國立交通大學

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碩 士 論 文

顧客參與程度對服務結果歸因之影響：

自我效能之調節效果

The Impact of Customer Participation on Attribution of the Service

Outcomes: The Moderating Role of Self-Efficacy

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中文摘要

　　理解消費者對於服務結果的歸因對於提供服務的廠商具有相當的重要性。先前文獻提出兩種互斥的假設，試圖解釋顧客參與程度如何影響失敗結果的歸因。本研究認為消費者自我效能的程度，對於顧客參與程度與服務結果歸因之間的關係，扮演著重要的角色。 為了檢視自我效能的程度於之中的影響性，將本實驗設計成 2(顧客參與程度)×2(自我效能)×2(服務結果) 的形式。實驗結果顯示，高自我效能的消費者於成功(失敗)的服務結果下，隨著參與程度的增加，消費者對廠商的歸因程度減少(增加)，而對消費者本身的歸因程度增加(減少)。然而低自我效能的消費者於成功(失敗)的服務結果下，隨著參與程度的增加，消費者對廠商的歸因程度增加(減少)，而對消費者本身的歸因程度增加(減少)。

關鍵字：參與度、自我效能、歸因

The Impact of Customer Participation on Attribution of Service Outcomes:

The Moderating Role of Self-Efficacy

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Abstract

It is crucial for firms to understand customers' attribution of service outcome. In prior literature, two competing hypotheses have been proposed to explain how customer participation influences attribution of unsuccessful outcome. This study suggested that customer self-efficacy played a role in affecting the relationship between customer participation and attribution of service outcome. In order to examine how self-efficacy influence the effects of customer participation on attribution of service outcome, a 2(customer participation)×2(self-efficacy)×2(service outcome) experimental design was employed. The results showed that for high self-efficacy customers, a higher level of customer participation will lead less (more) attribution to firm and more (less) attribution to self for the successful (unsuccessful) outcome. However, for low-self-efficacy customers, a higher level of customer participation will lead more (less) attribution to firm and more (less) attribution to self for the successful (unsuccessful) outcome.

Key Words: Attribution of Service Outcome, Customer Participation, Self-efficacy

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莊淑涵　謹誌於

民國 98 年於新竹交大管科

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Chapter 1   Introduction

1.1 Research Motivation and Background

All firms cannot avoid having service failure. Most previous studies focused on how to provide appropriate service recovery for the failure to raise customers' trust, loyalty (Weun, 2004; Moore et al, 2005), satisfaction (Smith et al, 1999; Mattila and Cranage, 2005) and repurchase intentions (Wirtz et al, 2004; Spreng et al, 1995). Since Weiner (1980) brought up the attribution theory, that service failure could be attributed to stability (whether the failure was relatively temporary or fairly permanent), locus (whether the failure was caused by customers themselves or by service provider) and controllability (whether the causes could be avoided or not).

As time goes by, customer participation becomes significant in the service processes. According to the flow, co-production not only becomes more and more obvious in the service but also is a popular topic in the research field. In customer participation and service failure, there are two explanations and results can be found. One believed that when customers participate more, they would attribute the failure to the provider after the service failure. It can be explained by self-service bias that they will claim more responsibility than partner for success and less for failure (Wolosin, Sherman and Till,

1973). Another insisted that if customers have high participation, they will blame themselves more after facing service failure. Similar statements can be found in ego-centric bias research (Ross and Sicoly, 1979) which suggested information such as own input will enhance customer to accept responsibility for the outcome.

To clarify these two distinct results, we believe that there is a variable influencing the attribution and making customers have distinct perceived responsibility level. In this study, we attempt to discover the variance that will let customers with high participation have distinct attribution after the service failure.

1.2 Research Objectives

The objective of this research is to discover why customers with high participation attribute the failure in distinct ways. Some would blame themselves more than others after facing service failure.

Many studies derived that self-efficacy was related to attributions and performance on nearly all tasks (Bandura, 1986). It made customers' internal attribution or external attribution in distinct kind situations. Self-efficacy has a strong effect on successful or failure situation. Customers with high self-efficacy tend to take the credit in success and blame service provider in failure. Consequently, the higher the self-efficacy, the lower perceived responsibility they have while service failure occurs. In successful outcome, it presented a distinct pattern: Both customers with high and low self-efficacy would

attribute internally in success. Self-efficacy is the key making customers have distinct attributions to the failure.

Based on statements above, the following research questions are established.

1. What are the relationships between high participation and self-efficacy for service outcome?

2. Does self-efficacy moderate the relationship between participation and attribution for successful and failure outcome?

3. Are there negative relations between attribution of firm and attribution of self?

1.3 Organization of the Research

This research included five chapters outlined as follows.

Chapter one introduces the motivation and background of the research, research objectives and research structure.

Chapter two reviews the literatures related to this research. They are about participation, attribution to the failure, self-efficacy and controllability. This chapter is ended with the introduction of research hypotheses and establishment of research framework.

Chapter three describes the experiment design, data collection, sample selection, measurement, manipulation check, and pilot study.

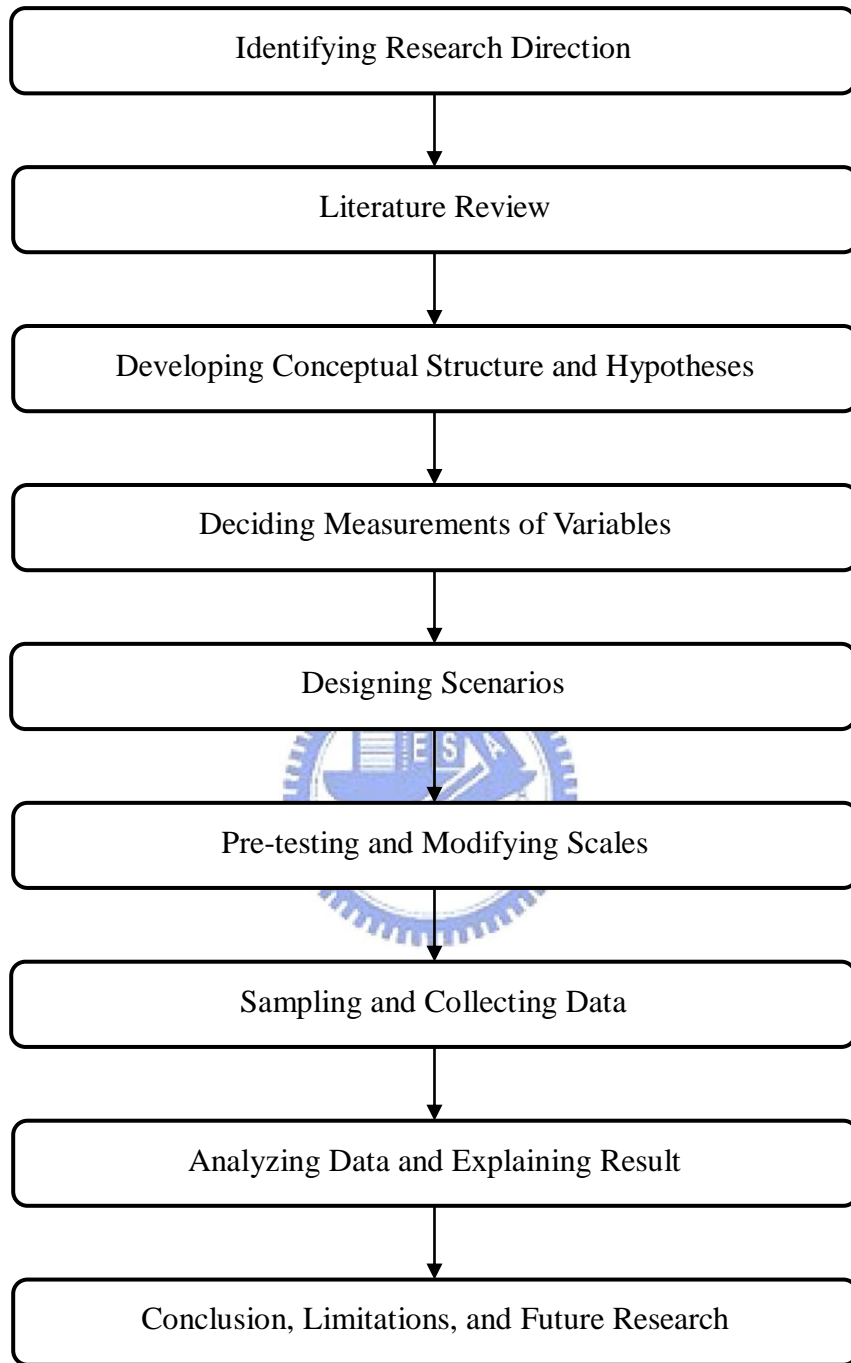Chapter four tests the hypotheses and shows the results of the research. The data

analysis methods include Reliability Analysis, ANOVA, Independent-Sample T Test. According to statistical analysis, we further explained some findings in this study.

