant positive customer experience with over 75% to those who are agree with the positive experience. The following

figures display accumulative percents for the 20 statements in accordance with the degree that respondents give to the different statements. 38.3% to strongly agree, 18.9% to agree, 13.2% to agree to some extent, 2.7% to disagree to some extent, 3.3% to disagree, 10.5% to strongly disagree and 11.1% neutral.

Variable	Strongly disagree		Disagree		Disagree to some extent		Neutral		Agree to some extent		Agree		Strongly agree	
	Freq	%	Freq	%	Freq	%	Freq	%	Freq	%	Freq	%	Freq	%
The service is matching your prior expectations	42	12.7	11	3.3	24	7.2	34	10.2	44	13.3	55	16.6	122	36.7
The service meets desired purpose	37	11.2	16	4.8	20	6.0	33	10.0	54	16.3	55	16.6	116	35.0
Your perception about products and services of this company is positive	27	8.3	10	3.1	24	7.4	33	10.1	45	13.8	63	19.3	124	38.0
Information on products and services found easily on the business web, and the other websites	29	8.8	15	4.5	20	6.1	30	9.1	52	15.8	53	16.1	131	39.7
There are many forms of good support (Voice chat, phone, web ...)	30	9.0	18	5.4	27	8.1	36	10.8	56	16.8	53	15.9	113	33.9
I feel satisfied of the purchased services	37	11.3	17	5.2	19	5.8	32	9.8	64	19.6	55	16.9	102	31.3
Overall, I am very satisfied wz the way comp. is performing this service	32	9.8	19	5.8	17	5.2	31	9.5	54	16.5	52	15.9	123	37.5
Company service representatives act in my best interest	30	9.1	21	6.3	24	7.3	32	9.7	61	18.4	59	17.8	104	31.4
Its comfortable to deal with this company	20	6.1	12	3.6	19	5.8	31	9.4	57	17.3	45	13.6	146	44.2
I feel that staff are always interested in the needs of each customer	29	8.8	17	5.2	22	6.7	32	9.7	51	15.5	59	17.9	120	36.4
Physical facilities in the workplace are suitable and help in	23	6.9	16	4.8	14	4.2	28	8.5	55	16.6	62	18.7	133	40.2

providing service														
friendly service environment	20	6.1	13	4.0	18	5.5	27	8.3	46	14.1	53	16.2	150	45.9
Tangible elements of attract customers' attention and support service process	11	3.3	17	5.1	16	4.8	28	8.5	53	16.1	57	17.3	148	44.8
Sensory elements of physical environment making customers feel at ease	14	4.3	12	3.6	11	3.3	33	10.0	47	14.3	62	18.8	150	45.6
The presentation of service is visually appealing	21	6.3	16	4.8	13	3.9	30	9.1	56	16.9	68	20.5	127	38.4
Employees are attentive	22	6.9	7	2.2	33	10.3	37	11.6	59	18.5	51	16.0	110	34.5
Employees show knowledge and skills	23	7.1	14	4.3	20	6.1	24	7.4	49	15.0	68	20.9	128	39.3
Employees listening & solving complaints	24	7.5	12	3.7	18	5.6	37	11.5	60	18.7	62	19.3	108	33.6
Deal with this comp. by recommendations of friends or relatives	53	16.0	17	5.1	7	2.1	25	7.6	51	15.4	48	14.5	130	39.3
You may invite others to deal wz this comp.	35	10.5	11	3.3	9	2.7	37	11.1	44	13.2	63	18.9	134	40.2
Total		8.5		4.4		5.7		9.6		16.1		17.4		38.3

Table No 5.19 shows the Descriptive Statistics of Customer Experience (MV)

5.5.3. Descriptive statistics of Service Performance DV:

The table below shows the results in section D directed to test the dependent variable Service Performance with its three dimensions using 15 structured questions. The first 5 questions represent convenience perception which is the first dimension, second 5 questions represent complain resolving the second dimension and the last 5 questions represent customer service the third and last dimension.

First statement in the first dimension is related with essence of service and how it is convenient “transaction network and coverage are wide”, the results were, 40.4 % strongly agree, 13.2% agree and 12.6% agree to some extent which makes the agree response in general 66.2% compared to 6.3% disagree to some

extent, 6.0% disagree, 9.1% strongly disagree and 12.3% neutral. The results show positive degree for this element. Regarding the distribution of service points the following question has been given “service points in convenient places for customer transaction” and the response was as follow, 36.4% strongly agree, 21.3% agree and 13.0% agree to some extent which makes the agree response in general 70.7% compared to 7.7% disagree to some extent, 5.6% disagree, 8.3% strongly disagree and 7.7% neutral. Also results show positive degree for this statement. Regarding company response for advisory requests, respondents react to the following statement “advisory service hotline is good” as follow, 37.3% strongly agree, 18.3% agree and 15.6% agree to some extent which makes the agree response in general 71.2% compared to 5.8% disagree to some extent, 4.9% disagree, 9.2% strongly disagree and 9.2% neutral. Description of results shows positive degree for this element. For statement “there are many products and services, which are rich and diversified”, responses were like that, 37.2% strongly agree, 15.4% agree and 16.3% agree to some extent which makes the agree response in general 68.9% compared to 8.6% disagree to some extent, 3.7% disagree, 7.4% strongly disagree and 11.4% neutral. Results show that customers find products and services are rich and diversified. The statement “the company care for convenience of customers such as free Wi-Fi, water, magazines, toilets ...” gets the following responses, 32.6% strongly agree, 13.0% agree and 15.1% agree to some extent which makes the agree response in general 60.7% compared to 6.0% disagree to some extent, 5.1% disagree, 16.0% strongly disagree and 11.8% neutral. These results show that most of the customers are agree regard the availability of facilities such as free Wi-Fi, water, magazines and toilets.

For this dimension 36.8% of respondents were strongly agree with statements that describing convenience perception, 16.2% were agree and 14.5% were agree to some extent. In general this percentages are representing customers who are agree in deferent levels which makes as accumulation 67.5% of the sample size, compare to 6.9% for those who were disagree to some extent, 5.1% who were disagree and 10.0% for those who were strongly disagree and 10.5% for those who neither agree nor disagree. This shows positive degree for the dimension as whole.

To examine the service performance an important dimension has been including in this section which is (Complaint Resolving). This dimension consists of five elements in the study instrument. The first element “the company receives requests and customer feedback quickly”. Responses for this statement were like that, 32.0% strongly agree, 14.8% agree and 13.3% agree to some extent which makes in general 60.1% compared to 9.1% disagree to some extent, 6.9% disagree, 13.3% strongly disagree and 10.6% neutral. This shows that most of the respondents are agree. For the statement “the company has various forms of assistance and information” 34.8% were strongly agree, 17.7% were agree and 14.3% were agree to some extent which makes in general 66.8% compared to 7.9% who were disagree to some extent, 6.1% who were disagree, 5.8% who were strongly disagree and 10.7% who were neutral. This shows positive evaluation for this element. According to statement “receiving requests and answering complaints is convenient”, 34.5% were strongly agree, 15.8% were agree and 13.3% were agree to some extent which makes in general 63.6% compared to 5.8% who were disagree to some extent, 6.7% who were disagree, 12.7% who were strongly disagree and 11.2% who were neutral. Results indicate high satisfaction according to this element. Regarding “process of

resolving arising issues is to ensure customer benefits”, 35.5% were strongly agree, 13.3% were agree and 16.4% were agree to some extent which makes in general 65.2% compared to 4.8% who were disagree to some extent, 4.8% who were disagree, 12.7% who were strongly disagree and 12.4% who were neutral. From description of results appear that most of customers are agree with that the process of resolving issues is concerning customer benefits. For statement “services & products are always improving”, 38.8% were strongly agree, 17.7% were agree and 15.3% were agree to some extent which makes in general 71.8% compared to 5.5% who were disagree to some extent, 4.6% who were disagree, 8.3% who were strongly disagree and 9.8% who were neutral. Here also results show high positive degree regarding improving services and products.

Variable	Strongly disagree		Disagree		Disagree to some extent		Neutral		Agree to some extent		Agree		Strongly agree	
	Freq	%	Freq	%	Freq	%	Freq	%	Freq	%	Freq	%	Freq	%
Wide transaction network & coverage	29	9.1	19	6.0	20	6.3	39	12.3	40	12.6	42	13.2	128	40.4
Service points in convenient places for customer transaction	27	8.3	18	5.6	25	7.7	25	7.7	42	13.0	69	21.3	118	36.4
Advisory service hotline is good	30	9.2	16	4.9	19	5.8	30	9.2	51	15.6	60	18.3	121	37.3
There are many products and services, which are rich and diversified	24	7.4	12	3.7	28	8.6	37	11.4	53	16.3	50	15.4	121	37.2
The company care for convenience of customers such as free Wi-Fi, water, magazines, toilets ...	53	16.0	17	5.1	20	6.0	39	11.8	50	15.1	43	13.0	108	32.6
The company receives requests and customer feedback quickly	44	13.3	23	6.9	30	9.1	35	10.6	44	13.3	49	14.8	106	32.0
The company has various forms of assistance and	28	5.8	20	6.1	26	7.9	35	10.7	47	14.3	58	17.7	114	34.8

information														
Receiving requests and answering complaints is convenient	42	12.7	22	6.7	19	5.8	37	11.2	44	13.3	52	15.8	114	34.5
Process of resolving arising issues is to ensure customer benefits	42	12.7	16	4.8	16	4.8	41	12.4	54	16.4	44	13.3	117	35.5
Services & products are always improving	27	8.3	15	4.6	18	5.5	32	9.8	50	15.3	58	17.7	127	38.8
Placing of service & online payment are easy	29	8.9	16	4.9	31	9.5	33	10.2	31	9.5	56	17.2	129	39.7
Cancellation or change of service is well-done online.	28	8.8	19	6.0	26	8.2	29	9.1	36	11.3	59	18.5	122	38.2
This company providing high quality service	31	9.5	14	4.3	17	5.2	47	14.4	44	13.5	58	17.8	115	35.3
Customers honoring programs are good & regular	49	15.1	26	8.0	12	3.7	42	13.0	42	13.0	49	15.1	104	32.1
Greetings and gifts are given on special occasions such as birthdays & holidays	32	9.8	19	5.8	13	4.0	39	11.9	31	9.5	45	13.7	149	54.4
Total														

Table No5.20 shows the Descriptive Statistics of Service Performance (DV)

5.6 Analysis of variance:

T-test and one-way (ANOVA) have been used for analysis of variance. The t-test compares two means and let know if they are different from each other. The t-test also shows how significant the differences are; it explains if those differences could have happened by chance. The one-way analysis of variance (ANOVA) is used to determine whether there are any statistically significant differences between the means of two or more independent (unrelated) groups.

5.5.1. T – Test for Gender:

In the table 5.21 below and the SPSS output attached in the Appendix C, the means indicate that there is no significant difference in the distribution of males and females in the sample. The data in this table show also there is no significant differences in responses of this two groups which is mean that the factor gender has no effect on the all three variables.

Group Statistics					
	Gender	N	Mean	Std. Deviation	Std. Error Mean
EC	Male	144	5.4861	1.21078	.10090
	Female	103	5.2267	1.51785	.14956
CE	Male	154	5.2893	1.35101	.10887
	Female	114	5.4346	1.28602	.12045
SP	Male	171	5.1014	1.49704	.11448
	Female	109	5.3021	1.53147	.14669

Table 5.21: Illustrates Results of T-test for Gender Factor

5.5.2. One-way (ANOVA) for Educational level:

The one-way test for the three categories of educational level shows significant differences between means of these groups in relation with independent variable (employee competencies) and dependent variable (service performance), while differences were not significant in relation with the mediating variable (customer experience), that's means the level of education has an impact when it comes to evaluation of employee competencies and service performance while it has no significant effect on the customer experience. Table 5.22 below and the SPSS output attached in the Appendix C show the results discussed here.

ANOVA						
		Sum of Squares	Df	Mean Square	F	Sig.
EC	Between Groups	11.078	2	5.539	3.095	.047
	Within Groups	433.095	242	1.790		
	Total	444.173	244			
CE	Between Groups	9.403	2	4.702	2.726	.067
	Within Groups	455.397	264	1.725		
	Total	464.801	266			
SP	Between Groups	19.282	2	9.641	4.325	.014
	Within Groups	613.017	275	2.229		
	Total	632.299	277			

Table 5.22 Shows Results of ANOVA Test for Education Factor

5.5.3. One-way (ANOVA) for Profession:

The test for profession shows that there is a significant differences between means of deferent professional categories in relation with independent variable (employee competencies) and dependent variable (service performance), while differences were not significant in relation with the mediating variable (customer experience), that's means profession has an impact in relation with employee competencies and service performance but no significant effect in relation with customer experience, as it illustrated in table 5.23 below and the SPSS output attached in the Appendix C.

ANOVA						
		Sum of Squares	Df	Mean Square	F	Sig.
EC	Between Groups	22.944	5	4.589	2.597	.026
	Within Groups	424.093	240	1.767		
	Total	447.036	245			
CE	Between Groups	17.461	5	3.492	2.033	.074
	Within Groups	448.242	261	1.717		
	Total	465.703	266			
SP	Between Groups	27.767	5	5.553	2.502	.031
	Within Groups	605.883	273	2.219		
	Total	633.650	278			

Table 5.23 Shows Results of ANOVA Test for Profession Factor

5.5.4. One-way (ANOVA) for Age:

Analysis shown in the table 5.24 below and the SPSS output attached in Appendix C show that, there is no significant differences between means of the three age categories (less than 30, 30- 50 and more than 50), this indicate that there is no important weight for age as factor in regard with the studded variables employee competencies, customer experience and service performance.

ANOVA						
		Sum of Squares	Df	Mean Square	F	Sig.
EC	Between Groups	6.662	2	3.331	1.824	.164
	Within Groups	440.109	241	1.826		
	Total	446.771	243			
CE	Between Groups	3.213	2	1.607	.926	.397
	Within Groups	452.859	261	1.735		
	Total	456.072	263			
SP	Between Groups	1.802	2	.901	.390	.678
	Within Groups	633.785	274	2.313		
	Total	635.587	276			

Table 5.24 Shows Results of ANOVA Test for Age Factor

5.5.5. One-way (ANOVA) for Marital Status:

One-way analysis for marital status factor regarding the model variables as shown in table 5.25 below and the SPSS output attached in Appendix C, shows that, there is no significant differences between means of its categories (married, single and other), this indicate that there is no significant influence for marital status factor regarding studded variables employee competencies, customer experience and service performance.

ANOVA						
		Sum of Squares	Df	Mean Square	F	Sig.
EC	Between Groups	9.933	2	4.966	2.740	.067
	Within Groups	436.839	241	1.813		
	Total	446.771	243			
CE	Between Groups	4.447	2	2.224	1.285	.278
	Within Groups	451.625	261	1.730		
	Total	456.072	263			
SP	Between Groups	.946	2	.473	.204	.815
	Within Groups	634.641	274	2.316		
	Total	635.587	276			

Table 5.25 Shows Results of ANOVA Test for Marital Status Factor

5.5.6. One-way (ANOVA) for Preferred Company:

According to statistical analysis shown in table 5.26 below and the SPSS output attached in Appendix C; variances between means of the three companies are not significant they all lay in the range between 5.0 and 5.5 and that indicate that customers didn't find significant differences between the three companies.

ANOVA						
		Sum of Squares	Df	Mean Square	F	Sig.
EC	Between Groups	.520	2	.260	.140	.869
	Within Groups	446.251	241	1.852		
	Total	446.771	243			
CE	Between Groups	9.051	2	4.526	2.642	.073
	Within Groups	447.021	261	1.713		
	Total	456.072	263			
SP	Between Groups	9.345	2	4.672	2.044	.131
	Within Groups	626.242	274	2.286		
	Total	635.587	276			

Table 5.26 Shows Results of ANOVA Test for Preferable Company Factor

5.7 Measurement and Validation of the Variables

5.7.1 Measurement and Validation of Employee competencies

To assess the degree of correspondence between the manifest variables and latent construct a uni-dimensional CFA model (Figure 5.1) has been conceptualized and tested for its psychometric properties results of CFA are shown in Table (5.27).

