

**CAPITAL UNIVERSITY OF SCIENCE AND  
TECHNOLOGY, ISLAMABAD**



**Impact of Internal Marketing on Faculty's  
Service Quality with Mediating Role of Job  
Satisfaction: A Study of Higher Education  
Institutions of Pakistan**

by

**Arif I. Vaseer**

A thesis submitted in partial fulfillment for the  
degree of Doctor of Philosophy

in the

**Faculty of Management & Social Sciences  
Department of Management Sciences**

2018

---

**Impact of Internal Marketing on Faculty's  
Service Quality with Mediating Role of Job  
Satisfaction: A Study of Higher Education  
Institutions of Pakistan**

By

Arif I. Vaseer

(PM071002)

**Dr. Krisztina Kolos, Associate Professor  
Corvinus Business School  
Corvinus University of Budapest, Hungary**

**Dr. Monika Alt, Associate Professor  
Universitatea Babes-Bolyai, Romania**

**Dr. Khurram Shahzad  
(Thesis Supervisor)**

**Dr. Sajid Bashir  
(Head, Department of Management Sciences)**

**Dr. Arshad Hassan  
(Dean, Faculty of Management & Social Sciences)**

**DEPARTMENT OF MANAGEMENT SCIENCES  
CAPITAL UNIVERSITY OF SCIENCE AND TECHNOLOGY  
ISLAMABAD**

**2018**

Copyright © 2018 by Arif I. Vaseer

All rights reserved. No part of this thesis may be reproduced, distributed, or transmitted in any form or by any means, including photocopying, recording, or other electronic or mechanical methods, by any information storage and retrieval system without the prior written permission of the author.

*This thesis is dedicated to my father Mr. Izzatullah Vaseer and my mother (late), who always loved me unconditionally and whose good examples have taught me to work hard for the things that I aspire to achieve in life. This work is also dedicated to my wife and my lovely kids Omair and Easha, who have been a constant source of support and encouragement during the challenging, arduous, and grueling stages which were part and parcel of the PhD process.*



**CAPITAL UNIVERSITY OF SCIENCE & TECHNOLOGY  
ISLAMABAD**

Expressway, Kahuta Road, Zone-V, Islamabad  
Phone: +92-51-111-555-666 Fax: +92-51-4486705  
Email: [info@cust.edu.pk](mailto:info@cust.edu.pk) Website: <https://www.cust.edu.pk>

**CERTIFICATE OF APPROVAL**

This is to certify that the research work presented in the thesis, entitled “**Impact of Internal Marketing on Faculty’s Service Quality with Mediating Role of Job Satisfaction: A Study of Higher Education Institutions of Pakistan**” was conducted under the supervision of **Dr. Khurram Shahzad**. No part of this thesis has been submitted anywhere else for any other degree. This thesis is submitted to the **Department of Management Sciences, Capital University of Science and Technology** in partial fulfillment of the requirements for the degree of Doctor in Philosophy in the field of **Management Sciences**. The open defence of the thesis was conducted on **September 11, 2018**.

Student Name: Mr. Arif I. Vaseer (PM071002)

---

The Examining Committee unanimously agrees to award PhD degree in the mentioned field.

**Examination Committee :**

- (a) External Examiner 1: Dr. Kashif ur Rehman,  
Professor  
Iqra University, Islamabad
- (b) External Examiner 2: Dr. Amir Gulzar,  
Associate Professor  
Foundation University, Rawalpindi
- (c) Internal Examiner : Dr. Sajid Bashir  
Associate Professor  
CUST, Islamabad

**Supervisor Name :** Dr. Khurram Shahzad  
Professor  
Riphah Int. University, Islamabad

**Name of HoD :** Dr. Sajid Bashir  
Associate Professor  
CUST, Islamabad

**Name of Dean :** Dr. Arshad Hassan  
Professor  
CUST, Islamabad

## AUTHOR'S DECLARATION

I, **Mr. Arif I. Vaseer** (Registration No. PM-071002), hereby state that my PhD thesis titled, '**Impact of Internal Marketing on Faculty's Service Quality with Mediating Role of Job Satisfaction: A Study of Higher Education Institutions of Pakistan**' is my own work and has not been submitted previously by me for taking any degree from Capital University of Science and Technology, Islamabad or anywhere else in the country/ world.

At any time, if my statement is found to be incorrect even after my graduation, the University has the right to withdraw my PhD Degree.



(**Mr. Arif I. Vaseer**)

Dated: 11 September, 2018

Registration No : PM071002

## PLAGIARISM UNDERTAKING

I solemnly declare that research work presented in the thesis titled “**Impact of Internal Marketing on Faculty’s Service Quality with Mediating Role of Job Satisfaction: A Study of Higher Education Institutions of Pakistan**” is solely my research work with no significant contribution from any other person. Small contribution/ help wherever taken has been duly acknowledged and that complete thesis has been written by me.

I understand the zero tolerance policy of the HEC and Capital University of Science and Technology towards plagiarism. Therefore, I as an author of the above titled thesis declare that no portion of my thesis has been plagiarized and any material used as reference is properly referred/ cited.

I undertake that if I am found guilty of any formal plagiarism in the above titled thesis even after award of PhD Degree, the University reserves the right to withdraw/ revoke my PhD degree and that HEC and the University have the right to publish my name on the HEC/ University Website on which names of students are placed who submitted plagiarized thesis.

Dated: 11 September, 2018



(Mr. Arif I. Vaseer)

Registration No. PM071002

## *List of Publications*

It is certified that following publication(s) has been made out of the research work that has been carried out for this thesis:-

1. Vaseer, A., Shahzad, K. (2016). Internal Marketing, Job Satisfaction and Service Quality: A Study of Higher Education Institutions of Pakistan. *The Dialogue*, Vol. XI, No. 04, Oct-Dec, 2016.

**(Arif I. Vaseer)**

Registration No: PM071002



## *Acknowledgements*

It is the grace of ALMIGHTY ALLAH, The Gracious and All Compassionate, that has led this work to its completion.

I sincerely thank my CUST family and colleagues, especially Dr. Muhammad Mansoor Ahmed (VC), Dr. Arshad Hassan (Dean), and Dr. Sajid Bashir (HOD) Department of Management Sciences, Capital University of Science and Technology, Pakistan for their inspiration, guidance and support all through my long association with CUST.

I will be committing a grave injustice if I do not mention about my supervisor Dr. Khuram Shahzad, for his dedicated and unmatched supervision, which lead to the completion of this study. He has been extremely patient, helpful and cooperative throughout this endeavor.

## *Abstract*

There is an increasing interest in research on internal marketing in the marketing services literature. This has arisen largely from the suggestion that internal marketing contributes to services companies' success through its role in developing customer satisfaction.

The birth of Internal Marketing has its roots in the 1980's, and originated with the purpose to provide continuous and consistently satisfying service quality. The term Internal Marketing has been derived from the word 'internal customers' which was first used by Berry (1981). Internal Marketing considers employees as internal customers and continuously aims to have them motivated in their jobs to encourage improved performance and better customer satisfaction.

This thesis examines the depth of understanding and applicability of Internal Marketing in the higher education sector, which is not a typical conventional service industry. It focuses on the relationship between perceptions of Internal Marketing and Organizational Commitment of employees in the higher education sector.

Up until now, while considering Education as a service provider, the marketer's focus has been limited to the external customers, who in the case are the students. This thesis explores the element of internal marketing which impacts job satisfaction and service quality of faculty members, employed in public and private universities in Pakistan. Our sample consists of 398 faculty members. The results provide evidence that all of internal marketing elements (employee motivation, empowerment, & market orientation) have significant effect on job satisfaction. The aspects of empowerment and motivation were found to have significant effect on service quality, while market orientation and recognition did not have any significant effect. On the other hand, job satisfaction has a strong effect on service quality, indicating the importance of this relationship. The results of this study will help universities to understand the concept and application of Internal Marketing in academia, and will guide university management in enhancing job

satisfaction and service quality, leading to improved employee performance and student satisfaction.

# Contents

<b>Author’s Declaration</b>	<b>v</b>
<b>Plagiarism Undertaking</b>	<b>vi</b>
<b>List of Publications</b>	<b>vii</b>
<b>Acknowledgements</b>	<b>viii</b>
<b>Abstract</b>	<b>ix</b>
<b>List of Figures</b>	<b>xiv</b>
<b>List of Tables</b>	<b>xv</b>
<b>1 Introduction</b>	<b>1</b>
1.1 Background of the Study . . . . .	1
1.2 Gap in Literature . . . . .	12
1.3 Problem Definition . . . . .	14
1.4 Problem Statement . . . . .	14
1.5 Higher Education in Pakistani Perspective . . . . .	14
1.6 Research Questions . . . . .	18
1.7 Objective of the Study . . . . .	19
1.8 Significance of the Study . . . . .	19
<b>2 Literature Review</b>	<b>21</b>
2.1 Underpinning Theories of the Current Study . . . . .	21
2.1.1 Equity Theory . . . . .	23
2.2 Internal Marketing and Job Satisfaction . . . . .	24
2.3 Employee Motivation and Job Satisfaction . . . . .	29
2.4 Employee Empowerment and Job Satisfaction . . . . .	31
2.5 Marketing Orientation and Job Satisfaction . . . . .	32
2.6 Job Satisfaction and Service Quality . . . . .	52
2.7 Internal Marketing and Service Quality . . . . .	53