Chapter five discusses the results and implications of this study, describing its limitations, and provides suggestions for further research.

The research flow is presented as follows:

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│          Identifying Research Direction       │
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┌─────────────────────────────────────────────┐
│                Literature Review              │
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│   Developing Conceptual Structure and Hypotheses │
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│          Deciding Measurements of Variables   │
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│               Designing Scenarios             │
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│          Pre-testing and Modifying Scales     │
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│            Sampling and Collecting Data       │
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│         Analyzing Data and Explaining Result  │
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┌─────────────────────────────────────────────┐
│     Conclusion, Limitations, and Future Research │
└─────────────────────────────────────────────┘
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Figure 1 Research Flow Chart

Chapter2 Literature Review

2.1 Customer Participation in Service

In recent years, customized and co-production products became major issues in the service market. Customers not only participate in the production but also play a significant role during the procedure. The customer participation can be defined as the degree that customer involving in the service or products (Dabholkar, 1990). Accordingly, Meuter and Bitner (1998) distinguished three types of situations in the service and products: firm production, joint production and customer production.

Firm production means that firm and its employees are in charge of all the productions without customer participation. Joint production is that both customer and firm participate in the production with their interaction. Customer production means that the whole product is made by customer without firm and its employees. Based on this, customer will have distinct degrees of perceived responsibility among three types of service or product. This research only mentions about the situation of joint production.

Many researches pointed out that customer participation was related to customer satisfaction. High participation increased customer satisfaction (Bateson, 1985; Cermak, File and Prince, 1991; Mills and Morris, 1986; Zeithaml, 1981). For firm, despite

increasing satisfaction, customer participation could bring some benefits such as enhancing provider economies and backward information flow (Kelley, Connelly and Skinner, 1990; Lovelock and Young, 1979; Mills and Moburg, 1982).

Customer participation was categorized as physical and mental inputs (Cermak et al, 1994; Silpakit and Fisk, 1985). Ennew and Binks(1999) believed that participation consisted of three dimensions: information sharing, responsible behavior and personal interaction. Customers connected with firm to ensure that the products provided will fulfill their needs, forming the procedure of information sharing. And through participation, customers will regard themselves as one of the employees, and will take part of the responsibility during the production. Finally, by personal interaction, customer and firm may build up some relationships such as trust, support and commitment. As a result, through these inputs and interaction, customers will increase their satisfaction from their contributions of the successful product.

2.2 Attribution Theory

Attribution theory builds a set of major developments in causal attribution (Mizerski et al. 1979). It showed a description of how people explain their experiences, what kind of information they used in making causal inference and what they deal with information to answer causal question (Kelley, 1973; Weiner, 1986).

The main dimensions of attribution theory comprise of three dimensions. First is

stability that sorts the causal explanation as relatively fixed or tending to fluctuate. Second is locus that the failure is result in internally or externally to the individuals. The last one is controllability that means the degree of controllability by the individual being further classified as controllable or uncontrollable. Therefore, most customers will attribute service failure according to categories above and these would influence the reaction after the failure.

2.3 The impact of Customer Participation on Attribution of Service Outcomes

In the relationship between customer participation and customer attribution, most researches suggested that customers with high participation would be self-enhancing in success. Nevertheless, in failure cases, there are two kinds of attribution. One will attribute the failure externally to such as environment and firm (Yen et al., 2004), another will attribute the failure themselves (Bendapudi & Leone, 2003). The situations will be discussed in the following sections.

When service failure occurred, most customers will explain and attribute to themselves (Heider, 1958). And for firms, it is crucial to understand customers' attribution. If firms could successfully predict how customer attribute, they could further perform appropriate recovery to any kind of attribution (Dixon, Spiro and Jamil, 2001). Thus, firms could increase customers' satisfaction.

2.3.1 Self-serving Bias Perspective

Some researches insisted that highly participated customers would make external attribution after service failure (Yen et al., 2004). When facing the failure outcomes, customers with high participation may attribute to firm in order to maintain self-esteem. The self-esteem maintaining phenomenon is formed by self-serving bias, hedonic bias and motivational bias (Ross and Fletcher, 1985; Taylor and Brown, 1988). Self-serving bias is the phenomenon pushing people take more credit in success and take less responsibility in failure (Wolosin, Sherman and Till, 1973). Based on self-serving bias, customers with high participation will decrease perceived responsibility after failure and attribute to the firm.

2.3.2 Ego-centric Bias Perspective

Some research suggested that customer with high participation will blame themselves after failure (Silpakit and Fisk, 1985). The reason is that they have to take part of responsibility even failure outcomes due to their participation in the producing process. This statement came from ego-centric bias theory (Ross and Sicoly, 1979). Ego-centric bias took place when customers have more knowledge of their contributions to the effort. After service failure, the information which contributed to production will enhance customers' responsibility because that is easily recalled. In this situation, customers will

blame themselves for the failure outcome.

2.4 The Impact of Self-efficacy on Attribution of Service Outcomes

The self-concept of individuals can influence one's behavior and one of the self-concept is personal self-efficacy. Self-efficacy is defined as a personal task-specific faith such as "how well can one execute courses of action required to deal with prospective situations" (Bandura, 1982) and it may vary corresponding on the situation (Bandura, 1989). It reflects one's self-confidence that means individual is capable of mobilizing the motivation, cognitive resources, and courses of action needed to fulfill situational demands (Wood and Bandura, 1989).
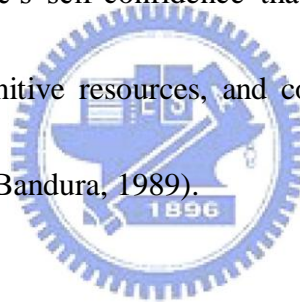
2.4.1 Successful Outcome

In case of successful outcome, people with high and low self-efficacy would attribute the outcome to themselves (Stajkovic and Sommer, 2000). Figure 2 summarized the tendency of attribution for both high and low self-efficacy. High self-efficacy reflects a strong belief that people can use their ability to produce positive results. Comprehensively, they would attribute the successful out come to internal causes.

Low self-efficacy is defined as people's conviction that they are less capable of completing the task (Bandura, 1982). However, since the self-enhancing tendency which

reflects people's tendency to associate themselves more with successes than failures. In case of successful outcome, people are likely to perceive a positive relationship between their behavior and successful outcome (Miller & Ross, 1975). As a result, customers with low self-efficacy would also attribute the success to internal causes.

2.4.2 Unsuccessful Outcome

According to Stajkovic and Sommer (2000), when service failed, customers with high self-efficacy would attribute the failure externally and customers with low self-efficacy would attribute the failure internally. Figure 2 showed the tendency of attribution for both high and low self-efficacy. High self-efficacy lead to perceptions of successful task performance but not to failure ones (McAuley, Duncan, & McElroy, 1989) which render unsuccessful outcome to be perceived as unexpected events and deflected to causes beyond control. By attributing externally, people with high self-efficacy could deal with and explain unexpected failure (Ross & Fletcher, 1985). Thus, individuals with high self-efficacy would attribute the unsuccessful outcome to external causes.