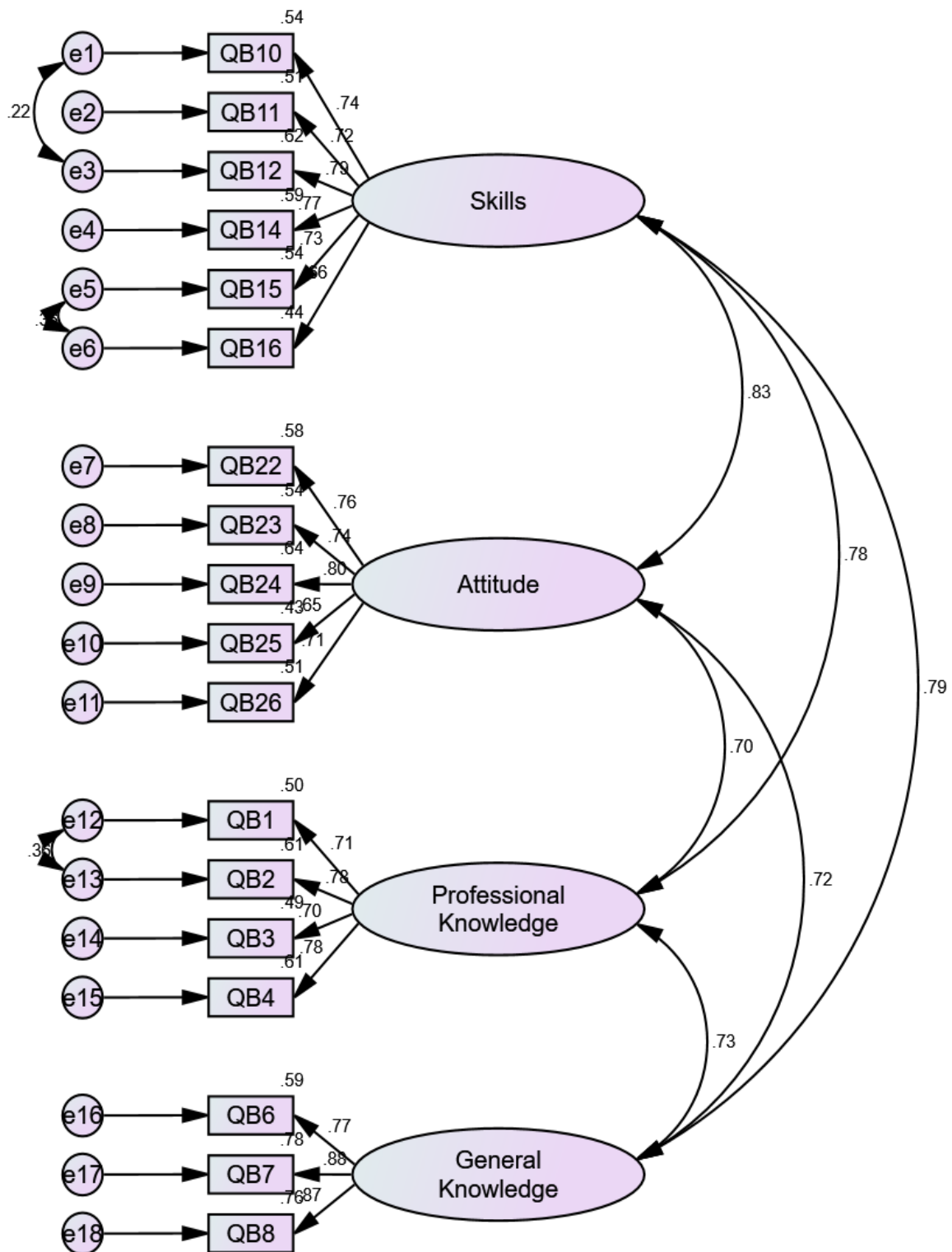


Figure (5.1) shows Confirmatory Factor Analysis for Employee Competencies

As shown in figure (5.1) confirmatory factor analysis is the next step after exploratory factor analysis to determine the factor structure of the dataset. In the EFA we explore the factor structure (how the variables relate and group based on inter-variable correlations); in the CFA we confirm the factor structure we extracted in the EFA, the structural model of confirmatory factor analysis reveals the same measures that can be calculated to determine goodness of fit show in Table (5.27)

Measure	Estimate	Threshold	Interpretation
CMIN	393.765	--	--
DF	126	--	--
CMIN/DF	3.125	Between 1 and 3	Acceptable
CFI	0.927	>0.95	Acceptable
SRMR	0.048	<0.08	Excellent
RMSEA	0.080	<0.06	Acceptable
P Close	0.000	>0.05	Terrible

Unfortunately, your model fit could improve

Table 5.27 Shows Model Fit Indices of Employee Competencies

The convergent validity of the construct of employee competencies has been assessed through standardized factor loadings, AVE and CR. Table 5.28 reveals that standardized factor loadings for all items were above the suggested cut-off of 0.50 (Hatcher 1994), with a minimum of 0.65, and were all significant at 1% level of significance. The AVE of 0.619 meets the criterion of .50. High score of CR (i.e. 0.918) confirms the internal consistency of the scale items.

Composite reliability (CR) indicates the internal consistency of the instrument, any value of 0.7 or higher affirms high degree of internal consistency between different scale items. We found that CR for all items is less than 0.7; reliability

is not high. Average Variance Extracted AVE for all variables is more than 0.5 which affirms the higher amount of explained variance. The mean success volume after cutoff, MSV is also significant with more than 0.5 for all items. ASV is more than 0.5 for all items except professional knowledge which is at the edge with 0.489%. The table below shows the Psychometric Properties of employee competencies.

	CR	AVE	MSV	ASV				
Professional Knowledge	0.596	0.588	0.549	0.489	0.767			
Skills	0.686	0.556	0.672	0.609	0.741	0.746		
Attitude	0.649	0.539	0.672	0.546	0.664	0.820	0.734	
General Knowledge	0.655	0.710	0.605	0.535	0.690	0.778	0.724	0.843

Table (5.28) Shows the Psychometric Properties of Employee Competencies

5.7.2 Measurement and Validation of Customer Experience

To assess the degree of correspondence between the manifest variables and latent construct a uni-dimensional CFA model (Figure 5.2) has been conceptualized and tested for its psychometric properties results of CFA are shown in Table (5.29).

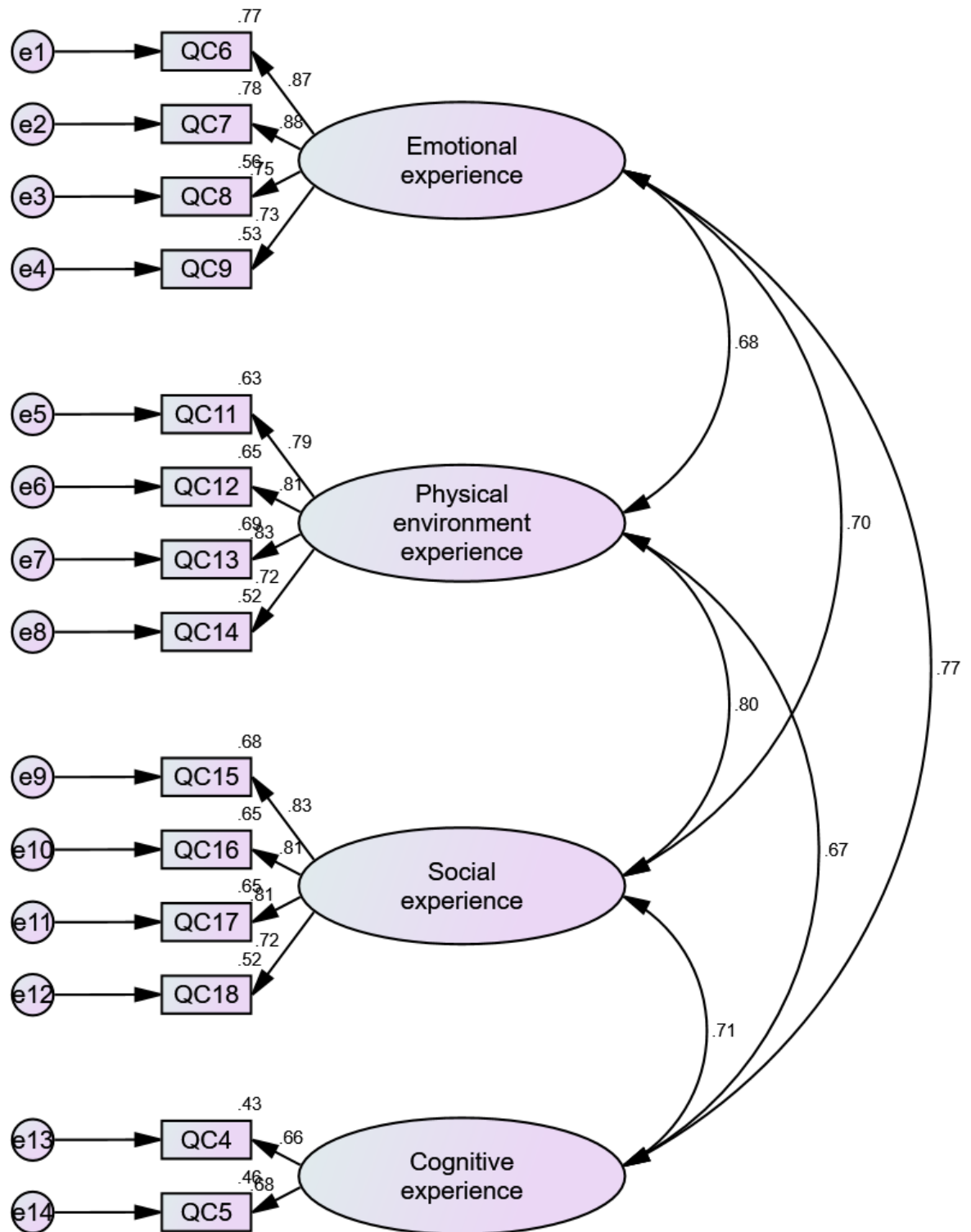


Figure (5.2) shows Confirmatory Factor Analysis of Customer Experience

Figure (5.2) show Confirmatory Factor Analysis (CFA) is the next step after exploratory factor analysis to determine the factor structure of the dataset. In the EFA we explore the factor structure (how the variables relate and group based on inter-variable correlations); in the CFA we confirm the factor structure we extracted in the EFA, the structural model of Confirmatory Factor Analysis (CFA) reveals the same measures that can be calculated to determine goodness of fit show in Table (5.29).

Measure	Estimate	Threshold	Interpretation
CMIN	189.269	--	--
DF	70	--	--
CMIN/DF	2.704	Between 1 and 3	Excellent
CFI	0.957	>0.95	Excellent
SRMR	0.041	<0.08	Excellent
RMSEA	0.072	<0.06	Acceptable
PClose	0.002	>0.05	Terrible

Unfortunately, your model fit could improve.

Table 5.29 Shows the Model Fit Indices of Customer Experience

The convergent validity of the construct of customer experience has been assessed through standardized factor loadings, AVE and CR. Table 5.30 reveals that standardized factor loadings for all items were above the suggested cut-off of 0.50 (Hatcher 1994), with a minimum of 0.65, and were all significant at 1% level of significance. The AVE of 0.619 meets the criterion of .50. High score of CR (i.e. 0.918) confirms the internal consistency of the scale items

CR indicates the internal consistency of the instrument, any value of 0.7 or higher affirms high degree of internal consistency between different scale items. We found that CR for three items is higher than 0.7 and for only one item is less

than 0.7 which is mean the reliability of variable is high. AVE for all variables except one is more than 0.5 which affirms the higher amount of explained variance. The mean success volume after cutoff, MSV is also significant with more than 0.5 for all items. The table below shows the Psychometric Properties of customer experience.

	CR	AVE	MSV	Max R(H)	Emotional Experience	Physical Env. Experience	Social Experience	Cognitive Experience
Emotional Experience	0.883	0.656	0.599	0.901	0.810			
Physical Env. Experience	0.868	0.623	0.647	0.873	0.676***	0.790		
Social Experience	0.870	0.627	0.647	0.875	0.698***	0.804***	0.792	
Cognitive Experience	0.616	0.445	0.599	0.616	0.774***	0.666***	0.715***	0.667

Table 5.30 Psychometric Properties of Customer Experience

5.7.3 Measurement and Validation of Service Performance

To assess the degree of correspondence between the manifest variables and latent construct a uni-dimensional CFA model (Figure 5.3) has been conceptualized and tested for its psychometric properties results of CFA are shown in Table (5.31).

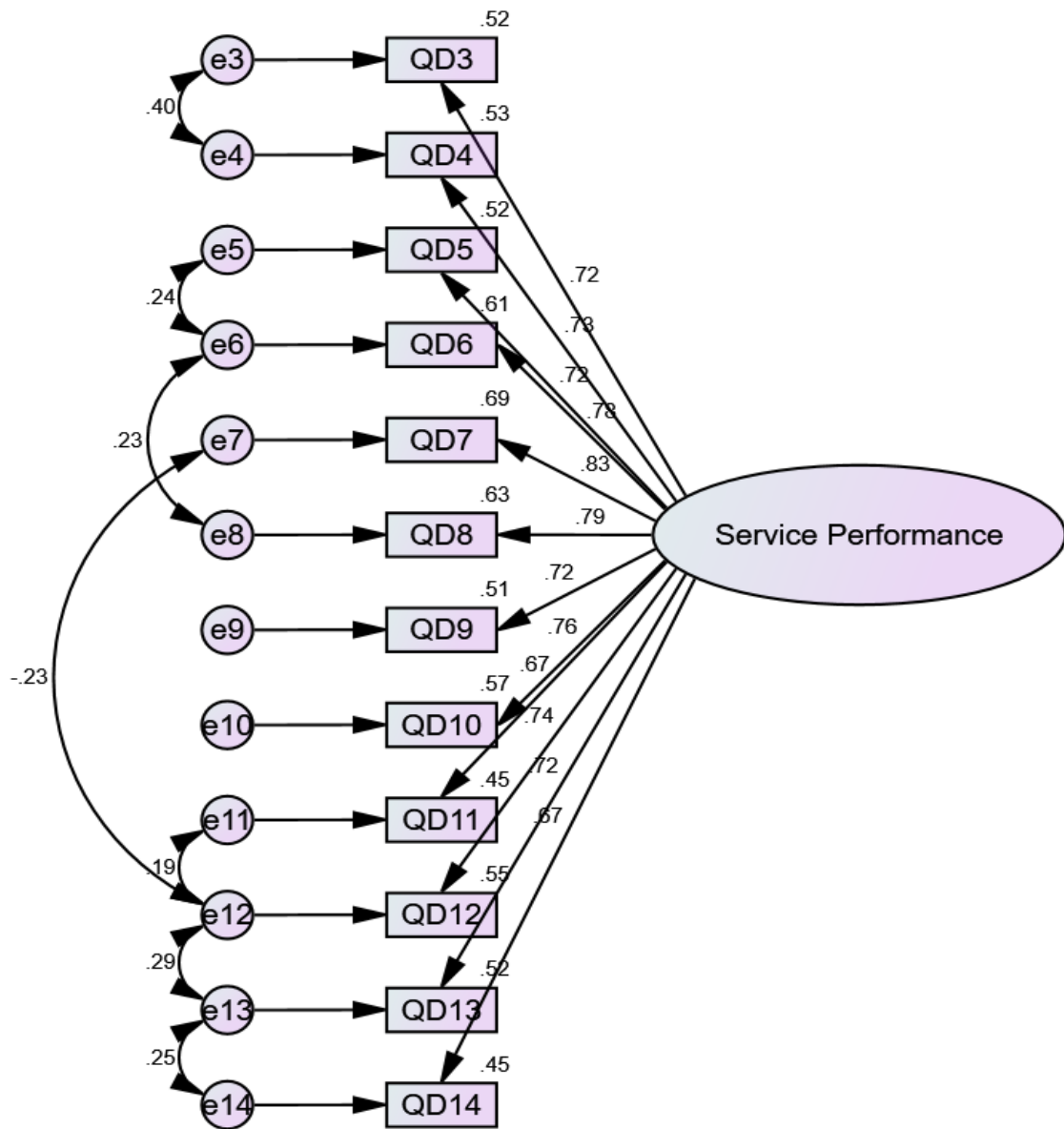


Figure (5.3) Confirmatory Factor Analysis Service performance

Figure (5.3) shows Confirmatory Factor Analysis (CFA) is the next step after exploratory factor analysis to determine the factor structure of the dataset. In the EFA we explore the factor structure (how the variables relate and group based on inter-variable correlations); in the CFA we confirm the factor structure we extracted in the EFA, the structural model of Confirmatory Factor Analysis (CFA) reveals the same measures that can be calculated to determine goodness of fit show in Table (5.31).

Measure	Estimate	Threshold	Interpretation
CMIN	115.893	--	--
DF	47	--	--
CMIN/DF	2.466	Between 1 and 3	Excellent
CFI	0.973	>0.95	Excellent
SRMR	0.035	<0.08	Excellent
RMSEA	0.066	<0.06	Acceptable
P Close	0.039	>0.05	Acceptable

Congratulations, your model fit is acceptable. Unfortunately, your model fit could improve

Table 5.31 Shows the Model Fit Indices of Service Performance

The convergent validity of the construct of Service performance has been assessed through standardized factor loadings, AVE and CR. Table 5.37 reveals that standardized factor loadings for all items were above the suggested cut-off of 0.50 (Hatcher 1994), with a minimum of 0.65, and were all significant at 1% level of significance. The AVE of 0.619 meets the criterion of .50. High score of CR (i.e. 0.918) confirms the internal consistency of the scale items.

	CR	AVE	Max R(H)	Service Performance
Service Performance	0.937	0.555	0.939	

Table 5.32 Psychometric Properties of Service performance

We had only one latent variable so there is no correlation matrix or MSV. No validity concerns here.

5.8 Model Fit and Hypotheses Testing

5.8.1 Modified Research Framework

From the result of the factor analysis our previous conceptual framework has been modified to the following below.