2.8	Employee Motivation and Service Quality . . . . .	59
2.9	Employee Empowerment and Service Quality . . . . .	59
2.10	Mediating Role of Job Satisfaction . . . . .	60
2.11	Model of the Study . . . . .	61
2.12	Hypothesis . . . . .	62
<b>3</b>	<b>Research Methodology</b> . . . . .	<b>64</b>
3.1	Research Design . . . . .	64
3.2	Population and Sample . . . . .	64
3.3	Research Instrument . . . . .	65
3.4	Demographic Characteristic of Respondents . . . . .	66
3.4.1	Gender of Respondents . . . . .	66
3.4.2	Qualification of Respondents . . . . .	66
3.5	Data Collection Method . . . . .	67
3.5.1	Administration of Questionnaire . . . . .	67
3.5.2	Handling of Received Questionnaire . . . . .	68
3.6	Research Type . . . . .	68
3.7	Unit of Analysis . . . . .	68
3.8	Pre-testing of the Questionnaire (Pilot Study) . . . . .	68
3.9	Sampling Design . . . . .	69
3.10	Statistical Analysis . . . . .	69
3.10.1	Diagnostic Testing . . . . .	69
3.10.2	Structural Equation Modeling . . . . .	69
3.11	Scales . . . . .	70
<b>4</b>	<b>Data Analysis</b> . . . . .	<b>72</b>
4.1	Tests of Normality . . . . .	72
4.2	Statistical Tools . . . . .	79
4.3	Internal Consistency and Reliability . . . . .	80
4.4	Descriptive Statistics . . . . .	81
4.5	Correlation Analysis . . . . .	82
4.6	Path Analysis . . . . .	83
4.7	Internal Marketing and Faculty Service Quality with Mediation of Faculty Job Satisfaction . . . . .	87
4.8	Motivation and Faculty Service Quality With Mediation of Faculty Job Satisfaction . . . . .	88
4.9	Empowerment and Faculty Service Quality With Mediation of Fac- ulty Job Satisfaction . . . . .	89
4.10	Market Customer Orientation and Faculty Service Quality with Me- diation of Faculty Job Satisfaction . . . . .	90
4.11	Competitor Orientation and Faculty Service Quality With Mediation of Faculty Job Satisfaction . . . . .	91

---

4.12	Organizational Coordination and Faculty Service Quality With Mediation of Faculty Job Satisfaction . . . . .	92
4.13	Results . . . . .	93
<b>5</b>	<b>Discussions, Conclusion and Recommendations</b>	<b>94</b>
5.1	Internal Marketing and Job Satisfaction . . . . .	94
5.2	Motivation and Job Satisfaction . . . . .	95
5.3	Empowerment and Job Satisfaction . . . . .	95
5.4	Marketing Orientation and Job Satisfaction . . . . .	96
5.5	Job Satisfaction and Service Quality . . . . .	97
5.6	Internal Marketing and Faculty Service Quality . . . . .	97
5.7	Job Satisfaction Mediates the Relationship Between Employee Mo- tivation and Service Quality . . . . .	99
5.8	Job Satisfaction Mediate the Relationship Marketing Orientation and Service Quality . . . . .	100
5.9	Job Satisfaction Mediate the Relationship Between Employee Em- powerment and Service Quality . . . . .	103
5.10	Suggestions for Future Research . . . . .	103
5.11	Practical Implications . . . . .	104
5.12	Conclusion . . . . .	105
	<b>Bibliography</b>	<b>106</b>
	<b>Questionnaire</b>	<b>135</b>

# List of Figures

2.1	Model of the study. . . . .	62
4.1	Normal Q-Q Plot of Employee Motivation. . . . .	73
4.2	Normal Q-Q plot of Empowerment. . . . .	74
4.3	Normal Q-Q Plot of Customer Orientation. . . . .	75
4.4	Normal Plot of competitor Orientation. . . . .	76
4.5	Normal Q-Q Plot of Organizational Coordination. . . . .	77
4.6	Normal Q-Q Plot of Faculty Job Satisfaction. . . . .	78
4.7	Normal Q-Q Plot of Faculty Service Quality. . . . .	79
4.8	Internal Marketing and Faculty Service Quality with Mediation of Faculty Job Satisfaction. . . . .	83
4.9	Employee motivation, Empowerment, Market Orientation and Fac- ulty Service Quality with Mediation of Faculty Job Satisfaction. . .	84

# List of Tables

3.1	Demographic composition of respondents. . . . .	66
4.1	Reliability Analysis of Study Variables. . . . .	81
4.2	Descriptive statistics. . . . .	81
4.3	Correlation Analysis. . . . .	82
4.4	Effect of independent variables on the Faculty Service Quality variable. . . . .	85
4.5	Model Fit Summary. . . . .	85
4.6	Mediate Analysis : Motivation FSQ. . . . .	87
4.7	Indirect, Direct and Total Effect. . . . .	87
4.8	Mediate Analysis : Motivation FSQ. . . . .	88
4.9	Indirect, Direct and Total Effect. . . . .	88
4.10	Mediate Analysis: Empowerment & FSQ. . . . .	89
4.11	Indirect, Direct and Total Effect. . . . .	89
4.12	Mediation Analysis : MCO & FSQ . . . . .	90
4.13	Indirect, Direct and Total Effect. . . . .	90
4.14	Mediation Analysis : COM & FSQ . . . . .	91
4.15	Indirect, Direct and Total Effect. . . . .	91
4.16	Mediation Analysis : OC & FSQ . . . . .	92
4.17	Indirect, Direct and Total Effect. . . . .	92
4.18	Part A: Independent & Dependent Variables. . . . .	93
4.19	Part B: Role of Mediating Variable. . . . .	93



# Chapter 1

## Introduction

### 1.1 Background of the Study

The numerous researches of the service quality have proved to be beneficial for the domain of services marketing. The majority of the researchers were based on discovering parameters regarding service quality, the firm and the mores of the industries. These have produced measures to gauge the quality. On the top list, the most frequent measures are the service quality conceptualized that relates to the expectancy- doubtful paradigm (Parasuraman, Zeithaml, & Berry, 1994) and perception based focused is used for service performance conceptualized (Cronin & Taylor, 1994).

When it comes to the situation where, commercial enterprises' service quality matters and numerous representations have been developed in the literature on service quality (Cronin Jr, Brady, & Hult, 2000). There are many scenarios in research perspectives for the service quality. Majority of the researches were based on discovering parameters regarding service quality, the firm and the mores of the industries. These have produced measures to gauge the quality. The service quality aspects differ has originated from two schools, the American school (Parasuraman, Zeithaml, & Berry, 1994), the Nordic (Gounaris, 2006) school, through manufacturers through examination (Babakus & Boller, 1994) or even through suppliers and buyers of the equivalent industry (Abdullah, 2005). The aspects

developed to understand the service quality helped in knowing the aspects and other related attributes as well. Taking as an example, the economic do's and don'ts play a vital character in the happening of service quality when considered for a commercially launched product (Linton, 2012). But, this may not be very important for a choice in the emergency services when faced by the service quality, in contrast to the emotional value.

No doubt the universities and other schooling institutes along with commercial enterprises are situated in faraway sectors, still it is to be noted that a number of educational researchers studied and worked, including the high school students, on the European Customer Satisfaction Index (ECSI) model (Brown & Mazzarol, 2009; Chitty & Soutar, 2004). Few researches have been done on antecedents related to the quality of service (Dabholkar, Shepherd, & Thorpe, 2000; Gounaris, 2006). Comparing the antecedent framework in evaluation helped the buyers to realize the importance of the service quality as a different scenarios and the importance of the impact of this perspective in visualizing their manner. (Dabholkar, Shepherd, & Thorpe, 2000).

Still efforts that are being made for assessing and modeling elements of marketing, its concepts, and attitudes are abundant in number and they are effective as well. However, with the coming of competitive era, marketing functions at minor and major level of economy need to be revised.

Following are number of academicians who used a variety of terms for the definition of marketing philosophy:

- Orientation (Dibb & Simkin, 2004; Day & Lancaster, 2006)
- Philosophy
- Concept

The authors from Lithuanian regions, who published the first marketing book at university level, were professors who used the term "orientation" so, basing on these the term orientation is applied here.

The very renowned professors of America Kotler and Armstrong, (2008) defined marketing management orientation as follow

- Production concept  
According to this concept, business all primarily focused upon the production and cared less for the needs and wants of customers. There was no focus on marketing research.
- Product concept  
According to this concept, businesses focused only on the product and not on what customers wanted. They thought that if a product showcases the best features and had the best quality, customers would definitely buy it.
- Selling concept  
According to this concept, businesses all focused on selling the product. Focus was solely upon selling techniques.
- Marketing concept  
According to concept, businesses focus upon the needs and wants of customers and design their products and services according to them. This involves rigorous marketing research and planning. 4P's of marketing all are integrated to ensure the best outcome.
- Societal marketing concept  
According to this concept, businesses have a responsibility towards the society, so they should reciprocate. Do something good for the society by giving donations as well as by making their products more and more environment friendly.

Similarly, Lithuanian professors expressed the same concept as given by Kotler and Armstrong, (2008) and their concepts were

- Production orientation
- Product orientation

- Selling orientation
- Marketing orientation
- Social-ethical marketing orientation

Because of complexities of including all the facets of marketing into a single construct, Lancaster and Reynolds (2005) illustrated characteristics of the subject into following statement.

Marketing is operational and dynamic, requiring planning and action.

- Marketing is a crucial area of management that is often based at a single location. In addition, it is a business philosophy that must be adopted in whole organization.
- The concept of marketing illustrates that identification of customer, his satisfaction, and retention is the key to prosperity and survival.
- Market focuses that attention from production is to be shifted to the needs and wants of current market place.