Bandura (1986) suggested that people with low self-efficacy would regard the failed event as internally determined because out of the weak convictions about their capabilities to do the task. Thus, low self-efficacy would attribute the unsuccessful outcome to internal causes.
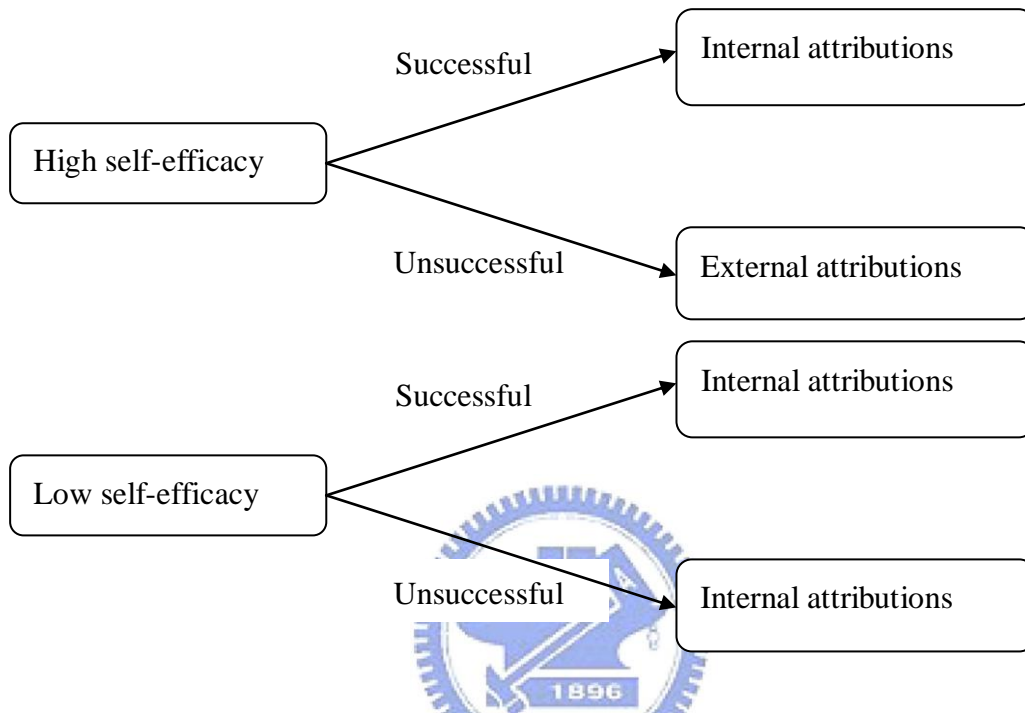
Figure 2 the relationship between self-efficacy and attribution

2.5 Hypothesis

According to 2.4, self-efficacy is individuals' confidence in their ability to organize and execute a given course of action to eliminate obstacles or accomplish tasks (Bandura, 1986). It can be the major determinant of goal setting, activities, willingness to expend effort and persistence (Stajkovic and Sommer, 2000). In successful outcomes, people with high participation and high self-efficacy would attribute internally easily than low participation. Therefore, they would attribute less to service provider. As for people with low self-efficacy, although they would attribute the outcome externally, people with high participation would more likely to attribute to service provider than low-participation ones. There were two dependent variables: attribution of firm and attribution of self, would be measured in this study.
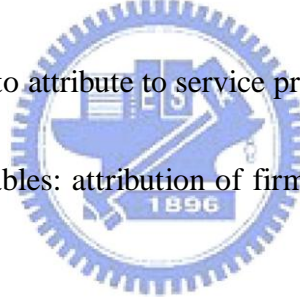
H1a: When a service outcome is *successful*, for *high self-efficacy* customers, a higher level of customer participation will lead (i) less attribution to *firm*; (ii) more attribution to *self* for the successful outcome.

H1b: When a service outcome is *successful*, for *low self-efficacy* customers, a higher level of customer participation will lead (i) less attribution to *firm*; (ii) more attribution to *self* for the successful outcome.

In unsuccessful outcomes, base on statements above, self-efficacy is customers' confidence in their ability to execute given courses of action to eliminate some obstacles or accomplish some tasks (Bandura, 1986). In this way, self-efficacy and attribution to firm may be related positively in perception of customers with high participation. When customers have high participation, high self-efficacy will make them take less responsibility and blame the firm more. However, customers with low self-efficacy would take more responsibility and blame the firm less.

H2a: When a service outcome is *unsuccessful*, for *high self-efficacy* customers, a higher level of customer participation will lead (i) more attribution to *firm*; (ii) less attribution to *self* for the unsuccessful outcome.

H2b: When a service outcome is *unsuccessful*, for *low self-efficacy* customers, a higher level of customer participation will lead (i) less attribution to *firm*; (ii) more attribution to *self* for the unsuccessful outcome.
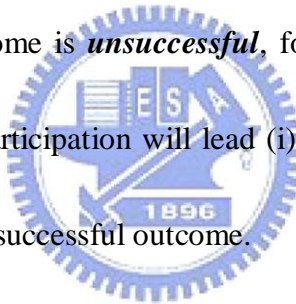
2.6 Research Framework

The major purpose of this research was to identify (1) whether the self-efficacy has impact on customer participation and blaming the firms by influencing the perceived responsibility of customers and (2) how did the outcome of service lead each level of customer participation to blame the firms in distinct degree by perceived distinct responsibility. The conceptual structure to the overall research is presented in figure 3 below.
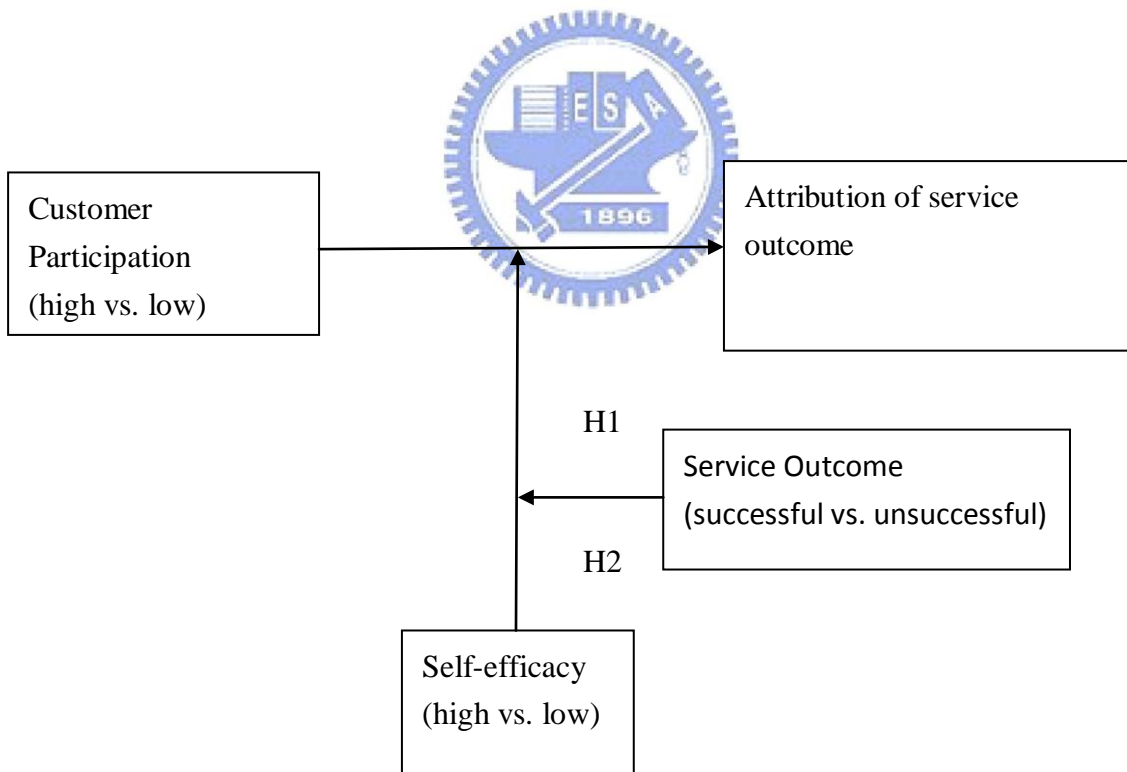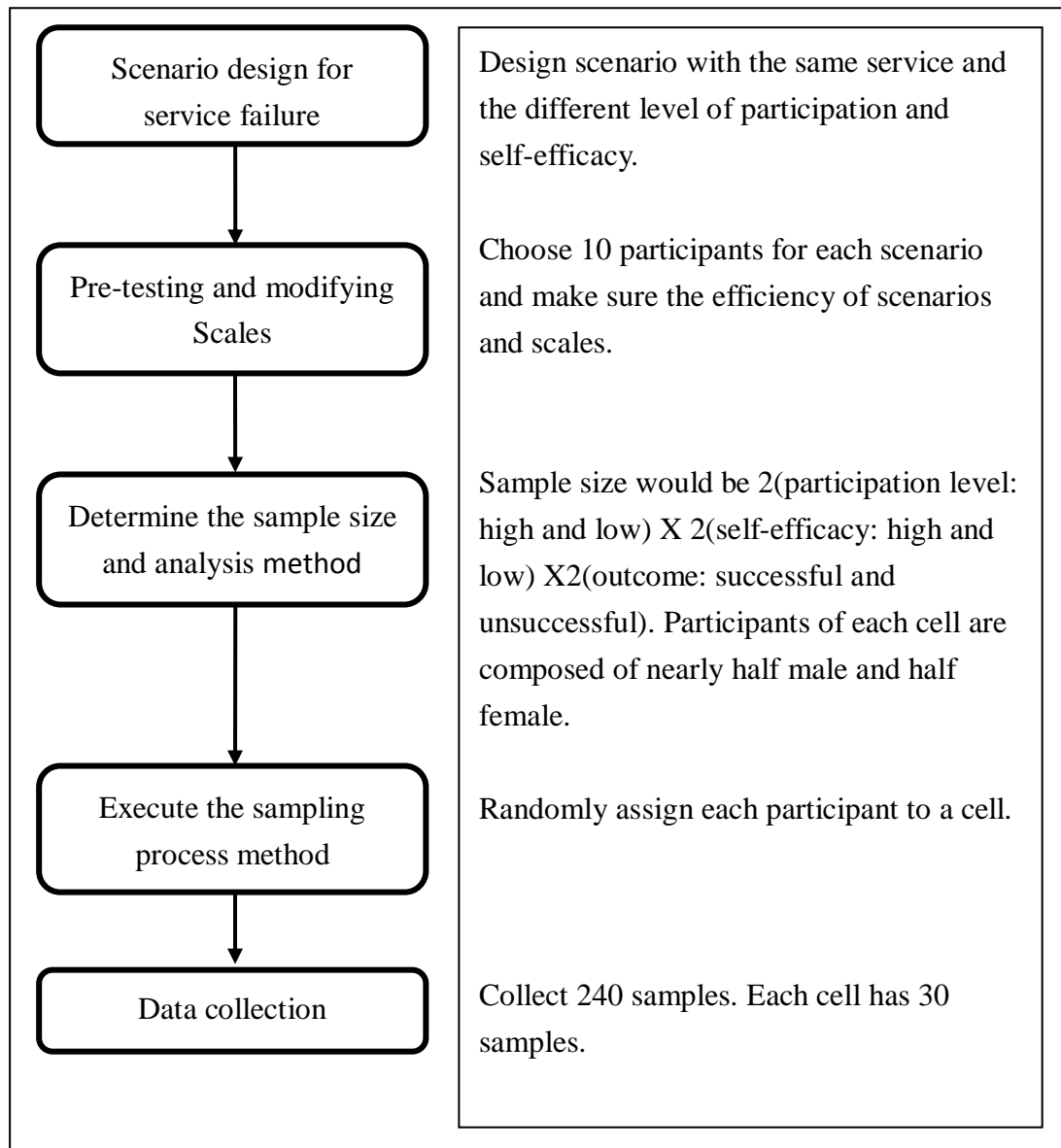