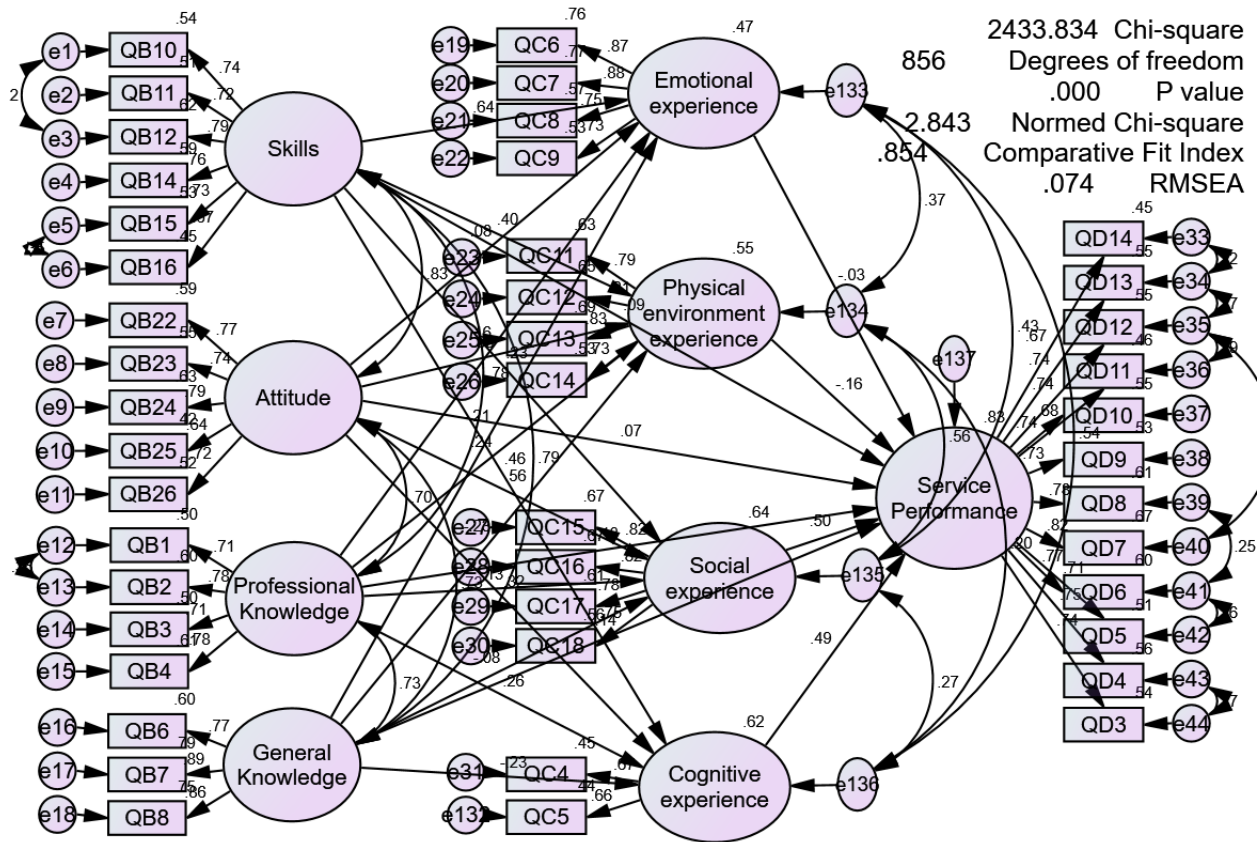


Figure (5.4) Shows Model Fit After Modification of the Research Model

Measure	Estimate	Threshold	Interpretation
CMIN	2433.834	--	--
DF	856	--	--
CMIN/DF	2.843	Between 1 and 3	Excellent
CFI	0.854	>0.95	Need More DF
SRMR	0.053	<0.08	Excellent
RMSEA	0.074	<0.06	Acceptable
P Close	0.000	>0.05	Terrible

Table 5.33 Shows the Model Fit Indices

5.8.2 Modified Hypotheses

Based on the modified theoretical framework, the hypotheses related to all dimensions need to be restated. The restated hypotheses reflect the addition of new variables and the eliminated ones related to the constructs. The restated hypotheses are shown in table 5.34.

	There is a positive relationship between Employee competencies and Service Performance
1	There is a positive relationship between skills and service performance
2	There is a positive relationship between attitude and service performance
3	There is a positive relationship between professional knowledge and service performance
4	There is a positive relationship between general knowledge and service performance
	There is a positive relationship between Customer Experience and Service Performance
5	There is a positive relationship between emotional experience and service performance
6	There is a positive relationship between physical environment experience and service performance
7	There is a positive relationship between social experience and service performance
8	There is a positive relationship between cognitive experience and service performance
	There is a positive relationship between Employee competencies and Customer Experience

9	There is a positive relationship between skills and emotional experience
10	There is a positive relationship between skills and physical environment experience
11	There is a positive relationship between skills and social experience
12	There is a positive relationship between skills and cognitive experience
13	There is a positive relationship between attitude and emotional experience
14	There is a positive relationship between attitude and physical environment experience
15	There is a positive relationship between attitude and social experience
16	There is a positive relationship between attitude and cognitive experience
17	There is a positive relationship between professional knowledge and emotional experience
18	There is a positive relationship between professional knowledge and physical environment experience
19	There is a positive relationship between professional knowledge and social experience
20	There is a positive relationship between professional knowledge and cognitive experience
21	There is a positive relationship between general knowledge and emotional experience
22	There is a positive relationship between general knowledge and physical environment experience
23	There is a positive relationship between general knowledge and social experience
24	There is a positive relationship between general knowledge and cognitive experience
	Emotional experience mediate the positive relationship between employee competencies and service performance
25	Emotional experience mediate the positive relationship between skills and service performance
26	Emotional experience mediate the positive relationship between attitude and service performance
27	Emotional experience mediate the positive relationship between professional knowledge and service performance
28	Emotional experience mediate the positive relationship between general knowledge and service performance

29	Physical environment experience mediate the positive relationship between skills and service performance
30	Physical environment experience mediate the positive relationship between attitude and service performance
31	Physical environment experience mediate the positive relationship between professional knowledge and service performance
32	Physical environment experience mediate the positive relationship between general knowledge and service performance
33	Social experience mediate the positive relationship between skills and service performance
34	Social experience mediate the positive relationship between attitude and service performance
35	Social experience mediate the positive relationship between professional knowledge and service performance
36	Social experience mediate the positive relationship between general knowledge and service performance
37	Cognitive experience mediate the positive relationship between skills and service performance
38	Cognitive experience mediate the positive relationship between attitude and service performance
39	Cognitive experience mediate the positive relationship between professional knowledge and service performance
40	Cognitive experience mediate the positive relationship between general knowledge and service performance

Table (5.34) shows the Restated Hypotheses after Factor Analysis

5.9 Descriptive Statistics of Variables

In this section descriptive statistics such as mean and standard deviation was used to describe the characteristics of surveyed to all variables (Independent, dependent, and mediator) under study. Table 5.35 shows the means and standard deviations.

Descriptive Statistics			
	N	Mean	Std. Deviation
Skills	334	5.3325	2.00334
Attitude	334	5.2508	1.90321
Professional Knowledge	334	5.0229	1.98027
General Knowledge	334	5.2970	1.95563
Emotional experience	334	5.1655	1.97137
Physical environment experience	334	5.1620	1.94484
Social experience	334	5.3925	1.85696
Cognitive experience	334	5.5028	1.82814
Service Performance	334	5.5924	1.69663

Note: All variables used a 7-point likert scale (1= strongly disagree, 7= strongly agree)

Table 5.35 Shows the Means and Standard Deviations of All Variables in Framework

5.10 Correlation Analysis

5.10.1 Strength of Association between Variables

Correlation is a bivariate analysis that measures the strength of association between two variables and the direction of relationship. In terms of the strength of relationship, the value of the correlation coefficient varies between +1 and -1. A value of ± 1 indicates a perfect degree of association between the two variables. A correlation of $r = 0.9$ suggests a strong, positive association between two variables, whereas a correlation of $r = -0.2$ suggest a weak, negative association. A correlation close to zero suggests no linear association between two continuous variables. (Bewick, Cheek et al. 2003).

Our theory assumes a mutual relationship between the three variables in the model. To examine the correlations between main components (variables) of the model we used Pearson Correlation technique. Analysis indicates that there is a high significant correlation between the independent variable employee competencies and the dependent variable service performance which is 0.760 and between employee competencies and the mediating variable customer

experience which is 0.783. The dependent variable service performance is also showing high significant correlation with the independent variable employee competencies as it has been showed and with mediating variable customer experience by 0.792 from other side. Analysis for mediating variable Customer Experience from its side is confirming the same significant correlation in relation with independent variable 0.783 and dependent variable 0.792. This confirms the main hypothesis of the study that, there is an impact of employee competencies as independent variable on the service performance and customer experience. It also confirms the hypothesis of the positive relation between model variables. With reference to the descriptive statistics of dimensions of the variables that state a positive perception of customers about employee competencies.

Correlations				
		EC	CE	SP
EC	Pearson Correlation	1	.783**	.760**
	Sig. (2-tailed)		.000	.000
CE	Pearson Correlation	.783**	1	.792**
	Sig. (2-tailed)	.000		.000
SP	Pearson Correlation	.760**	.792**	1
	Sig. (2-tailed)	.000	.000	
**. Correlation is significant at the 0.01 level (2-tailed).				

Table 5.36 Shows the Strength of Association between Variables

5.10.2 Correlation among Variables

Table 5.37 presents the results of the inter-correlation among the variables. The correlation analysis was conducted to see the initial picture of the interrelationships among the variables under the study. Therefore, the importance of conducting correlation analysis is to identify any potential problems associated with multicollinearity (Sekaran 2000). Table 5.37 represents the correlation matrix for the constructs operationalized in this study.

These bivariate correlations allow for preliminary inspection and information regarding hypothesized relationships. In addition to that, correlation matrix gives information regarding test for the presence of multicollinearity. The table shows that no correlations near 1.0 (or approaching 0.8 or 0.9) were detected, which indicate that multicollinearity is not a significant problem in this particular data set.

Correlations: (Group number 1 - Default model)

			Estimate
Skills	<-->	Attitude	.819
Skills	<-->	Professional Knowledge	.741
Skills	<-->	General Knowledge	.777
Skills	<-->	Service performance	.751
Skills	<-->	Emotional experience	.666
Skills	<-->	Physical environment experience	.683
Skills	<-->	Social experience	.719
Skills	<-->	Cognitive experience	.743
Attitude	<-->	Professional Knowledge	.663
Attitude	<-->	General Knowledge	.725
Attitude	<-->	Service performance	.773
Attitude	<-->	Emotional experience	.578
Attitude	<-->	Physical environment experience	.680
Attitude	<-->	Social experience	.783
Attitude	<-->	Cognitive experience	.717
Professional Knowledge	<-->	General Knowledge	.690
Professional Knowledge	<-->	Service performance	.593
Professional Knowledge	<-->	Emotional experience	.573
Professional Knowledge	<-->	Physical environment experience	.603
Professional Knowledge	<-->	Social experience	.602
Professional Knowledge	<-->	Cognitive experience	.626
General Knowledge	<-->	Service performance	.652
General Knowledge	<-->	Emotional experience	.480
General Knowledge	<-->	Physical environment experience	.513
General Knowledge	<-->	Social experience	.605
General Knowledge	<-->	Cognitive experience	.558
Service performance	<-->	Emotional experience	.691
Service performance	<-->	Physical environment experience	.653
Service performance	<-->	Social experience	.827

			Estimate
Service performance	<-->	Cognitive experience	.828
Emotional experience	<-->	Physical environment experience	.679
Emotional experience	<-->	Social experience	.703
Emotional experience	<-->	Cognitive experience	.776
Physical environment experience	<-->	Social experience	.805
Physical environment experience	<-->	Cognitive experience	.666
Social experience	<-->	Cognitive experience	.717

Table 5.37 Presents the Results of the Inter-Correlation among the Variables

Table 5.37 shows the highest correlation equal .819 is the estimated correlation between Skills and Attitude.

And the 0.480 is the estimated correlation between General Knowledge and Emotional experience.

5.11 Relationship between Employee Competencies (Multi-dimensional) and Service Performance

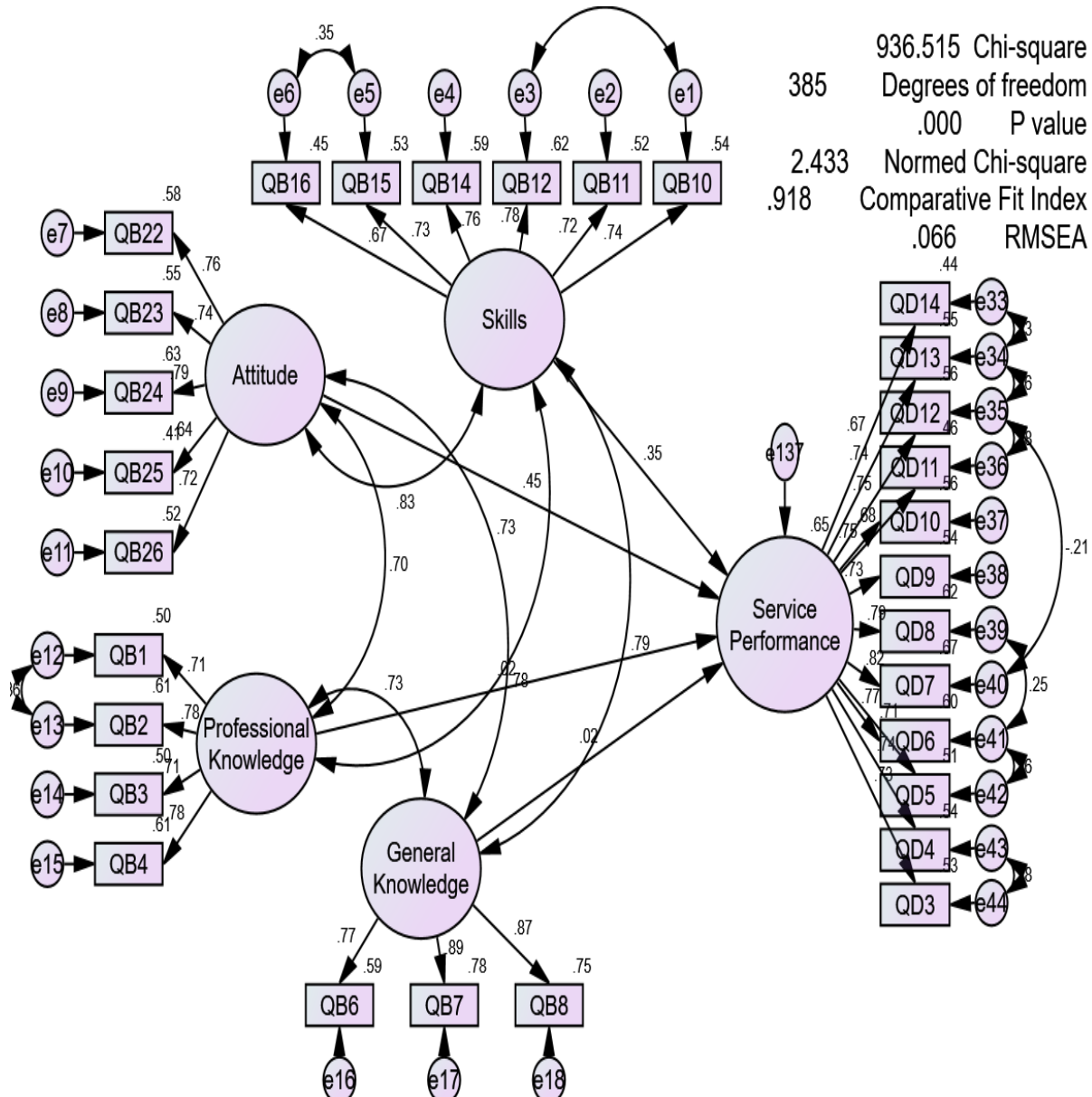


Figure (5.5) Shows the Relationship between EC (Multi-dimensional) and SP

The structural model reveals the same value of model fit shown in Table 5.38, all model fit indices for the structural model were not only significant but remain same as in the measurement model. The low index of R square (i.e. 0.65) justifies the underlying theoretical model.

Measure	Estimate	Threshold	Interpretation
CMIN	936.515	--	--
DF	385	--	--
CMIN/DF	2.433	Between 1 and 3	Excellent
CFI	0.918	>0.95	Acceptable
SRMR	0.049	<0.08	Excellent
RMSEA	0.066	<0.06	Acceptable
P Close	0.000	>0.05	Terrible

Table (5.38) Model Fit for the Relationship between EC (Multi-dimensional) and SP

Measure	Terrible	Acceptable	Excellent
CMIN/DF	> 5	> 3	> 1
CFI	<0.90	<0.95	>0.95
SRMR	>0.10	>0.08	<0.08
RMSEA	>0.08	>0.06	<0.06
P Close	<0.01	<0.05	>0.05

Table (5.39) Cutoff Criteria*

			Estimate	S.E.	C.R.	P	Support
Service performance	<---	Skills	.372	.132	2.820	.005	S
Service performance	<---	Attitude	.468	.103	4.531	***	S
Service performance	<---	Professional Knowledge	.022	.087	.250	.803	N S
Service performance	<---	General Knowledge	.023	.080	.289	.772	N S

*** Significant at .05 level ** Significant at .01 level NS Not Significant

Table (5.40) Regression Weight of Relationship between EC (Multi-dimensional) and SP

Table (5.40) shows the probability of getting a critical ratio as large as 2.82 in absolute value is .005. In other words, the regression weight for Skills in the prediction of service performance is significantly different from zero at the 0.01 level (two-tailed).

The probability of getting a critical ratio as large as 4.531 in absolute value is less than 0.001. In other words, the regression weight for Attitude in the prediction of service performance is significantly different from zero at the 0.001 level (two-tailed).

The probability of getting a critical ratio as large as 0.25 in absolute value is .803. In other words, the regression weight for professional knowledge in the prediction of service performance is not significantly different from zero at the 0.05 level (two-tailed).

The probability of getting a critical ratio as large as 0.289 in absolute value is .772. In other words, the regression weight for general knowledge in the prediction of service performance is not significantly different from zero at the 0.05 level (two-tailed).