Author proposes following orientations on marketing orientation classification which comprise the philosophy:-

- Financial orientation
- Production orientation
- Selling orientation
- Product orientation
- Market orientation (exceeding to both external and internal orientation)
- Marketing orientation
- Holistic market orientation

- Socio-ethical market orientation

This holistic orientation was given by Keller, (2009) and in which he proposed all the marketing orientation concepts. However, marketing orientation can be divided into internal and external type and internal marketing orientation is dealing through marketing department in an organization. This internal marketing department comes under senior management cadre and second tier organizational department that is emphasizing the micro culture and organizational culture and it is suitable for efficient as well effective work (Laing & McKee, 2000). In addition, challenges and demand of national as well international market is also included in internal marketing orientation

Kotler and Armstrong (2008) gave the concept of societal marketing that is based on welfare and well being of general public and community, integrating corporate social responsibility of profit and non-profit companies, issues of environmental protection, and legal issues which is streamlining sustainable economic solution and patterns of consumption. Relationship marketing is concerned with creating the relationship with customer and company and now a day this marketing orientation practice is being followed by the companies. Companies offer value added services and products and provide timely solution to the customers. Relationship marketing also focuses on business to business (B2B) solutions relations and trust building tactics (Caceres & Paparoidamis, 2007). Similarly, this type of relationship marketing reduce cost in longer term and increase their market share in long run for market participant producers, sellers and distributors, and consumers.

These studies were not a help to discover the pros and cons of the origins and resulting relationship of a few variables mentioned in the abstract, specifically in the higher education sector. The most significant reason for this to happen is considered is that the ECSI model was not made to measure the content level for low scale studies and for the experiments carried out commercially (Mohamad & Kiong, 2009).

The higher education is developed to perform services, and the students are supposed to bear their expenditures by themselves, it is very much supported that

the schooling institutes like universities, switch off from being tagged as product led, that is, expecting the product to get sold, framing towards a healthier customer led approach (Roundtable, 2006). While, deciding on the institutes such as a university or any other uncertain, or maybe a high risk institution, the literature supports the fact that the researcher or student dug for the proof of service quality (Donaldson & McNicholas, 2004).

By this point, we have made clear the significance of service quality in the context of the university. The university or the desired educational institution would bear a loss and would be in debt side at the expense of their irresponsible behavior and the competitive culture that is adopted to attract and motivate students, and gauging service quality, quality (Roundtable, 2006).

Thus it is proved, that the knowledge of marketing strategy is very important and proves fruitful to the higher education domain (Välilmaa & Hoffman, 2008). The current study is about the detailed analysis of the perception students have developed about the antecedents, aspects and other situational measures of the service quality, that's aims as the establishment of a theoretical model with respect to the university in Australia.

The study is managed as follows. The review on the present literature is presented on the next section. Further, research hypothesis sections are followed by the methodology and the results and the discussions. There are some implications along with the final results and conclusion that are on the final section. From the last few decades' dimensional approach is focused for literature quality service as an outcome of its service quality model, service performance model and model of Gounaris (2006) have evolved they were developed on the basis of commercial services. The service quality model is defend as the difference between perception and expectation, for each of perception and expectation it consists of 22 items which were classified into five categories namely; reliability, assurance, tangibles, empathy and responsiveness. In contrast of service performance model the service performance model is known to be perception scale solely. The rest of the things like items and dimensions of both the models are same the only difference is that the second model is perception based only. The previous studies shows that

definitions of service is quality is considered more appropriate (Wicks & Roethlein, 2009) then service quality definitions (Caruana, 2002) in terms of relative superiority empirical studies have done between service quality scale and service performance scale for analyzing service quality. Some studies shows that service performance scale is better than service performance scale (Babakus & Boller, 1994; Brownell, 1994; Sultan & Tarafder, 2007) while some are in a view that service quality scale is better alternate than service performance scale (Chebat & Kollias, 2000; Brown & Bitner, 2006).

Some studies also show that both are valid and have equal importance (Carrillat & Mulki, 2007). The conventional approach known to be antecedent approach regarding service quality have not received much concentration in the academic literature. The antecedent approach initiates from customers. The study shows that four dimensions namely; dimensions, namely: reliability, personal attention, comfort and features (Dabholkar, Shepherd, & Thorpe, 2000) influence service quality. The above mention dimensions are known to be antecedent to service quality. The study by of Dabholkar, Shepherd, and Thorpe, (2000) show that perception-only approach should be more appropriate if we want to calculate only service quality. Service quality antecedent of customer specific also receives less attention (Gounaris, 2006). Service quality perception regarding customers is affected from number of communication factors like salespeople, social referrals, different types of information collected, and the confidence consumers which develop towards a service organization (Gounaris, 2006) as compared to commercial sector service quality work regarding higher education is quite new and are flourishing. The models which were deployed by the business sector are now being practiced in education sector (Chua, 2004). The study shows that for class room environment service quality scale is more applicable and reliable (Stodnick & Rogers, 2008) but number of research of service quality scale were done on university level but none of them have gained five-factor structure (Clewes, 2003). Li and Kaye (1998) studies at commercial level result that service performance scale performs out class. The higher education performance measure (Abdullah, 2005) and the performance of higher education measure (Sultan & Wong, 2010) of calculating

service quality in higher education includes only a broad range of services that is why somewhat known to be comprehensive scale in higher education. The higher education performance measure and the performance of higher education measure both were based upon perception scale approach only. The great work has been done by many researchers and they concluded that study perspective is more reliable and appropriate for education studies. Although the current literature was highly dominated by service quality dimensional study (please see Appendix 1 for a brief summary of the dimensions of service quality research in the higher education), but antecedent approach is more new in the field of education. Both the antecedent approach and dimensional approach can be used, have their own importance's in the fold of education and the most important both the approaches will clearly corrects our perceptions regarding service quality.

At present, the competition is so high that every organization to operate effectively needs to follow the third requirement of Katz, that is organizations need those employees who work effectively and are extraordinary in their work called extra role behavior by (Furlong & Morrison, 1995). They are not only just limiting to their own specific job but willing to work in every field of organization (Morrison, 1994). Kotler (2011) also advocate that all organizations need to have employees who are willing to work more than their job requirements. On daily basis no doubt each department, unit, industry and organization have to deal with multitude of acts such as suggestions, helpfulness, cooperation, and behaviors which analysts refer to as "Organizational citizenship behavior (OCB)" (Bateman & Organ, 1983; Podsakoff & Bachrach, 2000). The second identified thing by Katz (1964) is organizations have to retain their employees within the systems can be achieved from another organizational factor called "organizational commitment (OC)" which is defined by Meyer and Allen, (1991) as "psychologically binding the individual to the organization" (i.e. make turnover less likely). Organizations have been found to work between facets of organizational commitment and extra role behavior.

Also various leadership styles and human resource management practices are the important organizational factors that are related with organizational citizenship behavior and organizational commitment. Arnett and Obert, (1995); Pfeffer and



Veiga, (1999); and, Dessler, (1999), discovered sets of human resource management to increase the effectiveness of organizations and to retain the employees within the system. The human resource management practice to work like family has been found to have a positive relation with organizational citizenship behavior (Cappelli & Rogovsky, 1998). Leadership behavior has been identified having a positive association with organizational citizenship behavior by Schneider and Niles-Jolly, (2005).

Current study is an attempt to check the effect of internal marketing on employee job satisfaction and its ultimate impact of faculty service quality in higher education institutions of Pakistan. The faculty service quality is taken as dependent variable here and it is the strategic tool that every private or public organization needs to follow and implement. Every person has some expectation from service provider and organizations always try to compete with other contemporary organizations. In this globalized era, service providers try to fulfill their promises by performance and conformance and they can achieve their target that is economically viable and socially supportive.

It is also believed that internal marketing also contribute towards achieving organizational objectives (Rafiq & Ahmed, 2000). Likewise, organizations select, develop, and manage their employees in creating amazing business results up to an extent that no one can copy that. Even authors like Hogg (1996), elucidated that internal marketing give solution where all conventional communication tool failed. Hence internal marketing is necessary for any organization to achieve its objectives.

It is clear that internal marketing deals more with internal customers, so it suggests that the company should continuously struggle to develop strategies and tactics to have programs for enhancement of employee satisfaction similarly to the way like external marketing plans in order to meet consumer needs and demands (Christopher & Ballantyne, 2013). In addition, the importance of internal customer is enhancing and recognition tool for implementation for adoption for all companies. There must be a continuous change in organizational process to develop and have a better interaction between employee and customer. Transformation through

downsizing, merger, and alliances has remained best change management structure. The change management like her name, brand, or any other value should be communicated to the all employees and stakeholders to inculcate the quality in every process of organizations. Hence, all these changes are dovetail by internal marketing perspective (Elliott & Herbane, 2010).

Service quality is of having subjective nature and it's a game of expectation and its fulfillment. Likewise, if customer expectations are met they would be satisfied and if they provide something that is above customer expectation, then they would be delighted. Now-a-days trend has been changed from satisfying customer to delighting customer and this delightedness can be provided by superiority and differentiation in product and service (Kotler & Armstrong, 2013).

Also, quality of education plays a key role in the development of the nation and society. Growth indicator revealed that countries with maximum literacy rate are better developed nation and one thing very important discussed here that better quality in education comes from number of available resources such as physical, social, and technological resources. However, unfortunately not enough funds have been allocated to these higher education institutions so faculty service quality is not up to the mark.

In current study, employee job satisfaction is taken as mediating variable. The study of mediation says that there should be positive effect of independent variable on dependent variable in the absence of mediating variable and when mediating effect is introduced in the model, this effect will be enhanced (Anwar & Ahmad, 2012). Job satisfaction facilitates the organizations to retain their comparatively trained and motivated employees so that they provide high quality performance at the work place. The literature also depicted that satisfied employees always proved themselves as an asset for organizations.