Figure 3 Research Framework

Chapter 3　Research Methodology

3.1 Conceptual research framework

Scenario design for service failure	Design scenario with the same service and the different level of participation and self-efficacy.
Pre-testing and modifying Scales	Choose 10 participants for each scenario and make sure the efficiency of scenarios and scales.
Determine the sample size and analysis method	Sample size would be 2(participation level: high and low) X 2(self-efficacy: high and low) X2(outcome: successful and unsuccessful). Participants of each cell are composed of nearly half male and half female.
Execute the sampling process method	Randomly assign each participant to a cell.
Data collection	Collect 240 samples. Each cell has 30 samples.

Figure 4 Conceptual Research Frameworks

3.2 Designing scenario

The scenario used in this study was: an experience of English cram school. In that

scenario, the service failure is defined as "You didn't get a good grade and didn't pass the

test. " The reasons why we choose the English cram school are as follow. First of all, Yen

et al. (2004) showed that participation consists of information sharing, responsible

behavior and personal interaction. Using school for the scenario can fit that definition and

differentiate the level of participation easily. Second, self-efficacy has often been

investigated in educational studies, and it is easy to measure the level of self-efficacy.

Third, the experience of going to a cram school is familiar to people in Taiwan, and thus

participants could imagine such scenario easily. Although the scenario has some

deficiencies, we believed it was still appropriate for this research.

3.3 Experiment Design

A 2(participation level: high and low) x2(self-efficacy: high and low) x2(outcome:

successful and unsuccessful) between-subject factorial design matrix was used to test our

hypotheses: the impacts of attribution with distinct participation level, self-efficacy and

outcome. In this study, two levels of participation (high and low) were matched with two

levels of self-efficacy (high and low). Two conditions of outcome (successful and

unsuccessful) were viewed as the moderating variables that influenced the attribution. In

total, there are eight scenarios in this study. Thirty participants were asked to participate in

each scenario independently, which meant the sample size would be 240 (30x8=240).

Participants were exposed to a written scenario describing a service in an English

cram school. Half of them have service failure and others have not, such scenarios are

attached as Appendix I. Participants were told that it was a study about consumer behavior

and were given a questionnaire. The questionnaire contained three major parts. The first

part included three examples in English and listed questions about (SE) self-efficacy, such

examples were attached as Appendix II. In second part, participants were asked to read the

scenarios carefully and imagine being in the scenarios. And it listed some questions about

(AtF) attributions to firm and (AtS) attribution to self. The third part contained questions

about (LoC) locus of control and demographic information, and such questionnaire is

attached as Appendix III.

3.4 Measurement

3.4.1 Participation

There are two participation levels in this study: high and low. The definition of

participation level in this study is "the tendency of attendance and the effort of learning ".

With higher level of participation, participants always attended classes and made preview,

review and interaction with teacher. As with low level of participation, participants always

be absented and did no preview, review or interaction with teacher. There were two items constructed in this study. They are, "I have high level of participation for the class." and "I didn't have the sense of participation." All of the items are verified on 7 points scales represented from "extremely agree" to "extremely disagree."

3.4.2 Self-efficacy

There are two self-efficacy levels in this study: high and low. The definition of self-efficacy level in this study is "the confidence of English test and comprehension of class". With higher level of self-efficacy, participants would have confidence in passing the English test and believe that they can learn well in the class. As with lower level of self-efficacy, participants did neither have confidence on passing the English test nor have ability to learn. Participants would be asked to do all the questions and recorded the number of correct answers. According to Mallin & Mayo (2006), there were some items available for this study. They can be adapted in two parts. One of them measuring the confidence of passing the test, and the items were "I am confident to pass the English test", "I can answer most of the questions with the same difficulty as the examples" and " I believed I can get good grades in this English test." Another category measured the comprehension of class, and the items were "I am able to learn English", "I can comprehend the materials in class" and "I am more efficient than others in the class." All of the items are 7-points Likert-scale.

3.4.3 Attribution to Firm

In research by Maxham III and Netemeyer (2002), the level of attribution to firm could be measured in three items: They were "Overall, the cram school should take that responsibility", "the cram school make that outcome" and "For the outcome, I would blame/praise the cram school." All of the items are verified on 7-points Likert-scale.

3.4.4 Attribution to Self

In Coe et al (1982), attribution to self can be measured in three items. All of the items were verified on 7-points Likert-scale. They were " For the outcome, that was my fault/credit", "I should take responsibility" and "I would blame/praise myself."

3.5 Data Collection

The data was gathered from 80 participants in the pilot study and 240 participants in the main study. Data were collected via two major channels. First, the questionnaires were delivered to students in the classes at National Chiao Tung University (NCTU) and National Cheng Chi University (NCCU). The second channel was using the Internet to distribute and collect questionnaires online. Eight questionnaires with distinct scenarios were mixed and were given randomly to subjects. All participants were told about the purposes of this study, and were asked to complete the questionnaires carefully.

3.6 Manipulation Check Items

The reliability for the scenario descriptions can be measured by two-item with Likert-scale. They are "The story reflects what might happen in the real world" and "I had no difficulty imagining myself in the situation." The mean is 5.19 (above 4) meaning that the scenario is realistic. And one manipulation check was conducted to test whether the participation was identified a high or low. Another manipulation check is conducted to test whether the self-efficacy can be grouped into high or low. The scale items are mentioned in 3.4.1 and 3.4.2 above. In addition, the results of the manipulations are reported in chapter four.

3.7 Pilot Study

A pilot study was conducted to test the reliability of the questionnaire. It could discover the limitations and misunderstandings in the experiment. Then, the limitations or misunderstandings could be modified in the main study. After two failed and subsequent modifications, the third trial of the pilot study was successful.