5.12 Relationship between Employee Competencies (Multi-dimensional) and Customer Experience (Multi-dimensional)

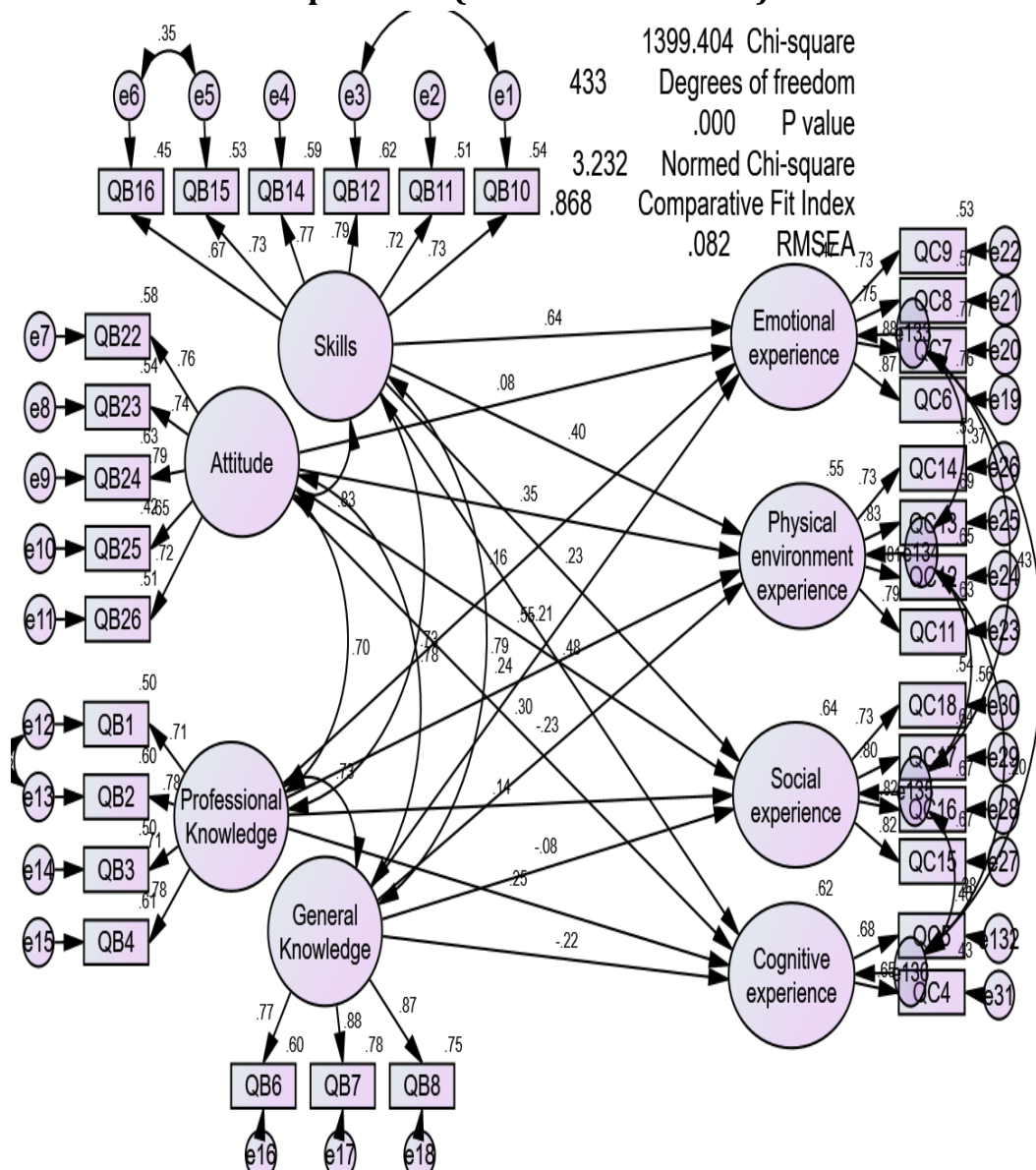


Figure (5.6) Shows the Relationship between EC (Multi-dimensional) and CE (Multi-dimensional)

The structural model reveals the same value of model fit shown in Table 5.41, all model fit indices for the structural model were not only significant but remain same as in the measurement model.

Measure	Estimate	Threshold	Interpretation
CMIN	1399.404	--	--
DF	433	--	--
CMIN/DF	3.232	Between 1 and 3	Acceptable
CFI	0.868	>0.95	Need More DF
SRMR	0.054	<0.08	Excellent
RMSEA	0.082	<0.06	Terrible
P Close	0.000	>0.05	Terrible

Unfortunately, your model fit could improve

Table 5.41 Shows the Model Fit for the Relationship between EC (Multi-dimensional) and CE (Multi-dimensional)

Regression Weights: (Group number 1 - Default model)

			Estimate	S.E.	C.R.	P	Support
Emotional experience	<---	Skills	.820	.200	4.102	***	S
Emotional experience	<---	Attitude	.105	.145	.725	.468	NS
Emotional experience	<---	Professional Knowledge	.200	.128	1.559	.119	NS
Emotional experience	<---	General Knowledge	-.240	.119	-2.025	.043	S
Physical environment experience	<---	Skills	.432	.158	2.734	.006	S
Physical environment experience	<---	Attitude	.372	.120	3.109	.002	S
Physical environment experience	<---	Professional Knowledge	.254	.106	2.395	.017	S
Physical environment experience	<---	General Knowledge	-.231	.097	-2.372	.018	S
Social experience	<---	Skills	.252	.144	1.750	.080	NS
Social experience	<---	Attitude	.581	.115	5.065	***	S
Social experience	<---	Professional Knowledge	.142	.097	1.462	.144	NS
Social experience	<---	General Knowledge	-.077	.089	-.865	.387	NS
Cognitive experience	<---	General Knowledge	-.187	.106	-1.759	.079	NS
Cognitive experience	<---	Professional Knowledge	.226	.116	1.952	.051	NS
Cognitive experience	<---	Attitude	.278	.130	2.133	.033	S
Cognitive experience	<---	Skills	.449	.174	2.583	.010	S

*** Significant at .05 level ** Significant at .01 level NS Not Significant

Table (5.42) Regression Weight of Relationship between EC (Multi-dimensional) and CE (Multi-dimensional)

The probability of getting a critical ratio as large as 4.102 in absolute value is less than 0.001 in other words, the regression weight for Skills in the prediction of Emotional experience is significantly different from zero at the 0.001 level (two-tailed).

The probability of getting a critical ratio as large as 0.725 in absolute value is .468 in other words, the regression weight for Attitude in the prediction of Emotional experience is not significantly different from zero at the 0.05 level (two-tailed).

The probability of getting a critical ratio as large as 1.559 in absolute value is .119 in other words, the regression weight for Professional Knowledge in the prediction of Emotional experience is not significantly different from zero at the 0.05 level (two-tailed).

The probability of getting a critical ratio as large as 2.025 in absolute value is .043 in other words, the regression weight for General Knowledge in the prediction of Emotional experience is significantly different from zero at the 0.05 level (two-tailed).

The probability of getting a critical ratio as large as 2.734 in absolute value is .006. In other words, the regression weight for Skills in the prediction of Physical environment experience is significantly different from zero at the 0.01 level (two-tailed).

The probability of getting a critical ratio as large as 3.109 in absolute value is .002. In other words, the regression weight for Attitude in the prediction of Physical environment experience is significantly different from zero at the 0.01 level (two-tailed).

The probability of getting a critical ratio as large as 2.395 in absolute value is .017. In other words, the regression weight for Professional Knowledge in the prediction of Physical environment experience is significantly different from zero at the 0.05 level (two-tailed).

The probability of getting a critical ratio as large as 2.372 in absolute value is .018. In other words, the regression weight for General Knowledge in the prediction of Physical environment experience is significantly different from zero at the 0.05 level (two-tailed).

The probability of getting a critical ratio as large as 1.75 in absolute value is .080 in other words, the regression weight for Skills in the prediction of Social experience is not significantly different from zero at the 0.05 level (two-tailed).

The probability of getting a critical ratio as large as 5.065 in absolute value is less than 0.001. In other words, the regression weight for Attitude in the prediction of Social experience is significantly different from zero at the 0.001 level (two-tailed).

The probability of getting a critical ratio as large as 1.462 in absolute value is .144 in other words, the regression weight for Professional Knowledge in the prediction of Social experience is not significantly different from zero at the 0.05 level (two-tailed).

The probability of getting a critical ratio as large as 0.865 in absolute value is .387 in other words, the regression weight for General Knowledge in the prediction of Social experience is not significantly different from zero at the 0.05 level (two-tailed).

The probability of getting a critical ratio as large as 1.759 in absolute value is .079 in other words, the regression weight for General Knowledge in the prediction of Cognitive experience is not significantly different from zero at the 0.05 level (two-tailed).

The probability of getting a critical ratio as large as 1.952 in absolute value is .051 in other words, the regression weight for Professional Knowledge in the prediction of Cognitive experience is not significantly different from zero at the 0.05 level (two-tailed).

The probability of getting a critical ratio as large as 2.133 in absolute value is .033. In other words, the regression weight for Attitude in the prediction of Cognitive experience is significantly different from zero at the 0.05 level (two-tailed).

The probability of getting a critical ratio as large as 2.583 in absolute value is .010. In other words, the regression weight for Skills in the prediction of Cognitive experience is significantly different from zero at the 0.01 level (two-tailed).

5.13 Relationship between Customer Experience (Multi-dimensional) and Service Performance

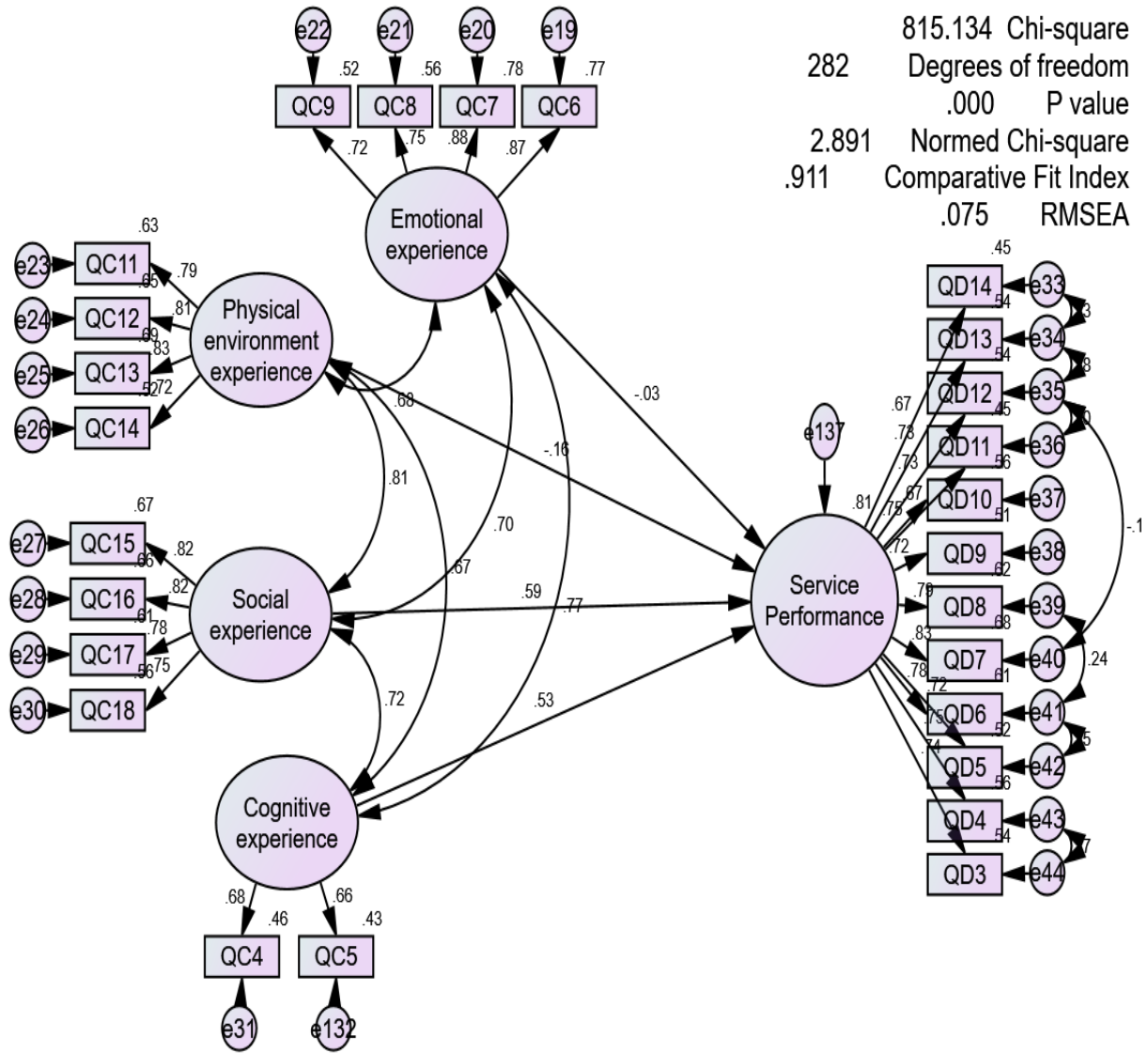


Figure (5.7) Shows the Relationship between CE (Multi-dimensional) and SP

Measure	Estimate	Threshold	Interpretation
CMIN	815.134	--	--
DF	282	--	--
CMIN/DF	2.891	Between 1 and 3	Excellent
CFI	0.911	>0.95	Acceptable
SRMR	0.051	<0.08	Excellent
RMSEA	0.075	<0.06	Acceptable
P Close	0.000	>0.05	Terrible

Table 5.43 Shows Model Fit for the Relationship between CE (Multi-dimensional) and SP

Regression Weights: (Group number 1 - Default model)

			Estimate	S.E.	C.R.	P	support
Service performance	<---	Emotional experience	-.027	.085	-.320	.749	NS
Service performance	<---	Physical environment experience	-.156	.089	-1.752	.080	NS
Service performance	<---	Social experience	.582	.105	5.552	***	S
Service performance	<---	Cognitive experience	.588	.167	3.515	***	S

*** Significant at .05 level ** Significant at .01 level NS Not Significant

Table (5.44) Regression Weight of Relationship between EC (Multi-dimensional) and CE (Multi-dimensional)

The probability of getting a critical ratio as large as 0.32 in absolute value is .749; in other words, the regression weight for Emotional experience in the prediction of Service performance is not significantly different from zero at the 0.05 level (two-tailed).

The probability of getting a critical ratio as large as 1.752 in absolute value is .080; in other words, the regression weight for Physical environment experience in the prediction of Service performance is not significantly different from zero at the 0.05 level (two-tailed).

The probability of getting a critical ratio as large as 5.552 in absolute value is less than 0.001. In other words, the regression weight for Social experience in the prediction of Service performance is significantly different from zero at the 0.001 level (two-tailed).

The probability of getting a critical ratio as large as 3.515 in absolute value is less than 0.001. In other words, the regression weight for Cognitive experience in the prediction of Service performance is significantly different from zero at the 0.001 level (two-tailed).

5.14 Mediation Model

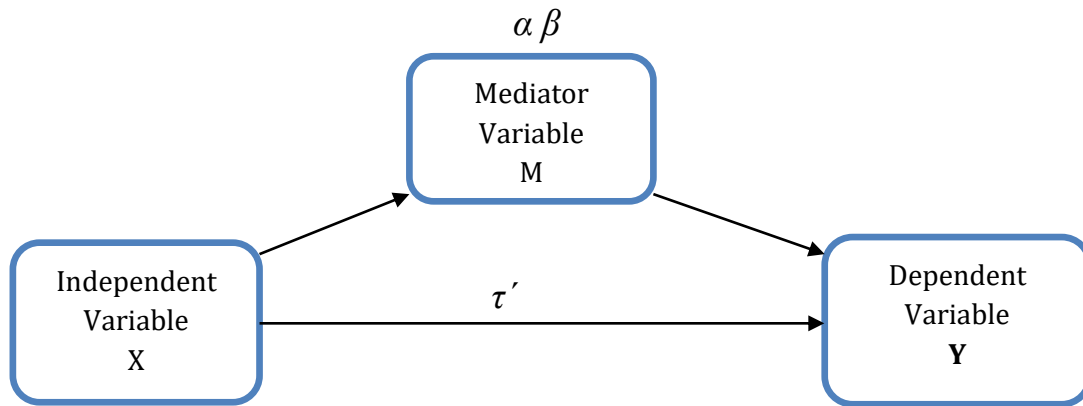


Figure (5.8) Mediation Model

Direct effect = τ' , Indirect effect = $\alpha\beta$ and Total effect = $\alpha\beta + \tau'$

The mediation model seeks to discover and explain the relationship existing between a dependent and an independent variable through including a third explanatory variable, which is normally known as the mediating variable. The above figure displays a simple mediation model which indicates the adding of third variable to the independent variable and dependent variable relationship, to have the following relationship:

Independent variable \rightarrow Mediator variable \rightarrow Dependent variable

It should be noted that the relationship between X and Y is via the direct and mediated effect indirectly causing X to affect Y through M.