Also, in this study, job satisfaction has taken as a mediating variable as it always proved a good result when taken as mediating variable (Crede, Chernyshenko, Stark, Dalal, & Bashshur, 2007). External and internal marketing tool remained the under researched area as external marketing deals with customer outside the organizations and internal marketing deals with hiring, staffing, remuneration, and

compensation packages (Kotler, 2003). Internal marketing concept dealt with job satisfaction and organizational commitment as one of the author said that internal marketing is more attached with job satisfaction as compared to organizational commitment (Abzari, Ghorbani, & Madani, 2011). On the contrary, some researchers also highlighted the importance of internal marketing that associated with organizational commitment (Caruana & Calleya, 1998). Current study can be underpinned by the equity theory which is the most relevant one to the study. Motivation of employees always plays a crucial role in the satisfaction of employees as it always focused on needs of them. Plethora of researches is available that shows that if employees need and want are to be fulfilled then they will be motivated and overall their performance will be improved (Nohria & Lee, 2008). Therefore in motivational programs incentives, bonuses, recognitions and rewards are to be adjusted by the organizations. In most of cases individuals performances depend upon promotion and pay system due to their physical, social, and sociological needs and his job satisfaction increase as rewards systems are to be improved (Abou-Elseoud and Kiviniemi, 2010). Job satisfaction is nothing but what an employee from job to fulfill his need and met his expectation. Luthans and Combs, (2006) proposed that there are different types of rewards that lead to employee motivation and ultimately to job satisfaction.

Employee job satisfaction has been most studied area of in service area and job satisfaction is defined as “the level to which an individual has a positive attitude towards his job, either in general or towards a specific dimension”. It was also said that employee job satisfaction is attached with monetary and non-monetary compensation as it monetary compensation deal with pay and bonuses while on contrary non-monetary compensation deal with rewards and recognition, and motivation. Reward plays an important role in achievement of job satisfaction in both private and public and private educational sectors (Ahsan, Abdullah, Fie, & Alam, 2009).

Likewise, job empowerment and job satisfaction is much studied part of literature (Greco & Wong, 2006). Empowerment is likely to give authority and responsibility to an employee as it gives the self-efficacy and it improves the attitude

of employees. Similarly, empowerment gives the self-confidence and trustworthiness and once this has been done then employee job satisfaction will be improved (Moyle, Skinner, Rowe, & Gork, 2003). Hence, job empowerment entails direct dealing with customer and customer satisfaction will be increased compared to the employees who don't be authorized to deal direct with employees. Frontline employees are to given job empowerment as they deal directly to the customer. Finally employees are major contributor to service quality when job empowerment is being entailed to them.

## 1.2 Gap in Literature

Quality in education is as necessary as the qualities in products and services because for a nation to compete globally, it is no doubt a crucial tool. For example, if we take the example of highly developed countries like United States of America (USA), United Kingdom (UK), German and many others, they focused on higher education with research orientation programs and hence they become knowledge based economies. Likewise, in relevance to higher studies, they made quality as a stringent point in universities and other places.

On the contrary, unfortunately in developing countries there has been a no focus or less focus on quality we considered it a neglected area. Both the faculty and student are on the dark side of picture and are neglecting the quality tool that otherwise be implemented, then results would be different. However, the concept of internal marketing in the form of frontline employees can be checked on faculty service quality in higher education institutions (Park & Levy, 2014). Training, motivating, rewarding, and satisfying the employees can be done through internal marketing and research also proved that this above mentioned internal marketing tool can improve the quality of service and specially the faculty service quality.

A plethora of researches proved that job satisfaction has been a prime job for owners and employees and customer always expect high quality from service providers.

In this globalized era, customers always have some higher expectations and organizations try to fulfill them. Likewise, a step ahead approach that is customer delightedness is being followed in this era.

Customer satisfaction and organizational commitment can be achieved through internal marketing. Huang and Rundle-Thiele (2014) postulated that the impact of internal marketing on organizational commitment and job satisfaction is positive and significant. Rafiq and Ahmed (2000) studied impact of internal marketing concepts, definitions, and synthesis and postulated that internal marketing can deliver the service quality and from 20 years back this debate was ongoing and even numerous researchers contributed in it and no work has been done so far. However, the study that was done by them was qualitative. Similarly, researchers studied the impact of internal marketing on employee job satisfaction in banking sector of Jordan and found that it has positive impact of employee job satisfaction (Belias & Koustelios, 2014). Therefore, there is a need to study the quantitative and empirical impact of internal marketing on faculty service quality and through job satisfaction as well in higher education institutions of Pakistan. So, current study is an attempt to explore that what are the consequences of internal marketing on job satisfaction and ultimately on faculty service quality.

The progress and development of a nation depends upon the level of higher education in the country. A number of studies revealed that the nation who focused on higher education got the Gross domestic production (GDP) up to a highest level such as Sweden, Singapore, Malaysia, and Denmark. Likewise, these all mentioned countries tended to convert their economy from labor intensive to capital intensive and then ultimately to knowledge based economy. Similarly, if we take the example of Sweden and Switzerland there is no natural resources but they developed their human resource by imparting their individual higher education that is research oriented. As a wise man said once, that develop brains because national resources can deplete but a developed brain can never.

### **1.3 Problem Definition**

The different researchers have found the association between organizational citizenship behavior, human resource management practices and leadership styles but these are not modeled together. The researchers found many of the evidences related to the association among the variables from developed western countries like Germany and less evidences has been obtained from developing non-western countries like Pakistan from their social cultural context. The associations of mentioned variables are needed to know in a linear way to help the managers of developing countries so that they can increase the effectiveness of their organizations and from developing countries also add the evidences of techniques and management philosophies which may be suitable for one country and not suitable for other countries nation (Hofstede, 1984). Rousseau and Fried, (2001) gave so much importance to comparative studies between developing and developed countries in order to strengthen the organizations. The reason why Rousseau and Fried emphasize for comparative study is that the comparative studies investigate different cultural and institutional settings which are useful to increase the effectiveness of any organization.

### **1.4 Problem Statement**

The effect of internal marketing on service quality is still limited. Especially in Pakistan, on studies have been conducted regarding the impact of internal marketing on service quality. Most importantly, this effect has never been studied in the context of Higher education.

### **1.5 Higher Education in Pakistani Perspective**

In developing countries like Pakistan in which higher education is so much important for the development of the country do not need any reference. Higher education serves as an important factor for the economic and social development

of a country. Hussain (2014) published his article in famous English newspaper in which he appreciated the Higher Education Commission to promote higher education in Pakistan. He says “A miracle happened. The picture of education in Pakistan is changed dramatically in science and technology department after Atta’s nomination it never happened in the history of Pakistan before”.

The chairman of Senate Standing Committee has announced it recently as “Pakistan’s golden period in field of education”. Due to higher education commissions’ efforts Pakistan progressed so much in the field of technology in just two years, 2000 to 2002 that Pakistan became the first nation who has its own education satellite (Paksat1) in space. From 2000 to 2008 Pakistan had achieved milestones progress in education field. The enrollments of universities have increased three times. The research promotion effort has increased 400% publication in international newspapers and almost 600% increased by the Pakistani researchers in the foreign citation of research articles. Not a single Pakistani university has been ranked in world’s top 600 universities since its independence 1947 to 2003 and now Pakistan’s three universities touch this group. Because of HEC digital services Pakistan education library now contains 45000 electronic books and almost 25000 journals and also research monographs (Hussain, 2014) which was not a half dozen till 1990.

The contributions by the government of Pakistan and HEC in the progress of education are as mentioned above now it’s the duty of the universities of Pakistan to keep them on the way of progress. At the cost of risk and promise, higher education sector of Pakistan is experiencing many problems (2000) World Bank Task Force on Higher Education (TFHE). The top most adduced issue among the emphasized issues in this report is the teacher quality. Organizations acquiring high performance need employees who not only work formally but also get involved in voluntary behaviors such as OCB. Teaching in a university is much complex as compared to teaching in schools and colleges as a more casual approach of teaching is required in universities. In order to deliver the best of knowledge, deftness and ability to a student, the job of a university teacher cannot be dictated completely in the description for job (DiPaola & Hoy, 2005).

Teacher's organizational citizenship behavior is vital under such constraints for the consequence of student learning; it affects the student learning outcome to a greater reach. According to Hwa and Ramayah (2010), "The agreeableness of faculty members to go an extra mile through altruism (e.g. assisting students in understanding difficult concepts), courtesy (e.g. informing students beforehand about postponements of classes), civic virtue (e.g. attending the activities of students voluntarily), conscientiousness (e.g. efficiently using the allocated time for tutorials and lectures) and sportsmanship (e.g. abstain from complaining too much when dealing with difficult students) can be helpful in improving the academic achievements of students".

The HR departments in Pakistani universities are not formal neither proficient nor trained. The fact that citizenship behavior of employees and organizational obligations are scientifically associated with organizational results. It can also be consciously worked through the organizational strands. Despite the fact that the managers in Pakistani universities are somewhat informed about these ideas but the prosecution of such ideas is not taken care of with culpability. Pakistani people are collectivist. They manage and maintain relationships and also help each other so that managers expect the employees to manifest such behaviors as cultural standards of the country (Scarborough, 2000). An essential role is played by the faculty members for training the performance of active members. The most considerable two variables are the quality and job. Individual values are seen more important than needs in this report due to specific conditions of this interests, talents, values and opportunities in a job. The management motivates the group in selecting and planning the job. Human needs and demands cannot be satisfied without recognition and observance of these things. Employees' interests are become important for him and the individual important for the perfect management of human resources would want his interests to be fulfilled (Mitchell, 2013).

System establishes, collocates, and anticipates reaction of individuals by the value services by discovering and supplying those resources does not lead to job satisfaction, rather certain. Cognitive state of like and dislike is shown by the values



that does not occur due of accidental encounters; rather they show an individual's abilities effectively.