The pretest was made through giving 80 participants the experimental questionnaires, and telling them the research was about consumer behavior. There were 41 male and 39 female participants. Forty-one of the 80 participants were students.

The reliability of scale for attribute to firm is 0.829 (Table 1) and the reliability of

scale for attribute to individual is 0.901 (Table 1). Both were higher than 0.7, and hence

there is a significant difference between high and low participation group (p<0.00). The

difference between the self-efficacy groups is significant as well (p<0.00).

Table 1 Reliability Statistics of Attribution to firm and Attribution to self

Construct	Cronbach's Alpha	N of Items
Attribution to firm	.829	3
Attribution to self	.901	3

Chapter 4   Data Analysis and Results

This chapter contains the analysis and the results of the study, and simultaneously provides the background of the respondents, the manipulation check, and the reliability of the results. Since participants thought the situations described in the scenarios would happen in real life, the following tests and discussions were meaningful. Some data analysis methods such as ANOVA and Independent-Sample T Test are adopted to test the hypotheses and using the tool of SPSS 15.0.

4.1 Manipulation check
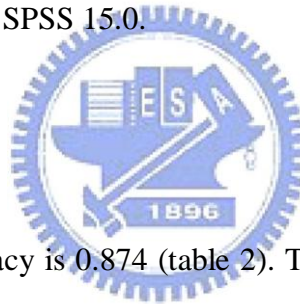
The reliability of self-efficacy is 0.874 (table 2). The manipulation checks would be tested by Independent-Sample T Test. There are both 120 participants in high and low self-efficacy. The research results are presented in table 3, showing significant difference between high and low self-efficacy ($p < 0.01$). Therefore, the manipulation check is successful.

The reliability of participation is 0.797 (table 2). There are both 120 participants in high and low participation. The results are showed in table 4. There are also significant difference between high and low participation ($p < 0.01$). And the manipulation check is also successful.

Table 2 Reliability Statistics of Self-efficacy and Participation

Construct	Cronbach's Alpha	N of Items
Self-efficacy	.874	6
Participation	.797	2

Table 3 Manipulation Check of Self-efficacy

self-efficacy group	N	Mean	Std. Deviation	T	Sig. (2-tailed)
high self-efficacy	120	5.094	1.1195	14.923	0.000*
low self-efficacy	120	3.168	.8639		

Table 4 Manipulation Check of Participation

participation group	N	Mean	Std. Deviation	T	Sig. (2-tailed)
high participation	120	4.93	.911	18.718	0.000*
low participation	120	2.90	.758		

4.2 Background of participants

From the total 240 samples, 90.8% of them have the experience of going to English

cram school (table 7) and only 22.1% go there for specific English test (table 8). 55.4%

are students, 54.2% are male, 67.1% are 21 to 25 years old and 52.9% have master degree.

The demographics of participants were showed as follows (table 9).

Table 5 Experience of Participants

		Frequency	Percent
I have ever gone to	No	22	9.2
the English cram	Yes	218	90.8
school.	Total	240	100

Table 6 Purpose of Participants to cram school

		Frequency	Percent
I go to the cram	No	187	77.9
school for English	Yes	53	22.1
test.	Total	240	100

Table 7 Demographics of Participants

	Category	Frequency	Percent
Gender	Female	110	45.8
	Male	130	54.2
	Total	240	100
Age	Under 15	2	0.8
	16-20	17	7.1
	21-25	161	67.1
	26-30	51	21.3
	31-35	8	3.3
	Over 36	1	0.4
	Total	240	100
Education degree	Junior high	2	0.8
	Senior high	4	1.7
	Junior College	10	4.2
	College	97	40.4
	Graduate upward	127	52.9
	Total	240	100
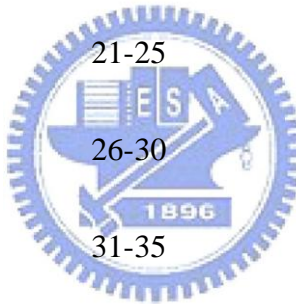
Occupation	Student	133	55.4
	Others	107	44.6
	Total	240	100

4.3 Reliability Analysis

The reliability of attribution of firm and attribution of self would be examined at this part. The reliability of the results is tested by Cronbach's alpha. If it is above 0.7, that means the scale of this study is reliable. Table 10 shows the reliability of these two constructs. As result, this study is reliable.
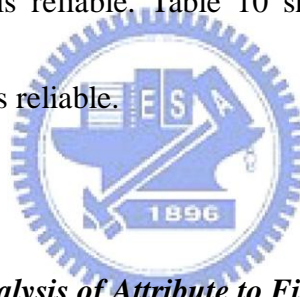
Table 8 Reliability Analysis of Attribute to Firm and Attribute to Self

Construct	Cronbach's Alpha	Number of item
Attribute to firm	0.829	3
Attribute to self	0.889	3

4.4 Analysis of Results

4.4.1 Customer attribution of firm for the successful outcome

ANOVA was adopted to examine whether participation and self-efficacy would influence the attribution to firm in successful outcomes. Hypotheses 1a and 1b suggested that when a service outcome is successful, no matter high or low self-efficacy, higher participation will lead less attribution to service provider.

Table 11 indicated that self-efficacy and participation would have significant interaction. And as in figure 5, in high participation, low self-efficacy would attribute for the successful outcome to the firm more than low participation and high self-efficacy would attribute the firm less. Thus, the Hypotheses 1a was supported but Hypotheses 1b did not.
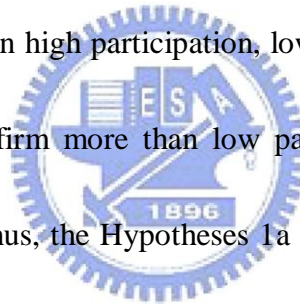
Table 9 Tests of self-efficacy and participation

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	16.232(a)	3	5.411	5.941	.001*
Intercept	1548.008	1	1548.008	1699.689	.000*
SE_G	5.208	1	5.208	5.719	.018*
Par_G	.023	1	.023	.025	.874
SE_G * Par_G	11.001	1	11.001	12.079	.001*
Error	105.648	116	.911		
Total	1669.889	120			

Dependent Variable: attribute to firm

Note: Self-efficacy (SE_G)

Participation (Par_G)
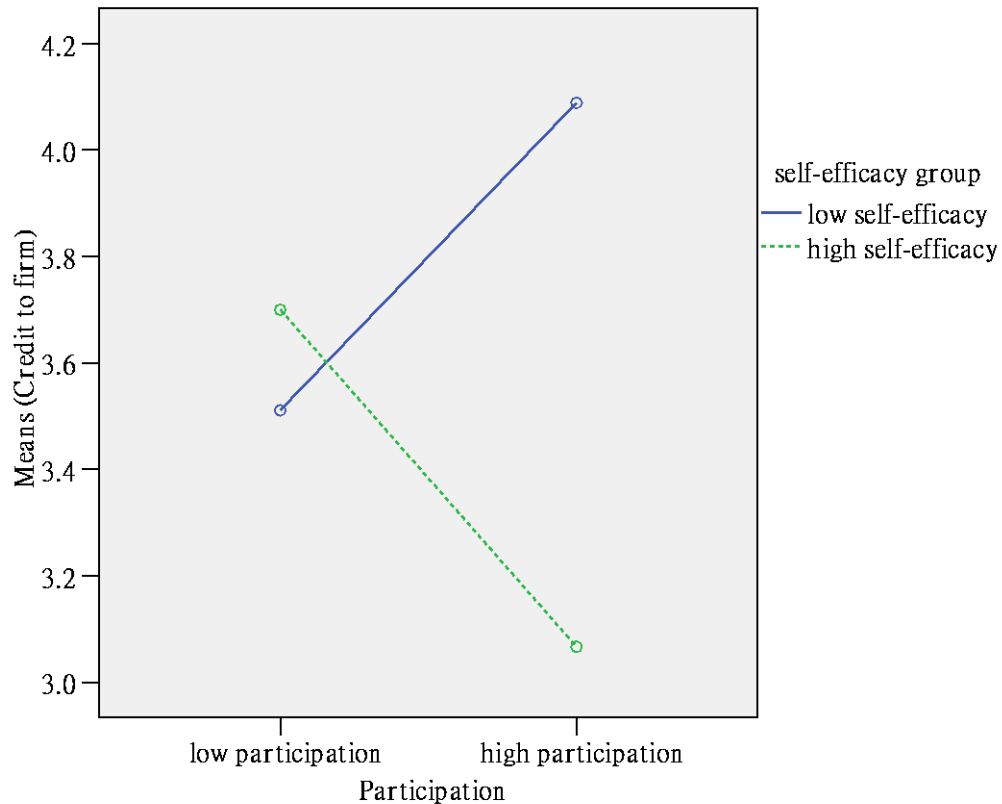
Figure 5 The interaction between participation and self-efficacy on attribution to firm

4.4.2 Customer attribution of self for the successful outcome

As Hypotheses 1a and 1b, when the outcome is successful, high participation would attribute the success to him/her self more no matter high or low self-efficacy. And ANOVA was adopted to test these hypotheses.