5.14.1 Mediation of Emotional Experience

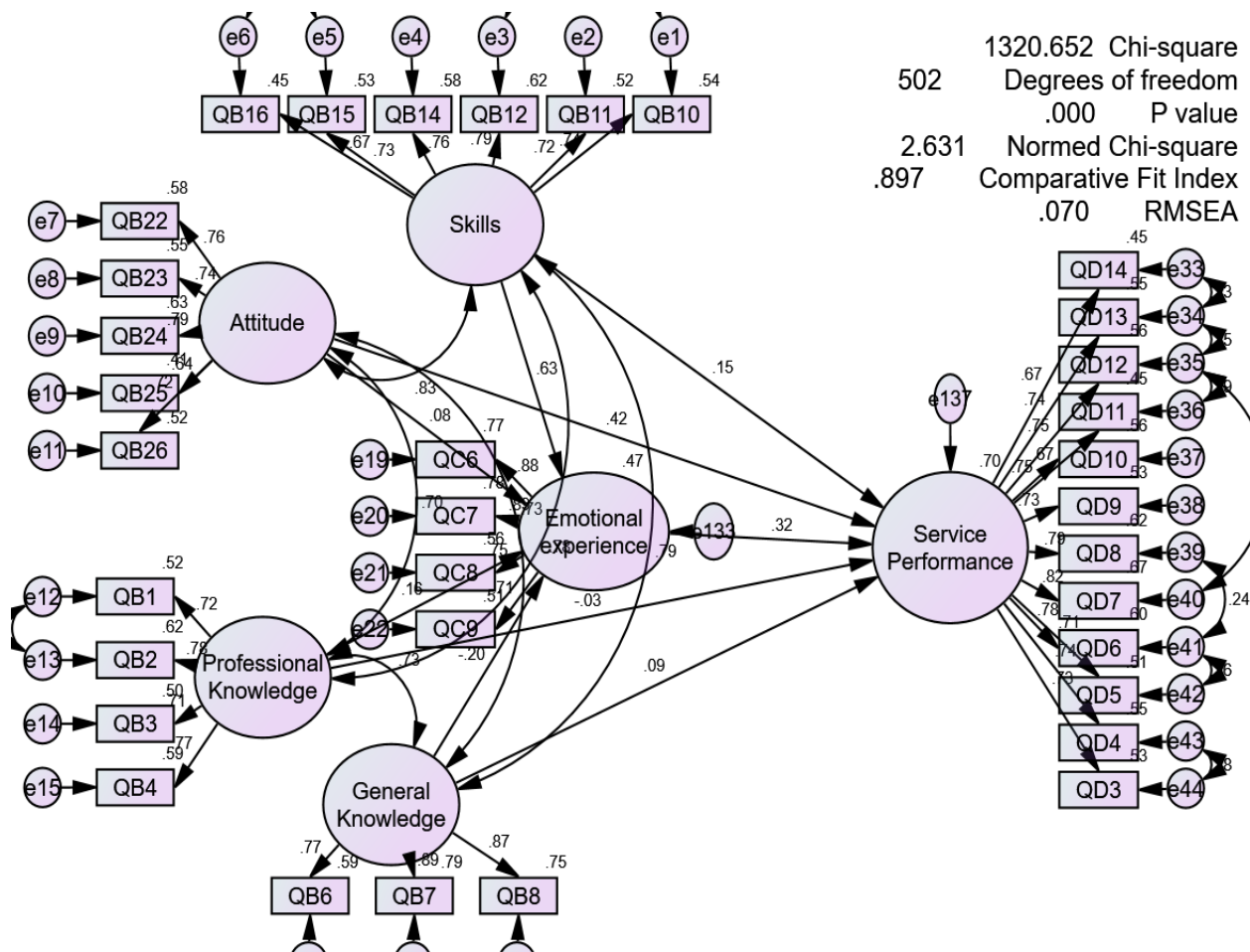


Figure (5.9) Shows the Mediation of Emotional Experience

Measure	Estimate	Threshold	Interpretation
CMIN	1320.652	--	--
DF	502	--	--
CMIN/DF	2.631	Between 1 and 3	Excellent
CFI	0.897	>0.95	Need More DF
SRMR	0.054	<0.08	Excellent
RMSEA	0.070	<0.06	Acceptable
P Close	0.000	>0.05	Terrible

Unfortunately, your model fit could improve

Table (5.45) Shows the Model Fit for the Mediation of Emotional Experience

Regression Weights: (Group number 1 - Default model)

			Estimate	S.E.	C.R.	P	Support
Emotional experience	<---	Skills	.814	.201	4.055	***	S
Emotional experience	<---	Attitude	.103	.146	.711	.477	NS
Emotional experience	<---	Professional Knowledge	.200	.127	1.578	.115	NS
Emotional experience	<---	General Knowledge	-.237	.119	-1.986	.047	S
Service performance	<---	Skills	.157	.132	1.184	.236	NS
Service performance	<---	Attitude	.441	.097	4.570	***	S
Service performance	<---	Professional Knowledge	-.032	.080	-.396	.692	NS
Service performance	<---	General Knowledge	.088	.076	1.145	.252	NS
Service performance	<---	Emotional experience	.263	.049	5.373	***	S

Table (5.46) Shows the Regression Weight for the Mediation of Emotional Experience

The probability of getting a critical ratio as large as 4.055 in absolute value is less than 0.001. In other words, the regression weight for Skills in the prediction of emotional experience is significantly different from zero at the 0.001 level (two-tailed).

The probability of getting a critical ratio as large as 0.711 in absolute value is .477; in other words, the regression weight for attitude in the prediction of emotional experience is not significantly different from zero at the 0.05 level (two-tailed).

The probability of getting a critical ratio as large as 1.578 in absolute value is .115; in other words, the regression weight for professional knowledge in the prediction of emotional experience is not significantly different from zero at the 0.05 level (two-tailed).

The probability of getting a critical ratio as large as 1.986 in absolute value is .047; in other words, the regression weight for general knowledge in the prediction of emotional experience is significantly different from zero at the 0.05 level (two-tailed).

The probability of getting a critical ratio as large as 1.184 in absolute value is .236 in other words, the regression weight for skills in the prediction of service performance is not significantly different from zero at the 0.05 level (two-tailed).

The probability of getting a critical ratio as large as 4.57 in absolute value is less than 0.001. In other words, the regression weight for attitude in the prediction of service performance is significantly different from zero at the 0.001 level (two-tailed).

The probability of getting a critical ratio as large as 0.396 in absolute value is .692; in other words, the regression weight for professional knowledge in the prediction of service performance is not significantly different from zero at the 0.05 level (two-tailed).

The probability of getting a critical ratio as large as 1.145 in absolute value is .252; in other words, the regression weight for general knowledge in the prediction of service performance is not significantly different from zero at the 0.05 level (two-tailed).

The probability of getting a critical ratio as large as 5.373 in absolute value is less than 0.001. In other words, the regression weight for emotional experience in the prediction of service performance is significantly different from zero at the 0.001 level (two-tailed).

Indirect Effects (Group number 1 - Default model)

	General Knowledge	Professional Knowledge	Attitude	Skills
Service Performance	-.062	.053	.027	.214
Type of mediation	No Mediation	No mediation	No mediation	full mediation

Table (5.47) illustrates Mediation Effect of Emotional Experience between EC and SP

The indirect (mediated) effect of general knowledge on service performance is -.062. That is, due to the indirect (mediated) effect of general knowledge on service performance, when general knowledge goes up by 1, service performance goes down by 0.062. This is in addition to any direct (unmediated) effect that general knowledge may have on service performance.

The indirect (mediated) effect of professional knowledge on service performance is .053. That is, due to the indirect (mediated) effect of professional knowledge on service performance, when professional knowledge goes up by 1, service performance goes up by 0.053. This is in addition to any direct (unmediated) effect that professional knowledge may have on service performance.

The indirect (mediated) effect of attitude on service performance is .027. That is, due to the indirect (mediated) effect of attitude on service performance, when attitude goes up by 1, service performance goes up by 0.027. This is in addition to any direct (unmediated) effect that attitude may have on service performance.

The indirect (mediated) effect of skills on service performance is .214. That is, due to the indirect (mediated) effect of skills on service performance, when skills go up by 1, service performance goes up by 0.214. This is in addition to any direct (unmediated) effect that skills may have on service performance.

5.14.2 Mediation of Physical Environment

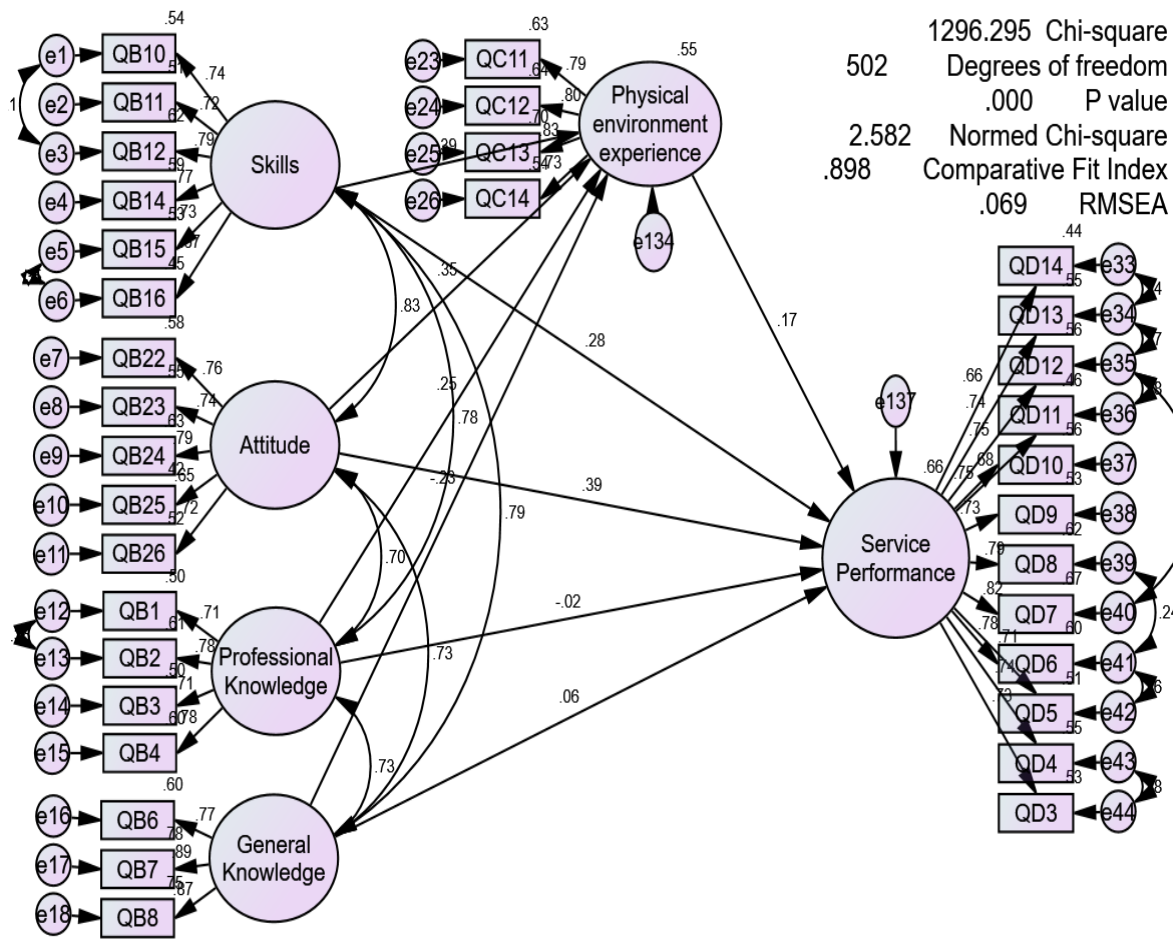


Figure (5.10) Shows the Mediation of Physical Environment Experience

Measure	Estimate	Threshold	Interpretation
CMIN	1296.295	--	--
DF	502	--	--
CMIN/DF	2.582	Between 1 and 3	Excellent
CFI	0.898	>0.95	Need More DF
SRMR	0.050	<0.08	Excellent
RMSEA	0.069	<0.06	Acceptable
P Close	0.000	>0.05	Terrible

Table (5.48) Shows Model Fit for the Mediation of Physical Environment Experience

Regression Weights: (Group number 1 - Default model)

			Estimate	S.E.	C.R.	P	Support
Physical environment experience	<---	Skills	.418	.156	2.682	.007	S
Physical environment experience	<---	Attitude	.374	.119	3.146	.002	S
Physical environment experience	<---	Professional Knowledge	.256	.106	2.423	.015	S
Physical environment experience	<---	General Knowledge	-.225	.097	-2.331	.020	S
Service performance	<---	Skills	.300	.132	2.277	.023	S
Service performance	<---	Attitude	.406	.103	3.926	***	S
Service performance	<---	Professional Knowledge	-.019	.087	-.220	.826	NS
Service performance	<---	General Knowledge	.062	.081	.769	.442	NS
Service performance	<---	Physical environment experience	.165	.066	2.478	.013	S

*** Significant at .05 level ** Significant at .01 level NS Not Significant

Table (5.49) Regression Weight for the Mediation of Physical Environment Experience

The probability of getting a critical ratio as large as 2.682 in absolute value is .007. In other words, the regression weight for skills in the prediction of physical environment experience is significantly different from zero at the 0.01 level (two-tailed).

The probability of getting a critical ratio as large as 3.146 in absolute value is .002. In other words, the regression weight for attitude in the prediction of physical environment experience is significantly different from zero at the 0.01 level (two-tailed).

The probability of getting a critical ratio as large as 2.423 in absolute value is .015. In other words, the regression weight for professional knowledge in the prediction of physical environment experience is significantly different from zero at the 0.05 level (two-tailed).

The probability of getting a critical ratio as large as 2.331 in absolute value is .020. In other words, the regression weight for general knowledge in the

prediction of physical environment experience is significantly different from zero at the 0.05 level (two-tailed).

The probability of getting a critical ratio as large as 2.277 in absolute value is .023. In other words, the regression weight for skills in the prediction of service performance is significantly different from zero at the 0.05 level (two-tailed).

The probability of getting a critical ratio as large as 3.926 in absolute value is less than 0.001. In other words, the regression weight for attitude in the prediction of service performance is significantly different from zero at the 0.001 level (two-tailed).

The probability of getting a critical ratio as large as 0.22 in absolute value is .826; in other words, the regression weight for professional knowledge in the prediction of service performance is not significantly different from zero at the 0.05 level (two-tailed).

The probability of getting a critical ratio as large as 0.769 in absolute value is .442; in other words, the regression weight for general knowledge in the prediction of service performance is not significantly different from zero at the 0.05 level (two-tailed).

The probability of getting a critical ratio as large as 2.478 in absolute value is .013; in other words, the regression weight for physical environment experience in the prediction of service performance is significantly different from zero at the 0.05 level (two-tailed).

Indirect Effects (Group number 1 - Default model)

	General Knowledge	Professional Knowledge	Attitude	Skills
Service Performance	-.037	.042	.062	.069
Type of mediation	No mediation	No mediation	No mediation	No mediation

Table (5.50) Mediation Effect of Physical Environment Experience between EC and SP

The indirect (mediated) effect of general knowledge on service performance is -.037. That is, due to the indirect (mediated) effect of general knowledge on service performance, when general knowledge goes up by 1, service performance goes down by 0.037. This is in addition to any direct (unmediated) effect that general knowledge may have on service performance.

The indirect (mediated) effect of professional knowledge on service performance is .042. That is, due to the indirect (mediated) effect of professional knowledge on service performance, when professional knowledge goes up by 1, service performance goes up by 0.042. This is in addition to any direct (unmediated) effect that professional knowledge may have on service performance.

The indirect (mediated) effect of attitude on service performance is .062. That is, due to the indirect (mediated) effect of attitude on service performance, when attitude goes up by 1, service performance goes up by 0.062. This is in addition to any direct (unmediated) effect that attitude may have on service performance.

The indirect (mediated) effect of skills on service performance is .069. That is, due to the indirect (mediated) effect of skills on service performance, when skills go up by 1, service performance goes up by 0.069. This is in addition to any direct (unmediated) effect that skills may have on service performance.

5.14.3 Mediation of Social Experiences

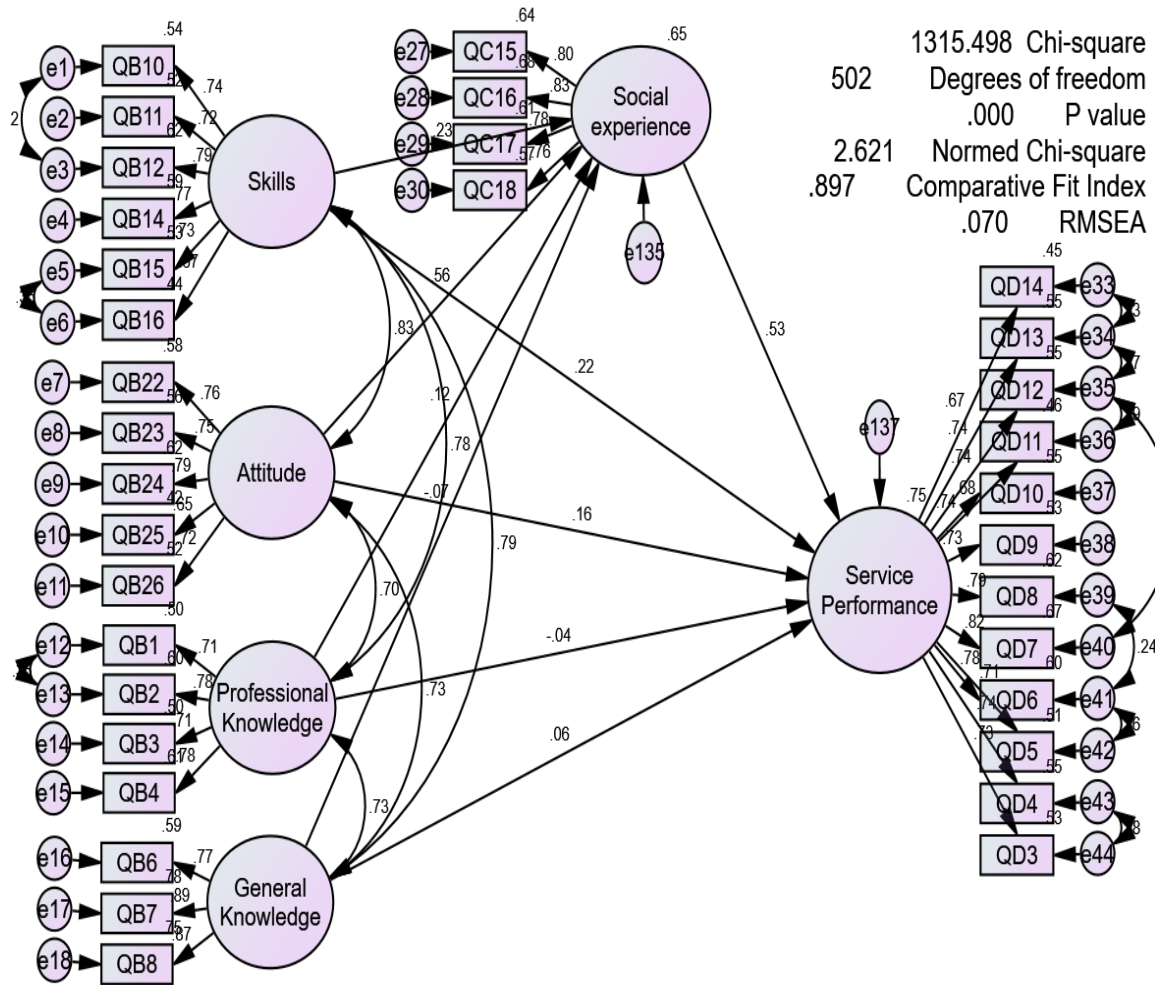


Figure (5.11) Shows the Mediation of Social Experience

Measure	Estimate	Threshold	Interpretation
CMIN	1315.498	--	--
DF	502	--	--
CMIN/DF	2.621	Between 1 and 3	Excellent
CFI	0.897	>0.95	Need More DF
SRMR	0.049	<0.08	Excellent
RMSEA	0.070	<0.06	Acceptable
P Close	0.000	>0.05	Terrible

Table (5.51) Shows Model Fit for the Mediation of Social Experience

Regression Weights: (Group number 1 - Default model)

			Estimate	S.E.	C.R.	P
Social experience	<---	Skills	.249	.140	1.779	.075
Social experience	<---	Attitude	.588	.113	5.210	***
Social experience	<---	Professional Knowledge	.124	.095	1.310	.190
Social experience	<---	General Knowledge	-.072	.087	-.833	.405
Service performance	<---	Skills	.237	.117	2.021	.043
Service performance	<---	Attitude	.162	.103	1.584	.113
Service performance	<---	Professional Knowledge	-.041	.079	-.516	.606
Service performance	<---	General Knowledge	.061	.072	.857	.392
Service performance	<---	Social experience	.527	.080	6.545	***

*** Significant at .05 level ** Significant at .01 level NS Not Significant

Table (5.52) Regression Weight for the Mediation of Social Experience

The probability of getting a critical ratio as large as 1.779 in absolute value is .075; in other words, the regression weight for skills in the prediction of social experience is not significantly different from zero at the 0.05 level (two-tailed).