This is the common observation of now a days that major attributes of the personality strongly depends on the norms of the social setup and values to which we belong to, and these norms strongly leave their influence on our lives. Values can be defined as that they are the set of ideas and standards which are follow by the every individual of the society (Kotler & Armstrong, 2013). As nature varies but the basic standards of the cultural, social, psychological and ideological perspectives are the same, they are like the branches of the same tree. The other environmental and psychological factors also effects the basis of values, e-g learning, motivation, perception, gender and age, but the major impact on the values are mostly culture and social norms. But there is another anthropological school of thought other than sociological school of thought who states that values depend on the attitudes and positive reinforcements (Martindale, 2013). Conclusively he generalized the concept of values and according to him the standards of values sets on the personal desires and priorities, which proves that values are none other than your own personal benefits. The basic standards and value sets by the individual are basically those who are beneficent for that individual and helps in his personal grooming and internal happiness.

No doubt values are the one who set the standards of the society and are considered as the basic pillars of the society on which the whole society stands on as well as they give the assurance and best of the life to survive in the running society. Values build the whole society as well as individual unit of the society and first we have to know the interdependence of the personal values and the job satisfaction while the basic value for personal satisfaction is your "job sector", when the individual is satisfied in its job (mainly wage, promotion, colleagues and working environment) and career opportunities that individual comes the most satisfied and flourished part of the society (Ahmad, 2011). The level of satisfaction of the person depends on its positivity towards his job, the more he is satisfied the more he values and vice versa.

The job satisfaction has different levels; they vary from job value to the environment in which a person works. Warr, (2011) mentioned the types of the job satisfaction, among them one of them is “intrinsic” which means the inner enjoyment the internal satisfaction and happiness of the person he or she pursue during his working time and satisfies a person to attain the targets on his job by fulfilling the responsibilities (social as well as working) related to his job.

The other factor is “extrinsic satisfaction” which means external factors which are not static and keep on changing with the passage of time and they are mainly comprised of your job environment, salary, positive reinforcement and peers you have (Warr, 2011). Both the factors have their own importance but as intrinsic related to your own personal satisfaction and it solely belongs to your own self, so it is considers as more reliable than the extrinsic as it strongly depends on the involvement of the other external factors mentioned above. But the complete satisfaction can only be attained when the person is satisfied by both the factors as they are interdependent on each other.

## 1.6 Research Questions

- Does internal marketing have an impact on job satisfaction and service quality of the faculty in higher education institution of Pakistan?
- Does employee motivation have an impact on the Faculty’s service quality?
- Does employee empowerment have an impact on the Faculty’s service quality?
- Does market orientation have an impact on the Faculty’s service quality?
- Does Faculty’s Job Satisfaction play a mediating role between Internal Marketing and Faculty’s Service Quality?

## 1.7 Objective of the Study

This study is aimed to explore the impact of internal marketing on job satisfaction and service quality of faculty members employed in public and private universities of Pakistan. This study explored the relationship of level of internal marketing efforts and the extent of job satisfaction.

The specific objectives of the study are as follows.

- To identify the attributes of internal marketing that have significant influence on faculty job satisfaction and service quality
- To study the impact of internal marketing on faculty job satisfaction and service quality.
- To find out the mediating role of faculty's job satisfaction between internal marketing practices and service quality of the faculty in higher education institutions in Pakistan.
- To facilitate the decision makers in devising policies that may improve service quality of the faculty.

## 1.8 Significance of the Study

The quality of human resources or internal customers plays a vital role in organizational success (Pohlman & Gardiner, 2000). Organizational commitment and Job satisfaction are widely studied factors in management literature. Bodla and Danish, (2009); Malik, Nawab, Naeem and Danish, (2010) considers that Organizational commitment and Job satisfaction are major contributors to employees' performance. These factors are even more important to study in academic institutions, especially, at universities because universities are the sources of human resources and solely responsible for educating the intellect of nations.

The overall performance of universities depends upon their faculty members and ultimately their level of commitment and job satisfaction, so it is necessary to

understand the factors which increase their job satisfaction and job commitment (Chen, Tsui, & Farh, 2002). A great deal of research has been carried out as to explore the factors which may improve the performance of faculty in public and private sector in Pakistan, e.g. Khurram et al., (2008) reveal that compensation and promotions of faculty are positively related with the faculty performance. Uzma et al., (2010) conclude that faculty satisfaction is central to Total Quality Management in higher Education of public and private sectors.

The researchers further told that constant feedback of all stakeholders in education is important for continuous improvement and universities' administration should develop an efficient and transparent mechanism for faculty development to ensure quality in the teaching-learning process and it indicates that such a mechanism is yet to be formulated. Hamid and Johan (2006) suggest that to attract and retain the faculty members with PhD degrees, universities need to improve their salary structure and reward them more than those faculty members without research degrees.

Ali (2003) has suggested almost fifty five Quality Indicators (QI) as to determine effectiveness of faculty in Pakistani universities. A review of literature on faculty performance in Pakistan reveals that there has been no significant research to find the impact of internal marketing practices on faculty's performance with an emphasis on their job satisfaction which can lead to satisfaction of students.

Therefore, this study was an effort to investigate the relationship and impact of internal marketing practices on the job satisfaction and service quality of the faculty members. It is important because it will further increase the students' satisfaction, in the universities in Pakistan It is an area of research which has yet to be explored, generally world over and particularly in Pakistan. In the contemporary age of rapid change, knowledge capital must be retained by which organizations could remain productive and responsive to the needs of its stakeholders (Bloch, 2001).

# Chapter 2

## Literature Review

### 2.1 Underpinning Theories of the Current Study

Many people, including human resource specialists, managers, supervisor and the workforce are involved in finding different ways to improve employee job satisfaction. Also, many economists have published similar monographs and articles that search the different factors of job satisfaction and the outcomes of the labor market (Bender, Donohue, & Heywood, 2005). Immense literature can be found on this particular topic as it plays a vital role in organizations' development and progress.

Bakker and Schaufeli, (2008) pointed out in his research paper that job satisfaction is basically the state of mind of company employees and it defines their pleasure level also the same definition is quoted by other researchers. Level of job satisfaction ensures both physical health and mental health of the employee. Factors such as promotion, pay, aid for research, equal opportunities, providing teaching feasibility and fringe benefits play a vital role where job satisfaction is concerned. Santhapparaj and Alam, (2005) in their research said that if the employee satisfaction level is high, then the employees are more productive and chances are they will work with the organizations for longer time. The major reason for giving so much importance to this particular factor i.e. Job satisfaction level is; it helps in achieving the ultimate goals of the company as it increases productivity because

of employee loyalty and dedication. Porter, Steers, Mowday, & Boulian, (1974) pointed out in his research that employees are more devoted and loyal to those organizations where they have high job satisfaction level.

They are also more productive and they try to excel in their field. From the agents of employment satisfaction, it's determined that the oldest and the youngest employees have the highest comfort content (Clark, Oswald, & Warr, 1996). According to Simpson, (2004) women are more comfortable with employment than men. As a major aim of this research, it's vital to know as many odds that may increase or decrease employee job comfort. Brooke, Russell and Price, (1988) stated the "The staff's employment comfort can be described as a brightening, sentimental state resulting from the job". A feeling of happiness they get from completing their jobs is known as job satisfaction. There are varying researchers that define job satisfaction in contrasting manners. "An employee's personal attention or their approach towards their employment is known as job satisfaction". Their approach can be negative or positive. Employees that have a conclusive attitude have greater chances of job satisfaction than the ones with an unfavorable approach. Employees that have a positive attitude with their job are much more satisfied than the employees that have an adverse approach towards work. Mirvis and Lawler, (1977) stated that employment comfort has only one main point and that is whether the employees are pleased with their employment or whether they are troubled with their job. In other sense, they are satisfied or unsatisfied. There is no option after second, according to this researcher. In comparison with this statement, many others such as Smith and Kendall, (1969) state that job satisfaction is multi-optional. With their employment the staff must be entirely satisfied or not at all satisfied. Therefore somebody must be discontented with the manager and promotion chances but contented with allowance. Many factors affect the comfort level of employees and according to these analysts there are more than one-dimensional. The employees comfort may range from highly satisfied to less than satisfied.

Additionally, through the examination of the results, author wants to measure the range of many factors that may affect the job comfort of the faculty members. This

study is necessary for the head of organizations of higher studies as this study is administered mainly in universities. Author has examined the basic data gathered and many useful opinions and recommendations are provided for the staff comfort level. If teachers become satisfied with their employment, then the students would have a great benefit for themselves. As, the overall features of employment satisfaction are a serious concept in any work environment so, attention is given by many researchers. Job satisfaction has many descriptions. Basically, job satisfaction can be known as a secure sensation which the staff senses on their jobs (Locke, 1976; Odom, Boxx, & Dunn, 1990). The basic factors of a job that are responsible for the job satisfaction are pay, promotion, relationship with management, the job itself, and the progress in the job and so forth (Noordin & Jusoff, 2009).

If someone is pleased with their work settings, it doesn't mean that the person is satisfied. They may not be satisfied with other aspects (Smith & Kendall, 1969). Different people are satisfied with different factors, for example, some people can be satisfied with factors like salary packages and promotional opportunities while others could be satisfied with factors like recognition for their work, and support for search. People who are satisfied with the former factors i.e. Salary package and promotion opportunities may not be pleased if they are offered recognition or are given the opportunity to do funded research.

Since immense amount of information is available on this particular topic, thus giving rise to different perceptions on the concept of job satisfaction and its importance for the success and progress of any organization.