Table 12 indicated that self-efficacy and participation did not have significant interaction. As the figure 5, both high and low self-efficacy would take the credit in high participation. Thus, both Hypotheses 1a and 1b were supported.

Table 10 Tests of self-efficacy and participation

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	20.670(a)	3	6.890	5.998	.001*
Intercept	3141.633	1	3141.633	2734.892	.000*
SE_G	17.633	1	17.633	15.350	.000*
Par_G	2.904	1	2.904	2.528	.115
SE_G * Par_G	.133	1	.133	.116	.734
Error	133.252	116	1.149		
Total	3295.556	120			

Dependent Variable: attribute to self

Note: Self-efficacy (SE_G)

Participation (Par_G)
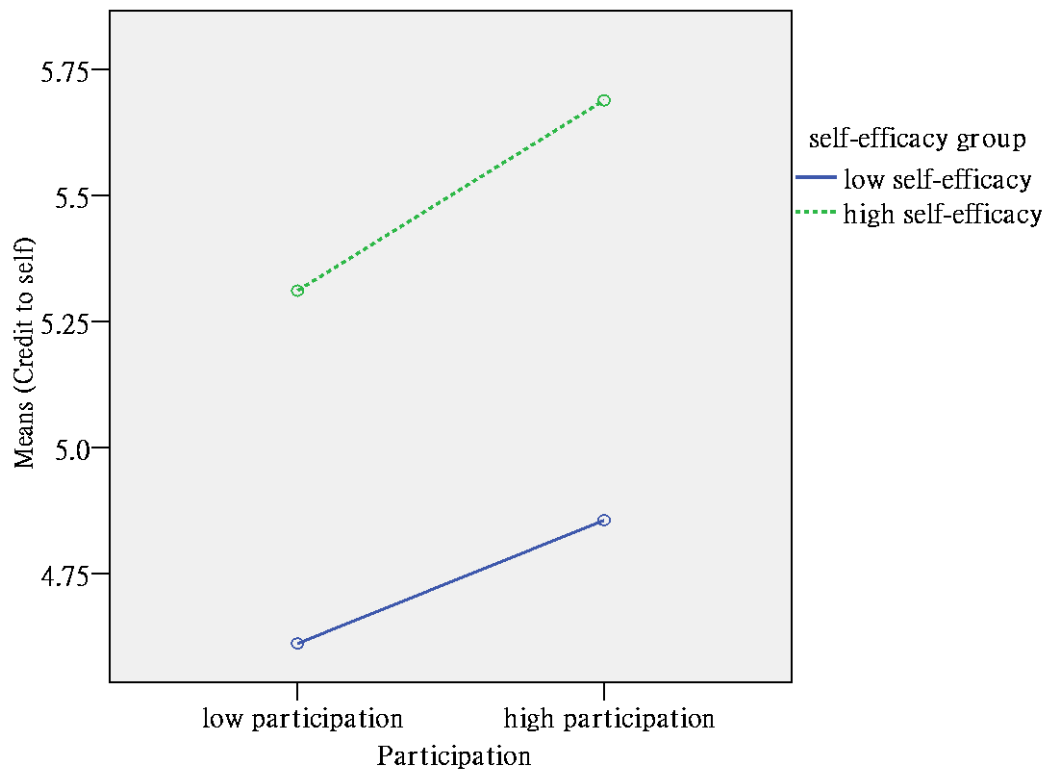
Figure 6 The interaction between participation and self-efficacy on attribution to self

4.4.3 Customer attribution of firm for the unsuccessful outcome

ANOVA was also used to examine whether participation and self-efficacy would influence the attribution to firm in unsuccessful outcomes. Hypotheses 2a and 2b suggested that when a service outcome is unsuccessful, people with higher participation would blame the firm more if they possessed high self-efficacy and vice versa.

Table 13 showed that the interaction between self-efficacy and participation was

significant. And figure 6 indicated that with high participation and high self-efficacy, customers would blame the firm more than with low self-efficacy. Therefore, both Hypotheses 2a and 2b were supported.

Table 11 Tests of self-efficacy and participation

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	44.069(a)	3	14.690	12.730	.000*
Intercept	1222.408	1	1222.408	1059.346	.000*
SE_G	8.712	1	8.712	7.550	.007*
Par_G	13.112	1	13.112	11.363	.001*
SE_G * Par_G	22.245	1	22.245	19.278	.000*
Error	133.856	116	1.154		
Total	1400.333	120			

Dependent Variable: attribute to firm

Note: Self-efficacy (SE_G)

Participation (Par_G)
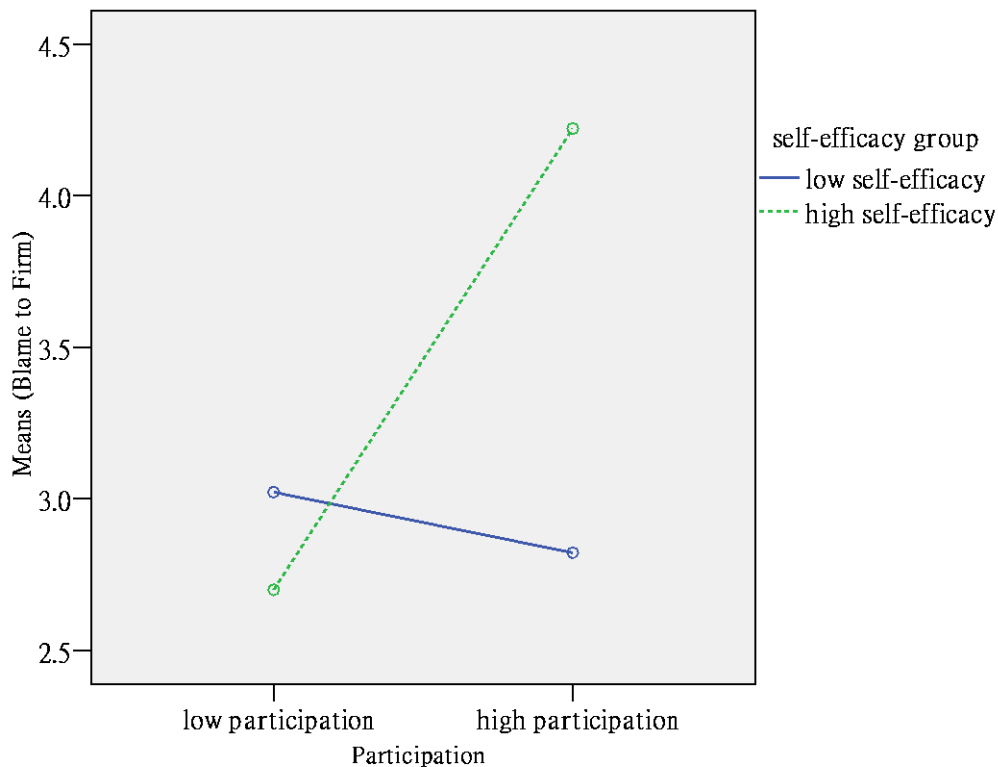
Figure 7 The interaction between participation and self-efficacy on attribution to firm

4.4.4 Customer attribution of self for the unsuccessful outcome

As stated in Hypotheses 2a and 2b, when the outcome is unsuccessful, high participation would attribute the failure less to him/her self in high self-efficacy and more to him/her self in low self-efficacy. ANOVA was adopted to test these two hypotheses.

Table 14 indicated that self-efficacy and participation did not have significant interaction. As the figure 7, both high and low self-efficacy would not blame themselves in high participation. Thus, Hypotheses 2a was supported but 2b did not.