The probability of getting a critical ratio as large as 5.21 in absolute value is less than 0.001. In other words, the regression weight for attitude in the prediction of social experience is significantly different from zero at the 0.001 level (two-tailed).

The probability of getting a critical ratio as large as 1.31 in absolute value is .190; in other words, the regression weight for professional knowledge in the prediction of social experience is not significantly different from zero at the 0.05 level (two-tailed).

The probability of getting a critical ratio as large as 0.833 in absolute value is .405; in other words, the regression weight for general knowledge in the prediction of social experience is not significantly different from zero at the 0.05 level (two-tailed).

The probability of getting a critical ratio as large as 2.021 in absolute value is .043; in other words, the regression weight for skills in the prediction of service performance is significantly different from zero at the 0.05 level (two-tailed).

The probability of getting a critical ratio as large as 1.584 in absolute value is .113; in other words, the regression weight for attitude in the prediction of service performance is not significantly different from zero at the 0.05 level (two-tailed).

The probability of getting a critical ratio as large as 0.516 in absolute value is .606; so the regression weight for professional knowledge in the prediction of service performance is not significantly different from zero at the 0.05 level (two-tailed).

The probability of getting a critical ratio as large as 0.857 in absolute value is .392; in other words, the regression weight for general knowledge in the prediction of service performance is not significantly different from zero at the 0.05 level (two-tailed).

The probability of getting a critical ratio as large as 6.545 in absolute value is less than 0.001; i.e. the regression weight for social experience in the prediction of service performance is significantly different from zero at the 0.001 level (two-tailed).

Indirect Effects (Group number 1 - Default model)

	General Knowledge	Professional Knowledge	Attitude	Skills
Service Performance	-.038	.066	.310	.131
Type of mediation	No mediation	No mediation	No mediation	No mediation

Table (5.53) Mediation Effect of Social Experience between EC and SP

The indirect (mediated) effect of general knowledge on service performance is -.038. That is, due to the indirect (mediated) effect of general knowledge on service performance, when general knowledge goes up by 1, service performance goes down by 0.038. This is in addition to any direct (unmediated) effect that general knowledge may have on service performance.

The indirect (mediated) effect of professional knowledge on service performance is .066. That is, due to the indirect (mediated) effect of professional knowledge on service performance, when professional knowledge goes up by 1, service performance goes up by 0.066. This is in addition to any direct (unmediated) effect that professional knowledge may have on service performance.

The indirect (mediated) effect of attitude on service performance is .310. That is, due to the indirect (mediated) effect of attitude on service performance, when attitude goes up by 1, service performance goes up by 0.31. This is in addition to any direct (unmediated) effect that attitude may have on service performance.

The indirect (mediated) effect of skills on service performance is .131. That is, due to the indirect (mediated) effect of skills on service performance, when skills go up by 1, service performance goes up by 0.131. This is in addition to any direct (unmediated) effect that skills may have on service performance.

5.14.4 Mediation of Cognitive Experiences

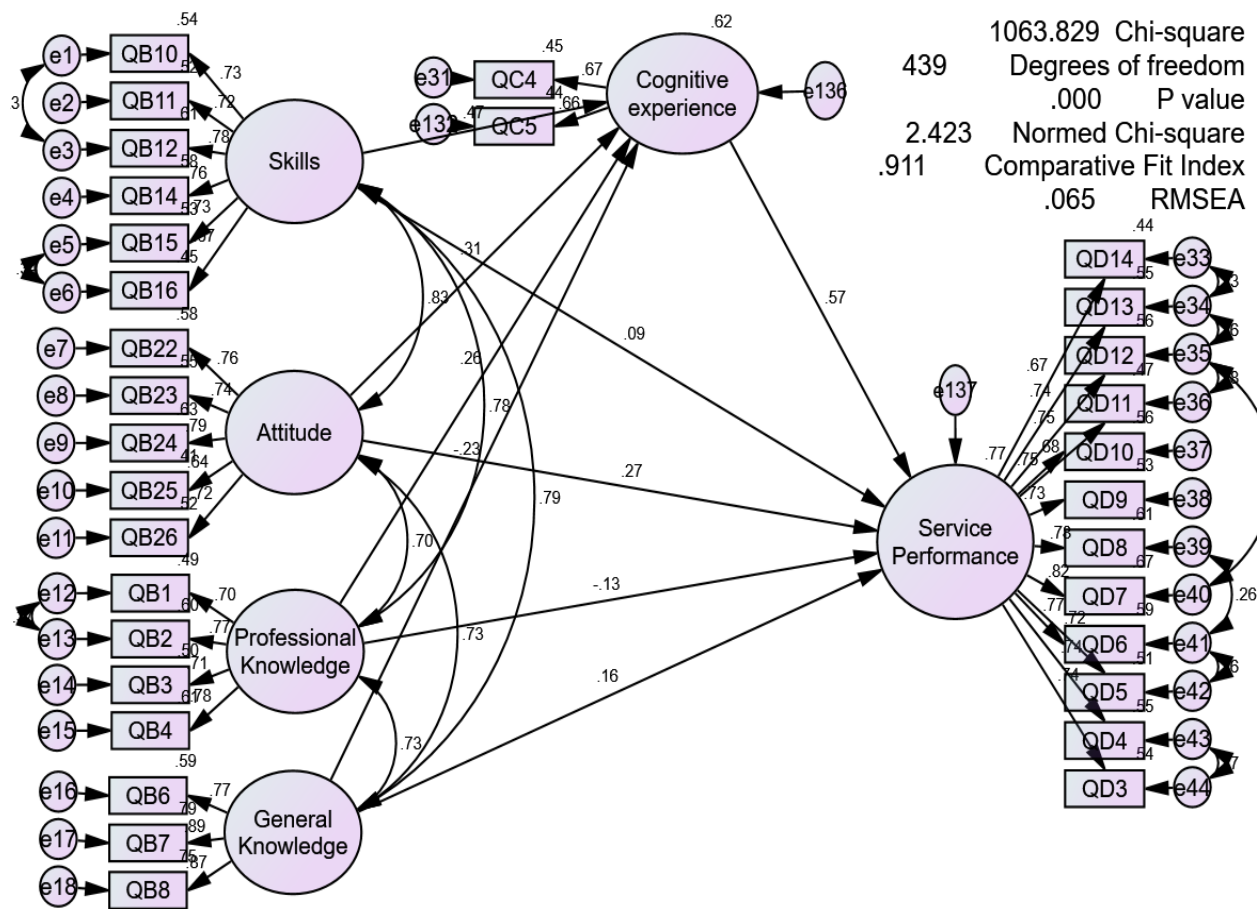


Figure (5.12) Shows the Mediation of Cognitive Experience

Measure	Estimate	Threshold	Interpretation
CMIN	1063.829	--	--
DF	439	--	--
CMIN/DF	2.423	Between 1 and 3	Excellent
CFI	0.911	>0.95	Acceptable
SRMR	0.048	<0.08	Excellent
RMSEA	0.065	<0.06	Acceptable
P Close	0.000	>0.05	Terrible

Table (5.54) Shows Model Fit for the Mediation of Cognitive Experience

Regression Weights: (Group number 1 - Default model)

			Estimate	S.E.	C.R.	P	Support
Cognitive experience	<---	General Knowledge	-.203	.109	-1.867	.062	NS
Cognitive experience	<---	Professional Knowledge	.242	.120	2.013	.044	S
Cognitive experience	<---	Attitude	.292	.134	2.181	.029	S
Cognitive experience	<---	Skills	.456	.179	2.550	.011	S
Service performance	<---	Skills	.091	.157	.578	.563	NS
Service performance	<---	Attitude	.283	.114	2.488	.013	S
Service performance	<---	Professional Knowledge	-.130	.103	-1.267	.205	NS
Service performance	<---	General Knowledge	.153	.093	1.643	.100	NS
Service performance	<---	Cognitive experience	.631	.164	3.854	***	S

*** Significant at .05 level ** Significant at .01 level NS Not Significant

Table (5.55) Regression Weight for the Mediation of Cognitive Experience

The probability of getting a critical ratio as large as 1.867 in absolute value is .062. In other words, the regression weight for general knowledge in the prediction of cognitive experience is not significantly different from zero at the 0.05 level (two-tailed).

The probability of getting a critical ratio as large as 2.013 in absolute value is .044. In other words, the regression weight for professional knowledge in the prediction of cognitive experience is significantly different from zero at the 0.05 level (two-tailed).

The probability of getting a critical ratio as large as 2.181 in absolute value is .029. In other words, the regression weight for Attitude in the prediction of cognitive experience is significantly different from zero at the 0.05 level (two-tailed).

The probability of getting a critical ratio as large as 2.55 in absolute value is .011. In other words, the regression weight for skills in the prediction of

cognitive experience is significantly different from zero at the 0.05 level (two-tailed).

The probability of getting a critical ratio as large as 0.578 in absolute value is .563. In other words, the regression weight for skills in the prediction of service performance is not significantly different from zero at the 0.05 level (two-tailed).

The probability of getting a critical ratio as large as 2.488 in absolute value is .013. In other words, the regression weight for attitude in the prediction of service performance is significantly different from zero at the 0.05 level (two-tailed).

The probability of getting a critical ratio as large as 1.267 in absolute value is .205. In other words, the regression weight for professional knowledge in the prediction of service performance is not significantly different from zero at the 0.05 level (two-tailed).

The probability of getting a critical ratio as large as 3.854 in absolute value is less than 0.001. In other words, the regression weight for cognitive experience in the prediction of service Performance is significantly different from zero at the 0.001 level (two-tailed).

Indirect Effects (Group number 1 - Default model)

	General Knowledge	Professional Knowledge	Attitude	Skills
Service Performance	-.128	.153	.184	.288
Type of mediation	No mediation	No mediation	No mediation	No mediation

Table (5.56) Mediation Effect of Cognitive Experience between EC and SP

The indirect (mediated) effect of general knowledge on service performance is -.128. That is, due to the indirect (mediated) effect of general knowledge on

service performance, when general knowledge goes up by 1, service performance goes down by 0.128. This is in addition to any direct (unmediated) effect that general knowledge may have on service performance.

The indirect (mediated) effect of professional knowledge on service performance is .153. That is, due to the indirect (mediated) effect of Professional Knowledge on Service Performance, when professional knowledge goes up by 1, service performance goes up by 0.153. This is in addition to any direct (unmediated) effect that professional knowledge may have on service performance.

The indirect (mediated) effect of attitude on service performance is .184. That is, due to the indirect (mediated) effect of attitude on service performance, when attitude goes up by 1, service performance goes up by 0.184. This is in addition to any direct (unmediated) effect that attitude may have on service performance.

The indirect (mediated) effect of skills on service performance is .288. That is, due to the indirect (mediated) effect of skills on service performance, when skills go up by 1, Service performance goes up by 0.288. This is in addition to any direct (unmediated) effect that skills may have on service performance.

CHAPTER SIX: DISCUSSION & CONCLUSION

6.0 Introduction

This chapter presents summary of findings, discusses these findings according to previous studies and theories it also presents the implications and limitations of the study with suggestions for further researches and conclusion.

6.1 Summary of Findings

This research has a purpose to study the relationship between employee competencies, customer experience and service performance they are considered as main and vital factors in business and marketing process. The main objective of this research is to examine the impact of employee competencies on service performance and to find the mediation of customer experience in this relationship. By testing employee competencies that affect customer experience and service performance this research has a target to define those competencies from customer's standpoint. This research has also a target to find the significance of relationship between employee competencies, service performance and customer experience. Since the term employee competency has no globally accepted definition in the marketing literature (Cowin, Hengstberger-Sims et al. 2008), one of the objectives of this research is to provide theoretical contribution about this concept.

To achieve these targets this research aim to answer the following questions; did employee competencies directly affect service performance? Did customer experience mediate the relationship between employee competencies and service performance? What are the significant employee competencies in relation with customer experience and service business? What is the kind of relationship between employee competencies, customer experience and service performance? Did the level of employee competencies determining the tendency of customer experience consequently and the level of service performance?

By analyzing results obtained from the respondent profile, using analysis of variance and T- test for gender factor, we found that there is no significant differences in responses regarding the gender of respondent, which is mean that gender factor has no significant effect on the investigated relationship table (5.21) illustrates this findings. Using one-way (ANOVA) test for education factor, we found that the level of education has an impact only when it comes to evaluation of employee competencies (IV) and service performance (DV) but it has no significant effect on the customer experience (MV) table (5.22) shows these results. Findings from one-way (ANOVA) test for profession factor presented in table (5.23) indicate that profession has an impact in relation with employee competencies IV and service performance DV but it has no significant effect in relation with customer experience MV. Results of one-way (ANOVA) test for age group affirm that there is no significant effect for age group as a factor in regard with the investigated variables employee competencies, customer experience and service performance table (5.24). According to one-way (ANOVA) test, results indicate that marital status factor has no significant influence regarding investigated relationship table (5.25). According to statistical analysis variances between means of the three companies are not significant they are all lay in the range between 5.0 and 5.5 which indicate that customers didn't find significant differences between the three companies table (5.26).

Confirmatory factor analyses carried out for the research model prove the consistency and validity of the conceptual framework of this study. The model has been modified and fitted figure (5.4) and table (5.33); hypotheses also have been restated, modified and confirmed table (5.34). The hypothesis of direct effect of IV on DV H1 and the hypotheses linking the dimensions of IV with

DV have also been confirmed at hypothesis testing of direct effect. The hypothesis of mediation effect of MV has also been tested in the hypothesis testing for mediation effect.

Generally, we can say that findings from results of this study indicate that employee competencies specifically knowledge, skills and attitude have significant positive impact on service performance from the stand point of customers which confirm the main hypotheses of direct effect of employee competencies on service performance. We also found that customer experience has a mediation effect in this relationship while it is not always significant. Questions of the research have been answered by finding a significant correlation between the three examined variables. Validation of the instrument and subsequent survey indicate that knowledge, skills and attitude are the key dimensions of employee competencies in this environment.

6.2 Discussion

We have examined the relation between employee competencies, service performance and customer experience. We find that the overall evaluation for employee competencies is almost positive with 69.5% for those who have positive perception about the competencies of the employees which is mean customers positively react to this factor; and that they get a positive experience about that. The perception of customers about employees' competencies is mostly positive; then according to our hypotheses the experience of the same customers should be also positive consequently and their evaluation for service performance. The reliability and the validity have scores of above 9. Customers are therefore very sensitive to how reliable and assuring employee competencies in providing good and quality products and services to them. Generally, the positive perceptions are fairly high since they are all above 65%. The customers'

perceptions across the three dimensions are positively and high rated on a scale of 1 to 7 which is an indication that customers expect very high from organization.

Considering customers' perception of employee competencies in an organization which is more like the SERVQUAL model which deals with consumers' perception in conformity with customers satisfaction (Cronin Jr and Taylor 1992) we realize that customers' experience and customers' expectations of service performance would tend in the same direction. Based on the dimensions analysis, we realize the relation between customers perception, experience and the perceive service performance in certain company. Finally, from results obtained, it is seen that consumers perceive the service performance according to the experience that they form about competencies of the employees.