### **2.1.1 Equity Theory**

Equity theory is of the notion that employees struggles to claim equity among themselves. This is achieved when the perceived outcome to input ratio of employees are equal to the outcome to input ratio of others (Adams, 1965).

This theory was presented by Lee, Ashford, Walsh and Mowday, (1992). In this theory they said that employees do a comparison with other individuals. After comparison, if their ratio is equal to the ratio of other individual, then he or

she would be content with his/ her job. Mowday linked equity with contentment and inequity with dissatisfaction of the job. An example is; the employee will do a comparison of his wage with other peer on the basis of hours he and that particular person has worked. If the employee is getting the same amount of money for the same working hours as that of the individual he is comparing himself/ herself with he/she would be satisfied with the job. On the contrary, if there is inequity he/she would be dissatisfied with the job resulting in low job satisfaction level.

Equity in the workplace also serves as a motivator for the employees. If employees perceive that everyone is being on the basis of the number of working hours, they'll be motivated to spend more time on their and their quality of work will also increase. Consequently, if the perception is that there is no relation between the wages and the hours spend working or quality of work, employees will be less motivated to go an extra mile doing their job.

It is discussed above how the perception of equity results in job satisfaction and also it serves as a motivator. So when an employee is satisfied and motivated to work more, their quality of work will also increase.

It is same with this study. If the faculty members are satisfied with the educational institute and are properly motivated, their level of quality of service will increase as well. But if there is a perception that those institutes are not just and some faculty members are being favored, they'd be dissatisfied and will lose motivation to work more, thus decreasing their level of service quality.

## **2.2 Internal Marketing and Job Satisfaction**

Internal marketing, introduced in the mid-1970s, was aimed to achieve stable provision standard, a big issue in the area of services (Andrews & Entwistle, 2010). Emerging from services marketing, the concept of internal marketing is inclusive of bilateral marketing, external marketing and domestic marketing. Marketing within the organization is a connection between the organization and workers. Ahmed and Rafiq (2003) described this idea and claimed that the idea of pleasing internal customers enables the organization to provide superior services to



external customers. Internal marketing targets to make better customer intercommunication in all those indulged in confrontations (Mbuyazi, 2012). It is capable of playing significant roles in all kinds of organizations as a form of delivering high-organizational services standard.

Multiple factual and theoretical studies have been carried out on internal marketing (Cavusgil & Cavusgil, 2012). Some scholar have stated that internal marketing has an effect on customer appeasement via mediation factors like organizational backing, commitment or labor-division trans-conversation. Giving time and effort is significant to motivate and teach workers to serve customers well. Multiple internal marketing tactics are present like job rotation, awarding methods, training and empowerment. Bradley and McDonald, (2011) made use of 15 things to compute on a seven-point scale, as such, “Our organization offers employees a vision that we can believe in,” “This organization prepares employees to perform well” and “Our organization’s vision is well communicated to all employees”. (Putranta & Kingshott, 2011) made use of a 24 item scale of six elements to accurately describe and scale the internal marketing concept.

Originally the concepts of internal marketing derived from the view that employees are first to market. Mainly, this point ensures that employees perceive that management does care about their needs (Chuang & Liao, 2010). Above and beyond, the major emphasis of internal marketing is for employees and internal marketing also focuses on several other interests of employees (Lee & Chen, 2005). On one hand, internal marketing is considered as a coordinated, goal oriented, and active to entire employee oriented efforts.

Internal marketing philosophies claim that the organization lays stress on the importance of workers’ requirements and beliefs about job as to be internal products, targeted towards the motivation and training of highly qualified workers (Appelbaum, 2013). Planned effort using a marketing-like approach directed at motivating employees, for implementing and integrating organizational strategies toward customer orientation. Internal marketing lays stress on gaining customer pleasure by using strategies and motivating staff to coordinate cross-functional efforts (Kaufman, 2012).

For internal marketing to be operated effectively as a tool of strategy implementation and organizational management, definitional level clarifications are required. The writer offers this as the extended description of internal marketing: “Internal marketing is the process of creating conditions within an organization to ensure that the needs and wants of internal customers are met”. Efficient internal marketing not only reacts to employee requirements, but also encases them to show a better performance. Domestic marketing comprises of support, empowerment, communication, a reward system, educational training, and an environment (Charuksathitwong, Wilson, & Nirathron, 2014). Developed on extended literal review the research questionnaire also contained the author’s personal experiences. Similarly, we will say that for the first time when customer gets first interaction to employee, service encounter is crucial element. In service sector, promises are making and in deliverance of service it is to be ensured that customer grievances are too handled properly.

Plethora of researchers highlighted the service encounter is moment of truth and making contact with employees unquestionably a most difficult and rewarding job in service organization (Byrne, 2011; Anwar & Ahmad, 2012). Service encounter is the place where customer and frontline employees get interaction and get close to each other. researchers also said that while interacting with service, customer not only interact with services but other things as well such as social environment, other customers, physical environment, and visible element. Customer perception about service quality is affected by services capes like physical and social environment and they are being seen as first touch point for the customer. Researchers also highlighted that either these contact and touch points are visible or not, they comprise a moment of truth, and during this time customers usually gauge the quality of service (Tax, McCutcheon, & Wilkinson, 2013). To get performance from a job function by many touch points, it may be viable to remove and eliminate contact points whilst still to be in job function performed. Similarly, performance of organization can be gauged and measured through these touch points that are service encounter and if there are so many touch points then it can increase the unpleasant evaluation for the organizations. Consequently, best

organizations manage customer employee relationship very carefully to lessen the chances of adverse encounter that can reckon the experience as a whole. Similarly, Tripathi and Siddiqui, (2010) stated that customization and modification of service encounter attach value to customer experience and add value to sustainable absolute advantage.

Contact employees work with the boundary of companies and they execute boundary straddling role, as every organization considers it positively that how employee deal and coordinate with internal customers. Similarly, multiple challenges and problems are faced by service employees due to technical faults and poorly behaved customers. Employees act as boundary spanners and to make services excellent and boundary spanners act with environment. Organization gives this task to boundary spanners to craft these links with exchanging new words and ideas with outside environment. Hence, those employees who have involved themselves in serving the external environment should be motivated for carrying two responsibilities representation and transfer.

From the perspective of internal marketing, a number of researchers have postulated that through satisfying the want and needs of internal customer, organizations improve their ability to satisfy and retain external customers. Nonetheless, both employees and customer are part of righteous circle and attentions are exchanged between them. Bonaparte and Abbey, (2012) postulated that the relational exchange among employees in organizations must be considered as a precondition for flourishing exchange within external markets. A researcher such as proposed that satisfaction of external market depends on satisfaction of internal customers (Ting, 2011).

Muhammad, Nadeem and Ashfaq, (2011) is most likely the first study that gave the internal marketing as highest quality in services in their delivery. They also stated the idea that in service delivery, people are most common and actions by them had crucial impact on customer migration, retention, and acquisition. In addition, they stated that employees who are facing customers are to be trained to make and create a healthy customer relationship and employees who are left back

in organization must support these employees facing customers. Similarly, emphasis must be given on building ongoing relationship to have additional sales and revenue and customer conscious, sales minded people as well as market orientated workforce can help in achieving these types of targets (Bowles, 2014).

However, there are some opposite views on internal marketing that it is intrinsically difficult to execute and implement, so they proposed that internal-personnel and inter-functional conflicts are the main inertia behind internal marketing execution and implementation. They also highlighted that some behavioral changes are to be considered in order to understand the concepts of internal marketing. To remove organizational resistance and motivate employees facing customers, internal marketing plan must be executed properly.

On the other hand, internal marketing focuses on the necessity to consider employees as people. Particularly, the HR manager in a company should be well aware of employees so that they satisfy and motivate employees (Tang & Tang, 2012). Hence, the company should have an understanding about marketing like approach for employees. In some way, companies treat employees as they are their customers. Lastly, implementation of explicit strategies and functional strategies are considered well by internal marketing. Huemann, (2010) postulates that human resource management and internal marketing are interchangeable.

On the other hand, many researchers believe that marketing management and internal marketing are the same concepts. However, as Muhammad, Nadeem, and Ashfaq (2011) modeled that customers may best be explained under the concepts of human resource management and internal marketing and the concept of internal marketing can be taken and presented well with the contribution of human resource management. Similarly, many researchers explain that the vital role of internal marketing is to sponsor effective HRM strategies (Sokachae & Moghaddam, 2014), and such studies give a secondary position to internal marketing in regards to human resource management.

Gupta and Jindal, (2013) suggested that internal marketing can do better in training, rewarding, motivating, and satisfying employees. Bickhoff, Hollensen, and Opresnik, (2014) found that internal marketing can consistently provide training,

developing service providers, capabilities and knowledge of service and provide awareness of marketing skills and market opportunities. Zhang and Lin, (2012) confirmed that internal marketing deals with hiring, training, and motivating such employees who are willing to provide customers better services. Muhammad, Nadeem and Ashfaq, (2011) explained that only a thin line appears between internal marketing and human resource management. Nonetheless, this is the dire requirement of the time to differentiate human resource management and internal marketing so that two different concepts should not be mixed. Boon, Belschak, Den Hartog and Pijnenburg, (2014) explained that do the same as HRM doing like attracting, training, developing, and motivating employees appropriate employees so that needs are met satisfactorily. The philosophy of internal customer based on dealing employees like they are internal customers and these are the tactics to shape jobs to fulfill customer needs. Kumpirarusk, (2012) elucidated some of the elements of internal marketing such as leveraging the freedom factors, measuring and awarding, preparing people to perform, customer orientation, offering a vision, talent, and stressing team play. Contrarily, the sphere of human resource management relates with the managerial issues and it deals with the recruitment, selection, training and development, employee motivation, and retention. Similarly, human resource management collaborates with the dovetail of employee with the company. Human resource management deliberately clarifies that employees must be well aware about the company's goals, objectives, mission and vision. Thus, employees are considered internal customers and internal marketing is based on marketing principles. Based on the literature, study proposes that:

**H1: Internal Marketing has significant impact on Job Satisfaction.**

## **2.3 Employee Motivation and Job Satisfaction**

Berry (1981) mentioned that an employee must feel satisfaction with his job, his relationship with his employer and organizational environment, only then he can provide best services (Foreman & Money, 1995). It means job satisfaction lead to positive employee behavior (Arnett & Obert, 1995). In service organizations

employee behavior matters a lot to please customers and to shape up their attitudes towards an organization.