Table 12 Tests of self-efficacy and participation

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	4.906(a)	3	1.635	1.821	.147
Intercept	3459.712	1	3459.712	3853.009	.000*
SE_G	.675	1	.675	.752	.388
Par_G	3.223	1	3.223	3.590	.061
SE_G * Par_G	1.008	1	1.008	1.123	.291
Error	104.159	116	.898		
Total	3568.778	120			

Dependent Variable: attribute to self

Note: Self-efficacy (SE_G)

Participation (Par_G)

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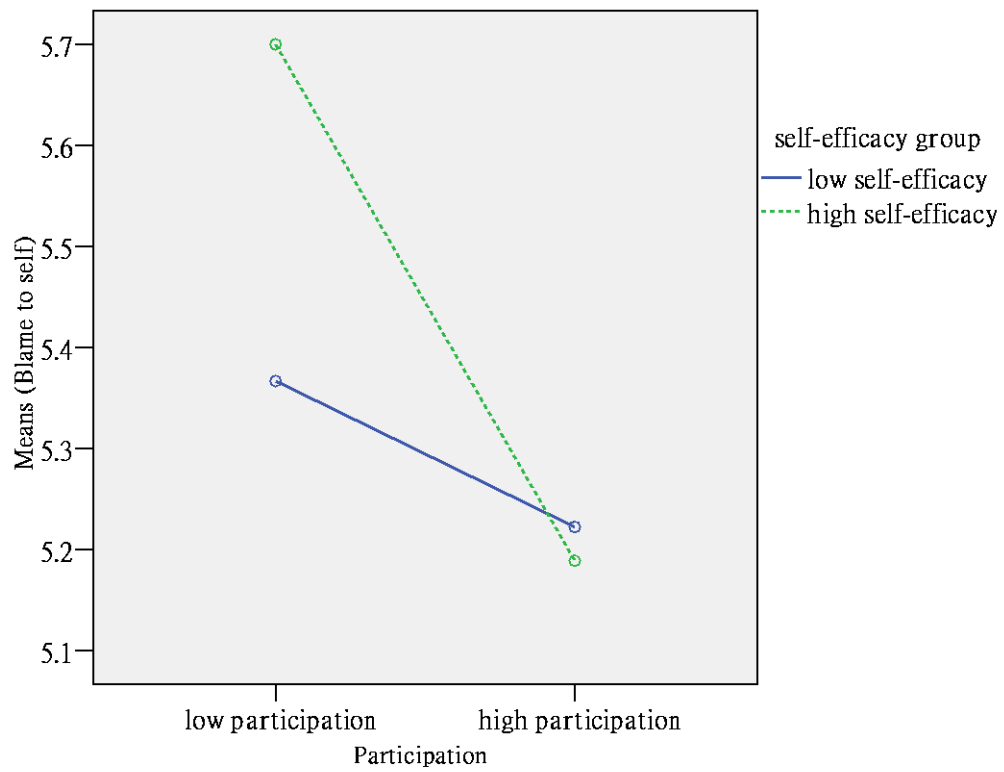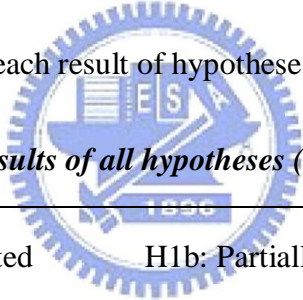
Figure 8 The interaction between participation and self-efficacy on attribution to self

Chapter 5 Discussion and Future Research

5.1 Discussion

Table 15 summarizes the results of hypotheses. H1a was supported and H1b was partially supported. H1b was not supported when the dependent variable was attribution to firm, but was supported when the dependent variable was attribution to self. H2a was supported. H2b was partially supported. H2b was supported when the dependent variable was attribution to firm, but was not supported when the dependent variable was attribution to self. Details about each result of hypotheses were discussed as follows.

Table 13 Results of all hypotheses (summarized)

H1a: Supported	H1b: Partially supported
H2a: Supported	H2b: Partially supported

5.1.1 Participation, self-efficacy, and attribute to firm for the service outcome

The results of this study indicated that when outcome was successful, customers with high self-efficacy would attribute less to firm in high participation than in low participation. But those with low self-efficacy should be internally attributed, and they

attributed more to firm in high participation than in low. The reasons might be that those people were not confident. Although the outcome was successful, they intended to attribute such result to firm. Therefore, it gained a distinct result with hypotheses.

In the unsuccessful outcomes, the hypotheses was supported. For people with high participation and high self-efficacy, they were confident in his/her ability so that the outcome would be attributed externally. Customers might further blame the firm. Customer with low self-efficacy would attribute the outcome internally for his/her high participation and blame the firm less.

5.1.2 Participation, self-efficacy, and attribute to self for the service outcome

As a result, in successful outcomes, both customers with high and low self-efficacy engaged in self-enhancing attribution that would take the credit and attribute the outcome internally. And in unsuccessful outcomes, both customers with high and low self-efficacy engaged in self-protective attribution that attributes the outcome externally and denies responsibility for failure.

Summing up 5.1.1 and 5.1.2, attributions to firm and individuals are not always reverse. They were elevated or decreased by the events independently.

5.2 Implications

This study can be used to explain phenomenon in our daily life such as public safety.

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When the public safety is well, people would take the credit regardless of their self-efficacy. When the public safety is poor, people with high self-efficacy would lead attribution to external but low self-efficacy wouldn't.

And this study indicated that those customers with high participation and low self-efficacy would attribute service outcome more to firm when the service outcome is successful. Firm should care those customers because they would have higher satisfaction, repurchase intension and positive WOM after successful outcome.

This study also indicated that when a service outcome is unsuccessful, customers with higher participation would blame more on firm for the outcome since they were high self-efficacy type and blame less on firm for low self-efficacy types. When there was a service failure, firm could make compensation more rapidly to those customers with high participation and high self-efficacy in order to raise their satisfaction.

5.3 Limitations and Future research

The results of this study introduced some ideas to researchers and managers about how customers make attributions, but still faced several limitations. First, 55.4 percent of participants were students, whose perception might not be the same as other consumers with distinct occupations. Seventy-five percent of participants were under 25 year old. Younger customers have distinct experience and preference that differ from those older

customers. To put this research into a more general sense, the data collection could cover distinct age and occupation groups.

Second, this study was measured by questionnaires with established scenario. It was convenient but not practically happened in the real world. To let the research more understandable, the survey or field research can be used in the future research.

Third, the scenario used in this study was English cram school which belonged to service industry. There were still many kinds of products and service that were not verified in this study. In the future, they could be addressed in the further research.

Finally, the self-efficacy was adopted as moderating variable in this study and it could really influence in that situation. There were some factors that also influenced the attributions such as self-esteem. Those factors could also be addressed in future researches.

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APPENDIX I

Scenarios in Chinese

情境 A

　　爲了能順利通過大學畢業審查，你將參加上述的英文檢定考試並報名英語補習

班的課程。

　　課程期間，<u>你**每次都出席上課**，認真做好預習及複習</u>，也會主動問老師問題。

　　最後你參加考試，<u>**成績並不理想，沒有達到學校規定的標準**</u>。

情境 B

　　爲了能順利通過大學畢業審查，你將參加上述的英文檢定考試並報名英語補習

班的課程。

　　課程期間，<u>**你常常缺席，**並沒每次都預習及複習</u>，也很少和老師互動。

　　最後你參加考試，<u>**成績並不理想，沒有達到學校規定的標準**</u>。

情境 C

為了能順利通過大學畢業審查，你將參加上述的英文檢定考試並報名英語補習

班的課程。

課程期間，<u>**你每次都出席上課**</u>，<u>認真做好預習及複習</u>，也會主動問老師問題。

最後你參加考試，<u>**成績通過及格門檻**</u>。

情境 D

為了能順利通過大學畢業審查，你將參加上述的英文檢定考試並報名英語補習

班的課程。

課程期間，<u>**你常常缺席，**並沒每次都預習及複習</u>，也很少和老師互動。

最後你參加考試，<u>**成績通過及格門檻**</u>。

APPENDIX II

Examples of English test

High self-efficacy:

1. It's eight o'clock now. Sue_____ in her bedroom.

    (A) study

    (B) studies

    (C) studied

    (D) is studying

2. After we ate the fried chicken, our fingers were oily, so we asked the waitress for

    more _____.

    (A) napkins

    (B) packages

    (C) orders

    (D) menus

3. Jack worked at the restaurant last year, but he doesn't work there _____.

    (A) again

    (B) anymore

    (C) anywhere

    (D) anyway

The answers are： 1.(D) 2.(A) 3.(B)

Low self-efficacy:

1. There was an oddly _____ inflection to his speech, some said, a sense of merely going

through the motions.