6.2.1 The Relationship between Employee Competencies and Service Performance

According to several authors the level of service performance is always reflecting by employee competencies, the study of (Xu and Ye 2014) find that Job performance has significant positive correlation with employees' competency; in other words to which the employee is competent to that the service is good. As they testing the relationship between employee attitude and employee performance (Adsit, London et al. 1996) indicate that there is a positive but not significant relationship between employee's attitudes and employee performance; According to (Chen 2008) a service company can achieve better performance by creating value for their employees when develop their skills, and companies that give consideration to both employees and customers eventually show positive results in service performance.

According to (Lloyd and Luk 2011) organizations must discover ways to manage their customer-contact employees to ensure that their behaviors and attitudes contribute the delivery of quality service. Also (Keller 2002) mentioned the need of service employees to raise healthier relationships within the organization in order to achieve more success and obtain the benefits associated with external partnerships. According to (Titko and Lace 2012) managers will be able to control the impact of profitability and to have good tool for achieving better business performance by considering relationships between employees, customers and shareholders. For (Adsit, London et al. 1996) employee attitudes and responses to administrative change are associated with departmental performance. (Keller 2002) consider the importance of treating personnel who are in common contact with external customers, as internal customers. The Main conclusion of this study states that, by developing employees, organizations will have a better performance.

Analysis for the model fit of the relationship between EC (Multi-dimensional) and SP shown in figure (5.5) and table (5.38) indicate that all model fit indicators for the structural model were not only significant but remain same as in the measurement model. The low index of R square (i.e. 0.65) justifies the underlying theoretical model. Results affirm the presence of positive relationship between EC and SP as follow, there is a positive and significant relationship between skills and SP, there is also a positive and significant relationship between attitude and SP, there is a positive but not significant relationship between professional knowledge and SP and there is also positive but not significant relationship between general knowledge and SP. Our results prove results of some theories while contradict with some others.

In relation with previous theories our results confirm the findings of the Theory of Relationship between Personality Factors and Employee Service Performance (Razali, Ramlan et al.) 2016, which premise and confirm the direct relation and effect of employee competencies on service performance. Our findings also agree with the Theory of Multilevel Model of Service Performance (Liao and Chuang 2004), which propose and prove a multilevel impact of both employee competencies and store level factors on service performance. Our findings are also agree in general with The Service Profit Chain Model of (Heskett and Schlesinger 1994) explaining the employee- customer relationship essence. This model focuses on the importance of understanding the relationships between employee, customer and organizational performance. From other side our findings oppose the main assumption of The Role Theory (Broderick 1998) which proposes the role management as a decisive factor in the relation with service performance as core factors that affect this relationship. Such theories overestimate the role of managers as key players overlooking the essential role of employees who are in touch and direct interaction with customers. Recent theories considering the service sector have obvious orientation toward employees in general and frontline employees in particular.

The descriptive analysis also confirms the significant relation between employee competencies and service performance in support for the main hypotheses H1 which says (service performance is positively depends on employee competencies in direct relationship); we find a significant positive relationship between employee competencies and service performance with coefficient of correlation 0.760.

6.2.2 The Relationship between Employee Competencies and Customer Experience

Considering the impact of employee behavior on customer experience (Hanzaee and Mirvaisi 2011) indicate how behavior of an employee who is customer oriented could affect customer experience and increasing service quality; authors highlight customer orientation behavior of service employee as main element of service companies' success. According to (Esmailpour, Zadeh et al. 2012) personnel skills, competence and behavior of employees are responsible of finding satisfied customers; results of their study show that employee characteristics play vital role in service business. Regarding the factors that have an influential effect on bank service quality, (Esmailpour, Zadeh et al. 2012) end to that employee competencies came at the first place before reliability, innovation profit and convenience which came after; according to them the most significant factor that affect the quality of bank services and customer experience as well is still the direct employee influence.

Focusing in the relationship between sales employees' attitudes, skills, and characteristics, and customer experience (Evanschitzky, Sharma et al. 2012) find that employee competencies influences both perceived service quality and customer experience. According to (Ranjbarian, Dabestani et al. 2011) personalization, communication, trust are employee capabilities that have significant influence on customer loyalty. According to (Titko and Lace 2012) staff competence development is the most important factor that organizations need to build customer experience and to improve service quality; they state that banks performance is depending directly on the customer employee relationship. According to (Jeon and Choi 2012) behavior of satisfied employees plays an important role in shaping customers' perceptions of business interactions; they state that satisfied employees are more likely to be friendly, enthusiastic, attentive, and empathetic toward customers.

Analysis of the relationship between EC (Multi-dimensional) and CE (Multi-dimensional) as shown in figure (5.6) and table (5.41) show that there is a positive relation between the constructs in general; as per the significance of the different dimensions it indicates that skills and general knowledge have a significant relationship with emotional experience while it is not significant regarding attitude and professional knowledge. In relation with physical environment experience analysis prove the significance of relationship of this dimension with all the dimensions of EC. In regard with social experience as a dimension of CE only attitude has a significant relation with this dimension while skills, professional knowledge and general knowledge are not. According to the cognitive experience the dimension of CE, it has a significant relationship with the attitude and skills while no significant relationship with professional knowledge and general knowledge.

Our findings confirm the presence of direct positive relationship which is significant in some dimensions between employee competencies and customer experience, which is support the second main hypotheses and prove the results of mentioned previous theories that have the same premise.

6.2.3 The Relationship between Customer Experience and Service Performance

Regarding the third hypotheses, the structural model reveals the same value of model fit shown in figure (5.7) and table (5.43), all model fit indicators for the structural model were not only significant but remain same as in the measurement model. The index of R square justifies the underlying theoretical model. The regression weight of relationship between CE (multi-dimensional) and SP show that relationship of two dimensions of CE which are emotional experience and physical environment experience with SP is not significant while social experience and cognitive experience have significant relationship with SP.

In general our findings support the third hypothesis that says there is direct relationship between customer experience and service performance and agree with mentioned previous theories.

according to (Fazlzadeh, Faryabi et al. 2012) customer participates actively in service performance process, every moment is an interaction between a customer and a provider of services. Customer experience contains valuable information as feedback that helps in planning and making decisions for service performance. Also (Cudney, Elrod et al. 2012) mentioned the significance of capturing and integrating the customer experience into every aspect of delivery of services, according to them, understanding customer wants or needs is crucial to the successful service performance. According to (Gocek and Beceren 2012) the quality of service performance is depending on the customer experience, since the experience of purchasing influences the behavior of the customer as repeated buying and brand loyalty. As per (Palmer 1994) service benefits can only be defined in consumers' minds and it is depend to his experience.

According to (Ifejionu and Toyosi 2011) the quality is defined by customer not by the producer which confirm the importance relationship between customer experience and service performance. According to (Anderson, Fornell et al. 1994) Increasing customer experience has been found to lead organizations to higher future profitability.

According to (Bashir, Machali et al. 2012) customer satisfaction requires the full meeting of customer expectation; if the perceived performance matches or even exceeds customers' expectations of service, they are satisfied. If it does not, they are dissatisfied.

To understand the influence of service performance on customer experience, the theory of exit- voice for (Hirschman 1970) explain the consequences of customer dissatisfaction which could be appear by not buying from one company or complaining to others about that service or product. Considering the role of service performance in shaping customer experience (Sivadas and Baker-Prewitt 2000) state that quality is a result of a managerial effort in delivering of the service, while satisfaction is a reflection of customers' experiences with service; They end to that all quality developments that are not based on customer needs will not lead to improvement of customer satisfaction.

6.2.4 The Mediating Effect of Customer Experience

Our H4 says (customer experience mediating the relationship between employee competencies and service performance). For the mediation effect (Baron and Kenny 1986)suggest some conditions that must be fulfilled 1)The independent variable (IV) should relate to the dependent variable (DV), 2) The (IV) should relate to the mediator variable (MV) and 3) The mediator (MV) should relate to the (DV).

Our findings from SPSS correlation test (Table 5.36) reveal that there are significant correlations between the variables of the study, (IV) and (DV) are related with significant correlation 0.760, (IV) and (MV) are related with significant correlation 0.783 and (DV) and (MV) are related with significant correlation 0.792. For the first sight these findings fulfilled the conditions for mediation effect, but further AMOS analysis for the correlation among dimensions explain that the effect of customer experience dimensions as mediators is not significant for almost all the dimensions which does not support our fourth hypotheses.

6.2.4.1 Mediation of Emotional Experience

Results for mediation of emotional experience as presented in figure (5.9) table (5.45) show that emotional experience mediate the relationship between skills and SP with significant full mediation, while it has no mediation effect in relations between attitude and SP, professional knowledge and SP, general knowledge and SP.

6.2.4.2 Mediation of Physical Environment Experience

Analysis for mediation of physical environment experience as presented in figure (5.10) table (5.48) show that physical environment experience has no mediation between no one of the dimensions of EC and SP.

6.2.4.3 Mediation of Social Experience

Results reveal that social experience has no mediation effect between no one of the dimensions of EC and SP figure (5.11) and table (5.51).

6.2.4.3 Mediation of Cognitive Experience

Results reveal that cognitive experience has no mediation effect between no one of the dimensions of EC and SP as it presented in figure (5.12) and table (5.54).

6.3 Implications

6.3.1 Theoretical Implications

The theory of (Razali, Ramlan et al.) 2016 (Personality Factors and Employee Service Performance) investigate a direct relationship between personality factors as IV and service performance as DV. That theory dose not considers the role of customer in this relationship. Our study answers the questions recommended by this research, we also suggest in advance a mediation role of customer experience in this relationship. We have been able to confirm the impact of employee competencies on service performance and the mediation role of customer experience in the same relationship.

The theory of Multilevel Model of Service Performance, propose a multilevel impact of both employee competencies and store level factors. The theory ends to that, employee competencies significantly impact service performance within certain store level factors. This theory also neglecting the role of customer in relation with service performance but it confirms the vital role of employee competencies and their impact on service performance. Our study verifies the results of impact of employee competencies on service performance and we consider the role of customer by confirming the mediating role of customer experience.

This study answers a request for further researches on the role and effect of employee competencies on customer satisfaction and loyalty (Delcourt, Gremler et al. 2016). Our research goes further by examining the effect of employee competencies not only on customer satisfaction and loyalty but also on the entire customer experience and service performance. Our results show that there is a significant effect of employee competencies on the perceived service performance it also show that employee competencies affect customers experience which lead to enhance the performance of service provider. Results of our study found the mediation effect of customer experience between employee competencies and service performance. Our results show that employee competencies have an impact on important business outcomes such as service performance and customer experience. By considering customer as important partner in the marketing process we suggest measuring employee competencies from customer point of view instead of employee or supervisors evaluation. This method offer more objective evaluation for employee competencies it also relates social dimension with service literature. Another positive approach of our method is that we draw attention to limitations of

existing measures of employee competencies such as employee self-reported measures and supervisor-reported measures of employee competencies which are subject to biases and unfairness and do not measure actual employee behaviors during service encounters.

6.3.2 Managerial Implications

Our finding that employee competencies increase customer experience which in turn enhances service performance, may improve managers' understanding of why employee competencies matters. Our finding that customer experience has a mediating role in the relation between employee competencies and service performance, may also enhance managers' understanding and consideration for the role of customers in marketing process. Measuring employee competencies from the customer standpoint rather than employee self test or managers evaluation may draw attention to strengths of this method.

6.4 Limitations:

Although this study provides insight into the impact of employee competencies on service performance and the mediating role customer experience between employee competencies and service performance, it has several limitations. This study was conducted in a specific business area, namely communication, which is characterized by a dynamic interaction between employees and customers, this condition may not correspond to conditions in other services. Another limitation is that, this study was conducted in Khartoum State the most urbanized center in Sudan, where different types and levels of telecom services provided. Another limitation that should be considered is the cultural variation of customer's perceptions about employee competencies in and out the country. However, the above limitations are less significant compared to the importance of carrying out this type of study. Such a study should be carried out frequently

in order to monitor service performance and find out experience levels of customers and hence make necessary adjustments in case of any weaknesses or strengths.

6.5 Suggestions for Further Research

Further research should be carried out in to improve the understanding of the role of employee competencies in service business. More studies should also be conducted taking into consideration cultural traits and characteristics of local business environment.

Business experts and researchers are used to investigate employee-perceived employee competencies, whilst in our study customers report on their perceptions of employee competencies. Further research could investigate employee and customer perspectives together to develop a dyadic perspective on employee competencies.

We found that customer experience mediates the relationship between employee competencies and service performance. We recommend researchers to investigate the mediating role of customer experience in longitude study, and to look for other mediators linking service performance and employee competencies.

6.6 Conclusion

In this chapter, we provided answers to our research questions by summarizing our findings from the analysis and discussion chapter. This chapter also covers the limitation of the study, implications (managerial and theoretical) and suggestions for further research. The objective of this research is to assess the extent to which employee competencies influence service performance, as well as the mediating role of customer experience. By examining the relationships between employee competencies, customer experience, and service

performance, we attempt to grab attention to the importance of employee competencies in the business field.

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Appendices

Appendix A: Research Questionnaire

Section one:

Respondent Profile:

1. Gender:

Male

Female

2. Educational level:

Secondary or less

Graduated

Post graduated

3. Occupation:

Business man

Employee

Small business

Student

Other

Unemployed

4. Age:

Less than 30

30-50

30-50

5. Marital status:

Married

Unmarried

Other

6. Your preferred telecommunication company among the below mentioned companies

Low

Average

High

Section two:

As a customer of a telecommunication company, please circle the number to each statement between 1-7 that best describes your opinion about the matter when 1 is strongly disagree and 7 is strongly agree.

As a customer of a telecommunication company, I found that employees in my company are:

		Strongly Disagree					Strongly Agree	
		1	2	3	4	5	6	7
1	Know their individual responsibilities and priorities and how they relate to others	1	2	3	4	5	6	7
2	Maintain a positive frame of mind	1	2	3	4	5	6	7
3	Be eager to try new approaches	1	2	3	4	5	6	7
4	Display knowledge of products/services.	1	2	3	4	5	6	7
5	Respond effectively.	1	2	3	4	5	6	7
6	Understand other cultures.	1	2	3	4	5	6	7
7	Readily accept feedback on performance.	1	2	3	4	5	6	7
8	Be tolerant to different points of view.	1	2	3	4	5	6	7
9	Contribute to an informal, comfortable and tension free workplace.	1	2	3	4	5	6	7
10	Be able to resolve conflict effectively.	1	2	3	4	5	6	7
11	Find positive resolutions to problems.	1	2	3	4	5	6	7
12	Take the initiative to resolve issues before they become problems.	1	2	3	4	5	6	7
13	Remain calm when things get hectic.	1	2	3	4	5	6	7
14	Be cooperative and willing to collaborate.	1	2	3	4	5	6	7
15	Pay attention to details.	1	2	3	4	5	6	7
16	Respond quickly.	1	2	3	4	5	6	7
17	Gain the trust and respect of the customer.	1	2	3	4	5	6	7
18	Be enthusiastic about work.	1	2	3	4	5	6	7
19	Exhibit high morale	1	2	3	4	5	6	7
20	Be willing to compromise.	1	2	3	4	5	6	7
21	Give continuous attention to customer satisfaction.	1	2	3	4	5	6	7
22	Not dominate others in interactions.	1	2	3	4	5	6	7
23	Be sensitive to the feelings of others.	1	2	3	4	5	6	7
24	Interact in a friendly, courteous manner.	1	2	3	4	5	6	7
25	Display a positive self-image	1	2	3	4	5	6	7
26	Show concern for the needs of others.	1	2	3	4	5	6	7

Section three:

Please circle the number to each statement between 1-7 that best describes your experience and feelings about the service and company when 1 is strongly disagree and 7 is strongly agree.

		Strongly Disagree						Strongly Agree	
		1	2	3	4	5	6	7	
1	The service is matching your prior expectations								
2	The service meets desired purpose								
3	Your perception about products and services of this company is positive								
4	Information on products and services found easily on the business web, and the other websites								
5	There are many forms of good support (Voice chat, phone, web ...)								
6	I feel satisfied of the services being purchased								
7	Overall, I am very satisfied with the way company is performing this service								
8	Company service representatives act in my best interest								
9	Its comfortable to deal with this company rather than with others								
10	I feel that staff are always interested in the needs of each customer								
11	Physical facilities in the workplace are suitable and help in providing service								
12	This company has a friendly service environment								
13	Tangible elements of the physical environment attract customers' attention and support service process								
14	Sensory elements of the physical environment making customers feel at ease								
15	The presentation of service is visually appealing								
16	Employees are attentive								
17	Employees show knowledge and skills								
18	Employees are listening and solving complaints								
19	you deal with this company by recommendations of some friends or relatives								
20	You may invite other customers to deal with this company								

Section four:

Please circle the number to each statement between 1-7 that best describes your evaluation of service performance when 1 is strongly disagree and 7 is strongly agree.

		Strongly Disagree					Strongly Agree	
		1	2	3	4	5	6	7
1	Transaction network and coverage are wide	1	2	3	4	5	6	7
2	Service points located in a convenient place for customer transactions	1	2	3	4	5	6	7
3	Advisory service hotline is good	1	2	3	4	5	6	7
4	There are many products and services, which are rich and diversified	1	2	3	4	5	6	7
5	Companies notice the convenience for customers in transaction or in the meantime serving such as free Wi-Fi, water, magazines, toilets etc.	1	2	3	4	5	6	7
6	Companies receive requests and customer feedback quickly	1	2	3	4	5	6	7
7	Companies have various forms of assistance and information to customers	1	2	3	4	5	6	7
8	The receiving of requests and answering complaints are convenient	1	2	3	4	5	6	7
9	Process of resolving arising issues is to ensure customer benefits	1	2	3	4	5	6	7
10	The services and products are always improving	1	2	3	4	5	6	7
11	Placing service and online payment is easy	1	2	3	4	5	6	7
12	Cancellation or change of service is well-done online.							
13	This company providing high quality service	1	2	3	4	5	6	7
14	The customers' honoring programs are good and regular	1	2	3	4	5	6	7
15	Greetings and gifts are given on special occasions such as birthdays and holidays	1	2	3	4	5	6	7

Thanks for your cooperation and the time you spent in filling this questionnaire

Appendix B: Arabic Version of the Questionnaire

جامعة السودان للعلوم و التكنولوجيا

كلية الدراسات العليا

استبيان

هذا الاستبيان مقدم لمستخدمي خدمات الاتصالات من مشركي الشركات الثلاث التالية (زين، سوداني و MTN). و هو معد لغرض بحثي لنيل درجة الدكتوراة في التسويق. نرجو تعاونكم بالاجابة على الاستبيان، النتائج قد تساعد في ترقية الأداء و تقديم خدمات أفضل لكم في المستقبل. مع جزيل شكرنا.