Ugboro and Obeng, (2000) reported that customer satisfaction is an outcome of job satisfaction. Actually job satisfaction make employee please, engage them maximum in their work and in organizational community. This impact leads to towards customers. Gounaris, (2006) found that job satisfaction increases organizational customer focus and it attention towards market orientation. Present study deals with the job satisfaction as mediator.

Motivation is taken as one of the independent variables most of motivation theorists based their theories on needs. Now it is a very important to conceptualize how job satisfaction is derived from needs. When needs of the employee are fulfilled they tend to be satisfied. Bavinck, Pollnac, Monnereau, and Failler, (2012) reported that employees do not tend to leave their profession when their basic needs, their social needs and self-actualization need are fulfilled.

Job satisfaction defined as “the level to which an individual has a positive attitude towards his job, either in general or towards a specific dimension” (Jehanzeb, Rasheed, Rasheed, & Aamir, 2012). It is clearly defined by previous literature that job satisfaction is linked with “monetary compensation” and also with “non-monetary compensation”, both the compensations are important role playing in job satisfaction because monetary compensation deals with “pay, promotion and bonus” however nonmonetary deals with “motivation, encouragement, interaction” (Zaini & Nilufar, 2009).

Job satisfaction helps employees psychologically to provide quality in service (Spector, 1985; Milne, 2007). Job satisfaction affects service quality significantly positively (Karatepe, Avci, & Arasli, 2004), internal service quality (Bai, Brewer, Sammons, & Swerdlow, 2006). According to Schuler and Jackson (1996) success of private and public educational institutes depends on job satisfaction which in turn depends on monetary compensation and non-monetary compensation. Reward plays an important role in achievement of job satisfaction in both private and public and private educational sectors (Zaini & Nilufar, 2009). Given the literature, study proposes:

**H2: Motivation has significant impact on Job Satisfaction.**

## **2.4 Employee Empowerment and Job Satisfaction**

Human resource management is a broader field than internal marketing. Moreover, human resource management is a wider concept of management sciences that deals with numerous conceptions such as policies, functions and process, objectives, and strategies for the purpose of achieving organizational plans. Furthermore, human resource management is considerably in order to implement the programs and practices of internal marketing (Liu, Liston-Heyes, & Ko, 2010). It is, therefore, taken that internal marketing flourishes and originates with the company and it deals in such a way that the reduction and elimination of hierarchy and improvement in information system are practiced.

Hence, this improvement of information system is practiced among business departments, management, and employees. The improvement of information system in the context of internal marketing should be recognized. Grönroos, (2009) found that there are three main roles of internal marketing included like employee activities, management, and human resource department. Punjaisri, Wilson, & Evanschitzky, (2009) instituted that the human resource department should collaborate in formulating, evaluating and implementing the policies of internal marketing.

Sharma, Iyer, Mehrotra, and Krishnan, (2010) explained that there is an ultimate interaction between internal marketing and both these are primarily required for successful implementation of marketing oriented program plans and task. A study found that in any department the job attitude, motivation, job satisfaction is a prerequisite for achieving organizational goals (Malik, Danish, & Usman, 2011). A study found that there is a relationship between job satisfaction and internal marketing (Back, Lee, & Abbott, 2010). A plethora of researches has been done on the same concept that implementation of internal marketing in an organization

would create job satisfaction and it leads to the performance enhancement (Ming-Chun, Ching-Chan, & Ya-Yuan, 2010; Rodrigues & Pinho, 2010). Another study found that internal marketing has a positive impact on organizational commitment (Bel, Fageda, & Warner, 2010). Ting, (2011) postulated that the impact of internal marketing on organizational commitment and job satisfaction is positive. Hence:

**H3: Empowerment has significant impact on Job Satisfaction.**

## 2.5 Marketing Orientation and Job Satisfaction

There remains some factual support for an important relation between internal marketing and customer satisfaction (Chuang, Judge, & Liaw, 2012) and between internal marketing and provision standard (Lee, Gereffi, & Beauvais, 2012) resulting by this, workers would be enabled of providing a service with maximum determination, by which they would be enabled to please the requirements of external customers (Erl, Puttini, & Mahmood, 2013). A comprehensive study of the scriptures showed no previous factual backing for the connection between job satisfaction and internal marketing. HRE has been categorized into tactical and practical efficiency depends on tactical decree. It can be predicted that IM would have a direct impact on both tactical and practical HRE and in turn, await for tactical HRE to have an impact on practical HRE. If the effect on practical HRE on practical IHR efficiency increases from domestic marketing or tactical HR efficiency separately, or if the impact of domestic marketing on technical HR efficiency is abated by tactical HR efficiency.

In spite of the fast adaptation at the level of literal material, IM is employed in practical only understood by very few associations and there is a vast variety of definitions dedicated to the idea being a cause of some disagreement regarding the aims, tactics and strategies to employ IM in organizations. Due to the cooperation that has been created in between its practical appliance and the standard of services/products, the concept of this study is of immense interest at the scholastic and departmental standard. A high amount of IMO or internal marketing orientation which decides the efficient practical appliance of IM, makes the response



tactics of the department better and by that it helps to increase the organization's productivity. Some of the other variables are also of immense significance to organizations (Chiang & Hsieh, 2012). In co-ordinance with IM, also appeasement, dedication, departmental citizenship reactions, and performance of the individual are fully and closely related with betterment in the standard provided to external customers.

The background of more standardized education or higher education (HE) that has endured frequent adjustments seems legitimate to judge IMO as in accordance to the Legal System of Higher Educational Institutions, Higher Education Institutions (HEI) are cantonments that supply the community with services, transfer knowledge and have the freedom and are bound to create codes of satisfactory management practices.

In co-ordinance with the judgment of employment satisfaction, determination, departmental citizenship acts and conduct, the conclusions of IMO by scholars makes sane statements since in accordance with the Statue of the Career of the Polytechnic and university crew, they must take part in the organizing of HEI and thereby have a crystal clear understanding of how they should behave towards employees (Awwad & Agti, 2011). Many associations are lessening the number of directorate levels in accordance to envoy management obligations to level the decision making power much closer to the external clients, now the organizations do conceive the importance of the workers. Therefore, taking good care of clients demands complete concentration on the attempt to satisfy and please workers. Internal marketing is vital and a co-curricular activity to generate a consumer-concentrated departmental culture with an objective to create internal and external acknowledgement of customers by abolishing obstacles of organizational efficiency (Winston & Cahill, 2012) define internal marketing as: "attracting, developing, motivating and retaining qualified employees through job-products that satisfy their need. The philosophy of treating employees as customers and the strategy of shaping jobs to fit human needs".

It is discussed that domestic marketing programs and management influential tactics must be proportioned if internal marketing is to hold a position and become

an efficient part of practicing management (Huang, Chiu, Ting, & Lin, 2012). Similar to this, internal marketing is also sought to be as a vital issue faced by marketing experts, HR managers and executives in general (Costa & Vila, 2014). Researchers such as, Winston and Cahill, (2013) describe IM practicalities as to surpass multiple activities that have been divided into four major categories which seem to compose IM: training and education, the idea of the internal customer, quality standards and awarding system. Moreover the foundational purpose for the appliance of internal marketing concept is to achieve motivation for employees and to make them aware to serve the client in a way that is better way (Romero, 2013).

Researchers also see internal marketing as a management advance in which front-line workers work as support crew division included, this advancement allows and encourages workers of the department to do their own conclusion and for adopting customer oriented services (Abzari, Ghorbani, & Madani, 2011). Likewise, Caruana and Calleya, (1998) object that IM via its influential power over employees creates a public oriented theme and founds a strong corporate service brand.

Researchers have also recognized some problems related to IM are inclusive of the link between worker placement and departmental performance, the requirement for how inter-working co ordinance can be acquired for the efficient employment of marketing tactics, the requirement for relationship marketing ideology in internal marketing, the want for study in internal communication tactics and the role of internal marketing for developing organizational competences (Costa & Vila, 2014).

Papasolomou, Kountouros and Kitchen, (2012) advised that well-built and justified internal marketing advancement can improve worker relations with management and overall departmental aggressiveness and work. IM developed from the idea that workers represent an interior market within the department and that this market requires information about the department's objectives alongside the benefits of its products and services and the conceptual requirements of the consumers inside the department.

The literature shows three stages in the molding of the concept of IM: the phase of employee/internal customer satisfaction, the stage of customer orientation (Blocker, Flint, Myers, & Slater, 2011) and the phase of strategy implementation management. The beginning of the final phase is recognized by a varying number of insights drawn by writers who started to see the role of IM as a way to employ tactics. IM can be described as “concerted effort to overcome resistance to change in organizations and to align, motivate and integrate employees with effective implementation of corporate and functional strategies” (Lin, 2011).

This description shows the indication that any adjustment in tactic is likely to require an effort of IM, in attempts to surpass departmental inertia and to motivate workers to a suitable behavior.

From the conclusion of appropriate literature at both theoretical and factual level, five key factors of the IM arise: (Nudurupati, Bititci, Kumar, & Chan, 2011). Internal Market Orientation in Higher Education.