(A)roguish

(B)lackadaisical

(C)mellifluous

(D)acerbic

(E)reserved

2. The two reputable hydro geologists drafted some highly optimistic projections－with

the _____that these were speculative and should of course be tested.

(A)caveat

(B)analysis

(C)hypothesis

(D)précis

(E)imprimatur

3. Although Johnson's and Smith's initial fascination with the fortunes of those jockeying

for power in the law firm _____after a few months, the two paid sufficient attention to

determine two their lunch partners should be.

(A)revived

(B)emerged

(C)intensified

(D)flagged

(E)persisted

The answers are：1.(B) 2.(A) 3.(D)

Taking Scenario A and high self-efficacy for example

您好：

非常感謝您撥冗回答以下問題，您的回答對我們的研究將有極大的幫助。

本研究目的在於了解消費者對服務的看法。我們會請您先讀一小段情境故事，再請您針對故事情境回答問題。本問卷約六分鐘可以完成，採不記名方式，所有資料僅供學術研究之用，絕不對外公開，請您安心作答。衷心感謝您的合作！

敬祝　　　　健康快樂、萬事如意

國立交通大學管理科學研究所

指導教授：張家齊　　博士

學生：　　莊淑涵　　敬上

這份問卷共有三個部分。在第一部份中，您會先閱讀三題英文檢定例題，並請根據自己的感受回答幾個問題。第二部分是一段有關於英文檢定考試的情境，在閱讀情境故事時，**想像自己就是故事中的主角**，我們將會詢問您一些跟情境故事相關的問題，請您以故事主角的立場去回答這些問題。最後在第三部分中，請您留下您的個人資訊。謝謝您！

第一部分─英文檢定例題

你所就讀的大學規定學生要取得畢業資格，必須通過某英文檢定。

以下是該英文檢定官方網站中所公布的三題英文例題。請您試著作答這

三個問題，您不一定需在問卷上寫下你的答案，我們將在題目最後公布

正確解答。

1. It's eight o'clock now. Sue＿＿＿＿ in her bedroom.
   (A) study
   (B) studies
   (C) studied
   (D) is studying
2. After we ate the fried chicken, our fingers were oily, so we asked the waitress for more _____.
   (A) napkins
   (B) packages
   (C) orders

(D) menus

3. Jack worked at the restaurant last year, but he doesn't work there _____.

   (A) again

   (B) anymore

   (C) anywhere

   (D) anyway

以上三題的答案是： 1.(D) 2.(A) 3.(B)

1. 針對上述例題，我答對了幾題？ ☐ 1 ☐ 2 ☐ 3

請依照自己試答完上述英檢例題後的感受，回答下列問題。

		非常不同意	不同意	有點不同意	沒意見	有點同意	同意	非常同意
		1	2	3	4	5	6	7
2.	我對通過上述英文檢定很有信心	☐	☐	☐	☐	☐	☐	☐
3.	我能答對大部分與上述例題同等難度的試題	☐	☐	☐	☐	☐	☐	☐
4.	我有信心在此英文檢定中得到好成績	☐	☐	☐	☐	☐	☐	☐

為了通過此英文檢定，你思考是否參加補習班專為此英文檢定所開

設的課程。

請依照過去您參加英文補習的經驗，以及此次英檢的難度，回答下列問題。

1.	我覺得自己**學習**英文的能力很好	☐	☐	☐	☐	☐	☐	☐
2.	我相信自己能**吸收此**英檢補習課程中老師所教授的內容	☐	☐	☐	☐	☐	☐	☐
3.	我相信自己參加此英檢補習課程的**學習**效果比其他同學好	☐	☐	☐	☐	☐	☐	☐

第二部分—情境故事

　　在這個部分裡，您會讀到一段有關服務失敗的情境故事，在閱讀情境故事時，**請想像自己就是故事中的主角**。

　　為了能順利通過大學畢業審查，你決定參加上述的英文檢定考試並報名英語補習班的課程。

　　課程期間，你<u>每次都出席上課</u>，<u>認真做好預習及複習</u>，<u>也會主動問老師問題</u>。最後你參加考試，成績並<u>不理想</u>，<u>沒有</u>達到學校規定的標準。

請您逐一回答下列題目：

1. 對於考試的結果，我覺得補習班跟自己需要負責的比例是：

補習班　□0% □10% □20%□30%□40%□50%□60%□70%□80%□90%□100%
＋ 自己　□0% □10% □20%□30%□40%□50%□60%□70%□80%□90%□100%
＋ 運氣　□0% □10% □20%□30%□40%□50%□60%□70%□80%□90%□100%
＝100%
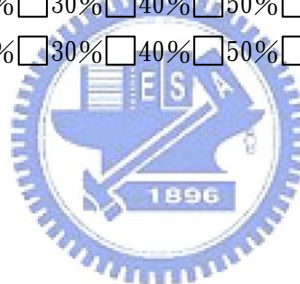
	非常不同意	不同意	有點不同意	沒意見	有點同意	同意	非常同意
	1	2	3	4	5	6	7
2. 對於考試成績不佳，我覺得**補習班**要負大部分責任	□	□	□	□	□	□	□
3. 對於考試成績不佳，我覺得是**補習班**的錯誤	□	□	□	□	□	□	□
4. 對於考試成績不佳，我會責怪**補習班**	□	□	□	□	□	□	□
5. 對於考試成績不佳，我覺得是**自己**的錯	□	□	□	□	□	□	□
6. 對於考試成績不佳，**自己**應該要負責	□	□	□	□	□	□	□
7. 對於考試成績不佳，我會責怪**自己**	□	□	□	□	□	□	□
8. 我考試成績不佳，是因為運氣的關係	□	□	□	□	□	□	□
9. 我會向朋友抱怨這間補習班	□	□	□	□	□	□	□
10. 當我的朋友在尋找類似服務時，我會告訴他們不要到這間補習班	□	□	□	□	□	□	□
11. 我會告訴親戚或朋友，不要到這家補習班補習	□	□	□	□	□	□	□
12. 我願意再來這間補習班上課	□	□	□	□	□	□	□

13.	我會再來這間補習班上課的可能性很高	☐	☐	☐	☐	☐	☐	☐
14.	下次如果我要補英文，我會選擇這間補習班。	☐	☐	☐	☐	☐	☐	☐
15.	我對這間補習班所提供的服務感到滿意	☐	☐	☐	☐	☐	☐	☐
16.	我感到高興我選擇了這間補習班	☐	☐	☐	☐	☐	☐	☐
17.	對這間補習班我的正面經驗高於我的負面經驗	☐	☐	☐	☐	☐	☐	☐
18.	我認為我參與課程程度高	☐	☐	☐	☐	☐	☐	☐
19.	我覺得我在課程中沒有參與感	☐	☐	☐	☐	☐	☐	☐
20.	故事中類似的情況是有可能發生的	☐	☐	☐	☐	☐	☐	☐
21.	發生描述的故事是可能在真實世界中發生的	☐	☐	☐	☐	☐	☐	☐

第三部分—個人資料

請根據您的**個性與實際經驗**來回答下列問題：

		非常不同意	不同意	有點不同意	沒意見	有點同意	同意	非常同意
		1	2	3	4	5	6	7
1.	我相信自己種了什麼因，就會得到什麼果	☐	☐	☐	☐	☐	☐	☐
2.	要讓下屬把事情做好，要看管理者的能力，和運氣沒有關係	☐	☐	☐	☐	☐	☐	☐
3.	我訂了計畫，都能確定我能使這些計畫成功	☐	☐	☐	☐	☐	☐	☐

4. 請問您是否曾補過英文？ ☐有 ☐沒有

5. 請問您是否曾為了英文檢定而補習？☐有 ☐沒有

6. 請問您補習英文的經驗大約多久？
☐1 年以內 ☐1~5 年 ☐5~10 年 ☐10~15 年 ☐15~20 年 ☐20 年以上

請提供您的個人基本資料
1. 性別 ☐男 ☐女
2. 年齡
☐15 以下 ☐16~20 ☐21~25 ☐26~30 ☐31~35
☐36~40 ☐41~45 ☐46~50 ☐51 以上
3. 最高教育程度
☐國中或初中 ☐高中、高職 ☐專科 ☐大學或學院 ☐研究所以上
4. 請問您目前的職業
☐軍、公、教 ☐資訊科技 ☐工商、貿易 ☐農林漁牧業
☐服務業 ☐家管 ☐學生 ☐其他＿＿＿＿＿＿