القسم الأول: بيانات عامة

1- النوع:	ذكر	أنثى			
2- المستوى التعليمي:	ثانوي أو أقل	جامعي	فوق الجامعي		
3- المهنة:	رجل أعمال	موظف	عمل صغير	طالب	أخرى
4- العمر:	أقل من 30	30-50	أكبر من 50		
5- الحالة الاجتماعية:	متزوج	غير متزوج	أخرى		
6- ما هي الشركة التي تفضل التعامل معها بين شركات الاتصالات المذكورة أدناه:	سوداني	زين	MTN		

القسم الثاني:

العبارات التالية تعبر عن تقييمك لمستوى كفاءة العاملين في الشركة التي تتلقى منها خدمات الاتصالات. الرجاء اختيار الرقم الذي يعبر عن تقييمك ما بين 1-7 حيث (1) لا أوافق بشدة و (7) أوافق بشدة.

كعميل لشركة اتصالات فإنني أرى أن الموظف في هذه الشركة:

لا أوافق		أوافق						
بشدة		بشدة						
1	يعرف مسؤولياته و أولوياته و مدى ارتباطها بالآخرين	1	2	3	4	5	6	7
2	يحافظ على حضور ذهني إيجابي	1	2	3	4	5	6	7
3	لديه الرغبة لتجربة أساليب مختلفة في العمل	1	2	3	4	5	6	7
4	يظهر المعرفة بالمنتجات و الخدمات المقدمة	1	2	3	4	5	6	7
5	يتجاوب بشكل فعال	1	2	3	4	5	6	7
6	يتقبل الاختلافات الثقافية للآخرين	1	2	3	4	5	6	7
7	لديه الاستعداد لقبول الآراء حول الأداء	1	2	3	4	5	6	7
8	متسامحاً تجاه وجهات النظر المختلفة	1	2	3	4	5	6	7
9	يساهم في إيجاد مكان عمل مريح خالي من التوتر	1	2	3	4	5	6	7
10	قادر على حل المشاكل بفعالية	1	2	3	4	5	6	7
11	يوجد حلول إيجابية للمشاكل	1	2	3	4	5	6	7
12	يبادر بحل الصعوبات قبل أن تتطور لمشاكل	1	2	3	4	5	6	7
13	يبقى هادئاً عند توتر الأجواء	1	2	3	4	5	6	7
14	يكون متعاوناً و راغباً في المساعدة	1	2	3	4	5	6	7
15	ينتبه للتفاصيل	1	2	3	4	5	6	7
16	يتجاوب بسرعة	1	2	3	4	5	6	7
17	يكسب ثقة و احترام العملاء	1	2	3	4	5	6	7
18	يكون متحمساً للعمل	1	2	3	4	5	6	7
19	يبدي أخلاقاً عالية	1	2	3	4	5	6	7
20	به استعداد للتنازل و التجاوز	1	2	3	4	5	6	7
21	يبدي اهتماماً مستمراً برضاء العملاء	1	2	3	4	5	6	7
22	لا يتعالى على الآخرين عند تعامله معهم	1	2	3	4	5	6	7
23	حساساً تجاه مشاعر الآخرين	1	2	3	4	5	6	7
24	يتعامل بطريقة لطيفة و مهذبة	1	2	3	4	5	6	7
25	ذو مظهر إيجابي	1	2	3	4	5	6	7
26	يظهر الاهتمام باحتياجات الآخرين	1	2	3	4	5	6	7

القسم الثالث:

العبارات التالية تعبر عن تقييمك للخدمة و الشركة التي تتلقى منها خدمة الاتصالات بناءً على خبرتك و تجربتك الفعلية. الرجاء اختيار الرقم الذي يعبر عن تقييمك ما بين 1-7 حيث (1) لا أوافق بشدة و (7) أوافق بشدة.

أوافق بشدة	لا أوافق بشدة								
7	6	5	4	3	2	1	الخدمة المقدمة توافق توقعاتك المسبقة	1	
7	6	5	4	3	2	1	الخدمة المقدمة تلبي رغباتك	2	
7	6	5	4	3	2	1	لدي تصور إيجابي عن منتجات وخدمات هذه الشركة	3	
7	6	5	4	3	2	1	يمكن الحصول بسهولة على معلومات عن المنتجات و الخدمات على موقع الشركة و مواقع أخرى	4	
7	6	5	4	3	2	1	يوجد العديد من اشكال الدعم الجيد (تداول صوتي، تلفون، ويب)	5	
7	6	5	4	3	2	1	أشعر بالرضا عن الخدمة التي تلقيتها	6	
7	6	5	4	3	2	1	بشكل عام، أنا راضٍ تمام الرضا عن الشركة التي تقدم لي هذه الخدمة	7	
7	6	5	4	3	2	1	مقدمو الخدمة في هذه الشركة يعرضون لي الأفضل	8	
7	6	5	4	3	2	1	أحس بالارتياح عند التعامل مع هذه الشركة أكثر من غيرها	9	
7	6	5	4	3	2	1	أشعر أن العاملين يهتمون دوماً باحتياجات كل عميل	10	
7	6	5	4	3	2	1	التجهيزات و الاعدادت في مكان العمل مناسبة و تعين عى تلقي الخدمة	11	
7	6	5	4	3	2	1	لهذه الشركة بيئة خدمة مريحة	12	
7	6	5	4	3	2	1	التجهيزات و الاعدادت في مكان العمل تجذب انتباه العملاء	13	
7	6	5	4	3	2	1	الأثاثات و الديكور في مكان العمل تجعل العملاء يحسون بالارتياح	14	
7	6	5	4	3	2	1	طريقة تقديم الخدمة جذابة و مريحة	15	
7	6	5	4	3	2	1	العاملون بالشركة يبدون الاهتمام بالعملاء	16	
7	6	5	4	3	2	1	يبدو على العاملين المعرفة و المهارة	17	
7	6	5	4	3	2	1	العاملون يستمعون باهتمام ويحلون المشاكل	18	
7	6	5	4	3	2	1	أتعامل مع هذه الشركة بناء على اقتراحات من بعض الأصدقاء و المعارف	19	
7	6	5	4	3	2	1	من الممكن أن أدعو عملاء آخرين للتعامل مع هذه الشركة	20	

القسم الرابع:

العبارات التالية تعبر عن تقييمك للخدمة المقدمة من الشركة التي تتلقى منها خدمات الاتصالات. الرجاء اختيار الرقم الذي يعبر عن تقييمك ما بين 1-7 حيث (1) لا أوافق بشدة و (7) أوافق بشدة.

أوافق بشدة	لا أوافق بشدة	
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نشكر لك تعاونك و الوقت الذي أنفقته في تعبئة هذا الاستبيان.

Appendix C: SPSS Outputs

Independent Samples Test										
		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
EC	Equal variances assumed	5.007	.026	1.492	245	.137	.25945	.17385	-.08297	.60187
	Equal variances not assumed			1.438	188.174	.152	.25945	.18041	-.09644	.61534
CE	Equal variances assumed	.813	.368	-.889	266	.375	-.14536	.16356	-.46740	.17667
	Equal variances not assumed			-.895	249.879	.371	-.14536	.16236	-.46513	.17440
SP	Equal variances assumed	.001	.975	-1.084	278	.279	-.20078	.18514	-.56522	.16367
	Equal variances not assumed			-1.079	226.295	.282	-.20078	.18607	-.56743	.16588

SPSS Output Shows Descriptive Statistics for T-test of gender Factor

Descriptive									
		N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Min	Max
						Lower Bound	Upper Bound		
EC	Higher or less	30	5.1705	1.40381	.25630	4.6463	5.6947	1.27	7.00
	University	151	5.5318	1.31656	.10714	5.3201	5.7435	1.12	7.00
	Post graduate	64	5.0655	1.35662	.16958	4.7266	5.4044	1.73	7.00
	Total	245	5.3658	1.34922	.08620	5.1960	5.5356	1.12	7.00
CE	Higher or less	32	5.4672	1.20467	.21296	5.0329	5.9015	2.20	7.00
	University	161	5.4599	1.33244	.10501	5.2526	5.6673	1.60	7.00
	Post graduate	74	5.0419	1.31558	.15293	4.7371	5.3467	2.25	7.00
	Total	267	5.3449	1.32188	.08090	5.1857	5.5042	1.60	7.00
SP	Higher or less	35	4.9295	1.45575	.24607	4.4295	5.4296	1.13	7.00
	University	173	5.3715	1.46501	.11138	5.1516	5.5913	1.27	7.00
	Post graduate	70	4.7876	1.57796	.18860	4.4114	5.1639	1.00	7.00
	Total	278	5.1688	1.51085	.09061	4.9904	5.3472	1.00	7.00

Table Shows Descriptive Statistics for ANOVA Test of Educational Level Factor

Descriptives									
		N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
						Lower Bound	Upper Bound		
EC	Businessman	9	5.8120	1.22948	.40983	4.8669	6.7570	4.00	7.00
	Employee	106	5.1687	1.42862	.13876	4.8936	5.4439	1.12	7.00
	Small business	31	5.1811	1.07926	.19384	4.7853	5.5770	3.08	7.00
	Student	86	5.7281	1.25071	.13487	5.4599	5.9962	1.73	7.00
	Other	11	5.0385	1.29210	.38958	4.1704	5.9065	2.54	7.00
	Unemployed	3	4.2821	2.55887	1.47737	-2.0745	10.6386	1.35	6.04
	Total	246	5.3727	1.35079	.08612	5.2031	5.5424	1.12	7.00
CE	Businessman	10	5.9950	1.12162	.35469	5.1926	6.7974	4.35	7.00
	Employee	119	5.2038	1.37773	.12630	4.9537	5.4539	2.15	7.00
	Small business	35	5.2357	1.25197	.21162	4.8056	5.6658	2.25	7.00
	Student	82	5.6152	1.19703	.13219	5.3522	5.8783	2.00	7.00
	Other	18	5.0889	1.35479	.31933	4.4152	5.7626	2.35	7.00
	Unemployed	3	4.3000	2.48797	1.43643	-1.8805	10.4805	1.60	6.50
	Total	267	5.3461	1.32316	.08098	5.1866	5.5055	1.60	7.00
SP	Businessman	8	6.0833	.78133	.27624	5.4301	6.7365	5.00	7.00
	Employee	121	4.9747	1.53908	.13992	4.6976	5.2517	1.67	7.00
	Small business	37	4.7928	1.56219	.25682	4.2719	5.3137	1.13	7.00
	Student	94	5.5078	1.39386	.14377	5.2223	5.7933	1.00	7.00
	Other	15	5.2178	1.47819	.38167	4.3992	6.0364	2.07	7.00
	Unemployed	4	4.8333	2.46486	1.23243	.9112	8.7555	1.27	6.67
	Total	279	5.1730	1.50974	.09039	4.9951	5.3509	1.00	7.00

Table Shows Descriptive Statistics for ANOVA Test of Profession Factor

Descriptives									
		N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
						Lower Bound	Upper Bound		
EC	Less than 30	138	5.5050	1.32637	.11291	5.2817	5.7283	1.12	7.00
	30-50	89	5.2822	1.42280	.15082	4.9825	5.5819	1.27	7.00
	More than 50	17	4.9163	1.14421	.27751	4.3280	5.5046	2.81	7.00
	Total	244	5.3827	1.35594	.08680	5.2117	5.5537	1.12	7.00
CE	Less than 30	142	5.4528	1.29705	.10885	5.2376	5.6680	1.60	7.00
	30-50	102	5.3142	1.37543	.13619	5.0441	5.5844	2.15	7.00
	More than 50	20	5.0600	1.13736	.25432	4.5277	5.5923	2.70	7.00
	Total	264	5.3695	1.31686	.08105	5.2099	5.5291	1.60	7.00
SP	Less than 30	156	5.2521	1.52493	.12209	5.0110	5.4933	1.00	7.00
	30-50	101	5.0838	1.56019	.15524	4.7758	5.3918	1.67	7.00
	More than 50	20	5.1267	1.25505	.28064	4.5393	5.7140	2.87	7.00
	Total	277	5.1817	1.51752	.09118	5.0022	5.3612	1.00	7.00

Table Shows Descriptive Statistics for ANOVA Test of Age Factor

Descriptives									
		N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
						Lower Bound	Upper Bound		
EC	Married	94	5.4709	1.32400	.13656	5.1998	5.7421	1.27	7.00
	Single	143	5.3808	1.37532	.11501	5.1535	5.6082	1.12	7.00
	Other	7	4.2363	.93276	.35255	3.3736	5.0989	2.81	5.62
	Total	244	5.3827	1.35594	.08680	5.2117	5.5537	1.12	7.00
CE	Married	107	5.4603	1.25803	.12162	5.2192	5.7014	2.15	7.00
	Single	152	5.3326	1.36896	.11104	5.1132	5.5520	1.60	7.00
	Other	5	4.5500	.47037	.21036	3.9660	5.1340	3.90	5.15
	Total	264	5.3695	1.31686	.08105	5.2099	5.5291	1.60	7.00
SP	Married	111	5.1910	1.47207	.13972	4.9141	5.4679	1.80	7.00
	Single	160	5.1900	1.57367	.12441	4.9443	5.4357	1.00	7.00
	Other	6	4.7889	.70983	.28978	4.0440	5.5338	3.87	5.53
	Total	277	5.1817	1.51752	.09118	5.0022	5.3612	1.00	7.00

Table Shows Descriptive Statistics for ANOVA Test of Marital Status Factor

Descriptives									
		N	Mean	Std.	Std. Error	95% Confidence Interval for Mean		Minim	Maximu
				Deviation		Lower Bound	Upper Bound	um	m
EC	Zain	106	5.3313	1.26899	.12325	5.0869	5.5757	1.73	7.00
	Sudani	75	5.4344	1.57184	.18150	5.0727	5.7960	1.12	7.00
	MTN	63	5.4078	1.23351	.15541	5.0972	5.7185	1.92	7.00
	Total	244	5.3827	1.35594	.08680	5.2117	5.5537	1.12	7.00
CE	Zain	118	5.1640	1.37859	.12691	4.9126	5.4153	2.00	7.00
	Sudani	72	5.5521	1.28454	.15138	5.2502	5.8539	1.60	7.00
	MTN	74	5.5196	1.21356	.14107	5.2384	5.8008	2.60	7.00
	Total	264	5.3695	1.31686	.08105	5.2099	5.5291	1.60	7.00
SP	Zain	130	5.0215	1.55473	.13636	4.7517	5.2913	1.00	7.00
	Sudani	74	5.4667	1.43587	.16692	5.1340	5.7993	1.27	7.00
	MTN	73	5.1781	1.50886	.17660	4.8260	5.5301	1.40	7.00
	Total	277	5.1817	1.51752	.09118	5.0022	5.3612	1.00	7.00

Table Shows Descriptive Statistics for ANOVA Test of Preferable Company Factor

Appendix D: Publications

1-

Paper: Impact of Employee Skills on Service Performance

Journal: International Journal of Scientific Research- IJSR, Dec 6, 2018

Reviewer Report

Dear Hisham Makki Hanafi,

Reviewer Report

Evaluation Criteria	Score (0-10)
Relevance of Topic	8
Scholarly Quality	8
English Usage	9
Use of Theory	9
Novelty and Originality of the idea	8
Technical Content and Correctness	8
Critical Qualities	7
Clarity of Conclusions	8
Use / Quality of Contents	7
Other Aspects	8
Total Score	80

*75-100: Accept (No Modification Required), *55-75: Accept with Minor Revisions

*35-54: Accept with Major Revisions, *Below 35: Reject

Reviewer Decision

Accepted (No Modification Required)



2-

Paper: Impact of Employee Attitude on Service Performance

Journal: The International Journal of Humanities & Social Studies (ISSN 2321 - 9203), www.theijhss.com

REVIEW REPORT

	Poor	Below Average	Average	Above Average	Excellent
Relevance of paper to the journal's scope and aims				*	
Problem formulation				*	
Adequacy of literature review			*		
Research methodology				*	
Interpretation of findings				*	
Significance of findings				*	
Presentation			*		
Contribution to research				*	
Contribution to practice				*	

COMMENTS:

1. The topic is innovative and interesting and deals with employee competency and service performance.
2. Review of literature is based more on referential model; however some parallel works or critical theories could be cited.
3. Problem formulation has been skillfully done, which gives us the utility of the subject and learning.
4. Interpretation of the subject has been done moderate, however it could be elaborated.
5. Research method is based on quantitative sampling which is skillfully done.
6. Mathematical tools significantly analyze the data and enrich results.
7. Conclusion is precisely clarified.



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The Board Of
The International Journal of Humanities & Social Studies

I/ hereby awarding this certificate to

Nizham Makki Hanafi & Dr. Siddig Balal Ibrahim

In recognition of the publication of the paper entitled

The Impact of Employee Attitude on Service Performance

Published in 'The IHSS' Journal, Volume VI, Issue 12, December, 2018

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