1. Customer orientation and satisfaction;
2. Employee motivation and satisfaction;
3. Marketing approach to the matters referred above;
4. Inter-functional coordination and integration;
5. Implementation of specific corporate or functional strategies

As stated above, the scale of internal marketing orientation is used to judge the far end to which the practice of IM is acquired with success in a department. Huang, Weng, Lai and Hu, (2012) created an instrument to judge the adoption of IMO inside the departments. The idea is described as the extent to which an organization is committed to creating value for its workers through the efficient management of relations amongst workers, supervision providers and managers. Increasing the amount of IMO improves the reaction tactic of the department and in turn, their capability to please customers so their profits and sales increase. This approach will be used in this inquiry. According to the author, IMO generates ten dimensions:

- (a) Identifying the trading value,
- (b) Being aware of labor market conditions,
- (c) Segmenting the internal market,
- (d) Segmenting the internal targets,
- (e) The communication between managers and employees,
- (f) The communication between managers,
- (g) Job description,
- (h) Paying system,
- (i) Concern on the part of management and
- (j) Training.

The IMO concept is supported by a big body of idea based on the paradigm of market orientation, which thus states that a specific system of values is required to create and offer value to customers. Authors such as, (Ruizalba, Bermdez-González, Rodríguez-Molina, & Blanca, 2014). MO is defined by (Kibbeling, der Bij, & Weele, 2013) as “the organization culture that most effectively and efficiently creates the necessary behaviors for the creation of superior value for buyers and, thus, continuous superior performance or the business” (Narver and Slater, 1990, p. 21). In accordance with Fang, Chang, Ou and Chou, (2014), the methods of IM give shape to the basis of the orientation internal as well as external markets.

Verily, IM is and deserves to be regarded as a significant asset of marketing orientation in general (Gambeson, 1991; Morgan, 1991), which some authors highlight as the symmetry between the internal market (employees considered as internal customers) and the external one (external customers) (Chari & David, 2012).

The two markets that is internal market, having his employee as internal market members and external market, having interaction with other people than their internal employees. This paradigm shows the equal importance of both the markets

at the same time (Bowles, 2014). By relating this concept of IMO with the concept to complement (Chau & Ngai, 2010) with the major three basic principles and they are understanding the basic needs of employees and convey the information effectively and then give benefits to the internal employees which then entertains the customers in a good manner (Muhammad, Nadeem, & Ashfaq, 2011) As studies build that IMO is a paradigm that tells the theoretical manner to tell the strong interaction (Casidy, 2013) between the customer and the market employees so it is necessary to build a strong IMO trends, which leaves a positive impact on the customer (Fang, Chang, Ou, & Chou, 2013).

Mok, (1999) observed that more research has made on external market. This is not the negotiable fact that IMO has importance in the field of business and to develop the positive relation of customer and a supplier (Abzari, Ghorbani, & Madani, 2011) and to bring internal market to attain the marketing objectives (Ahmed & Rafiq, 1995).

Chambel and Alcover, (2011) build a research to know the positive attitude of the workers and their satisfaction level. Fang, Chang, Ou and Chou, (2014) proved this fact that IMO is helping to promote the effective interaction of the employees and customers, and the need of this whole phenomenon is important to develop the sound culture of marketing. Thus the IMO is all about that how the employees are self-motivated or promoted by the organization to build positive marketing attitude.

The above made research promotes the fact that IMO plays a crucial role to define the efficiency and potential of the organization that how it builds a smooth relationship of the customer with their people and how they obey the values of the marketing culture (Aziz & Omar, 2013) and how the organization keeps their employee satisfied which ultimately helps the organization to build its repute and provide it with worthy profit (Khan, Aslam, & Lodhi, 2011).

IMO also promotes the relationship between the employees of the internal market as well. This proves that it is more necessary to satisfy the needs of the internal customers so that they handle their responsibilities more carefully in the regard of external customers (Hernon & Altman, 2010). However, latest century to tell the

importance of tourism which is now act as an important industry, as it helps in exchanging the cultures, lessen the unemployment, increasing the job satisfaction and above all it also give health to the nation's economy.

Higher education which is now very common in the field of education also play an un-doubtful role, it also grooms the education industry by developing the positive ties among the education sectors of the countries and it also depicts the signs of IMO in it.

These theories can be defined by different points.

- Conditional aspects in which the job environment matters.
- Dispositional theories, which states that job satisfaction is all about personal satisfaction and depends on the characteristics of one's personality.
- Interactive theories, this is all about the person how he behave on the basis of his personality feature and according to the situation.

The latest work is done on dispositional theories, but still developments have to make on this. While the major fact is that every person is vary from in his personality from the other person, which has to keep in mind while developing job satisfaction (Altaf & Awan, 2011). De Rijdt, Stes, van der Vleuten and Dochy, (2013) developed the model on job development which helps to elaborate the three variables of the work which are

- To know the basic objectives of your work and its characteristics
- Psychological stages
- The need of individual to grow

The model states that the quality of the works, efficiency level, motivational level and the environment in which the individual works, the nature of the work, the effective way of communication directly affects the psychological state of the individual and his work competency. The overall growth of the individual depends on

his level of job satisfaction and by the values of his job. The pioneers of the term “internal marketing” were (Mohammadi, Hashemi, & Moradi, 2012).

Many proponents of IM follow Wang, (2012) which elaborates it officially that it is all about the satisfaction and hardworking level of the internal workers which directly facilitates the external members (Mahmood, 2013). Internal marketing was stated by different people in different manners which defines it as a concept, practices and a set of management practices (Kerzner, 2013). In a simple way internal marketing is all about treating both the employee and customers in a same way by giving parallel importance and to gain the objectives of the organization (Philippe & Albert, 2013). According to them, internal marketing is a gesture or behavior to satisfy your internal employees who then gives their best to achieve and cooperate with the external (customers).

The term internal marketing is also linked with the term “employees as customers” which shows that their first priority is always their employees and their level of job satisfaction (Eisingerich, Auh, & Merlo, 2014). Internal marketing is also defined as “a tool of effective communication that systematically influences the knowledge, attitudes, behaviors and actions of the employees” Ellinger, Musgrove, Ellinger, Bachrach, Elmada? Ba? and Wang, (2013) defined internal marketing as “A combined effort using a marketing approaches to deal with the organizational resistance to change and to maintain, motivate, and functionally co-ordinate internally and integrate employees towards the effective implementation of corporate and functional strategies to satisfy the customer all by the help of the motivated and highly trained employees having complete command on the values of the marketing”. Nijhof and Paashuis, (2014) describes different perspectives of the internal marketing which are as follows:-

- How the staff is well skilled?
- Cycle of customer services and feedback
- By giving importance to the customer.

Cook, (2012) worked on the different attributes of the employee, in which mainly his behavior, his social interaction, his empowerment, how he deals customers,

information passing, and management services these all things counts mainly. By rewarding employees, by trained them by the help of different training and workshops can increase their capabilities towards internal marketing (Tsai and Tang, 2008). Lings and Greenley (2005) also supported that the above mention reinforcements are very much important to develop a high level of internal marketing (Gupta & Jindal, 2013).

Aburoub, Hersh and Aladwan, (2011) describes the main points of internal marketing in which employee is the main thing to deal with and whom should be satisfied first, an employee should have high level of creativity, corporate linking, motivation and satisfaction, customer orientation and customer satisfaction, functional co-ordination and integration, marketing approaches to the above, and implementation of specific corporate or functional strategies. Ting, (2011) describes the five perspectives of the internal marketing as training, administration, effective communication, external communication, human resources management, communication, and training and development.

Awwad and Agti, (2011) gave another dimension of the internal marketing which is called as “motivation” which he defines as “the behavior and attitude of the workers which they do in the require situation” while (Dembo & Seli, 2012) defined motivation as “it is high-level self-regulated learning strategies, such as paying attention, connection, planning, and monitoring”. Noe, Wilk, Mullen, & Wanek, (2014) defined motivation as “it is a force which tends us to do something or not to do that thing”. Empowerment: participation is a two way process in which performance of one effects the action of the other person, it is a process divided in different grades. Empowerment can also be defined as the independent process (Bowen & Lawler, 1992) in which an individual is independent to work on his personal creativity and motivation and he will be responsible for his reactions as well (Beusaert, Segers, & Gijsselaers, 2011).

Aziz and Omar, (2013) defined communication as a base of successful IMO. Without effective communication it will be difficult to develop the marketing culture and to maintain corporate functions. Leiss, (2013) defined communication as a



process within the organization which maintains the process of conveying messages. Ahmed and Rafiq (2002) gives the concept and importance of training and development as it is responsible in the management practices. Davenport, (2013) describes that training is a proper process which can only be make successful on the basis of knowledge and skills to attain the main objectives of the given task.

For the managers of some organization the most difficult task for today is to deal with your employees and take them to the high level of job satisfaction which is sometimes very problematic for managers. Before we use the term “job satisfaction” we have to know what job satisfaction is?? What is its importance? and why the organization needs to develop job satisfaction among his employees? To answer all the above questions, the answer is job satisfaction is directly proportion to the performance, more the performance is appreciable more will be the feeling job satisfaction. Nazeer, Zahid and Azeem, (2014) defined job satisfaction as “it is the positive feeling you achieve when you get any appraisal in your job, and to you maintain the job requirements and values”. Aziri, (2011) explain job satisfaction as “the extent a person likes or dislikes (dissatisfaction) his job and its values”. Punniyamoorthy and Vilvanathan, (2013) express job satisfaction as a positive emotion or a feeling of pleasure you attain with your job. Belias and Koustelios, (2014) defined job satisfaction as the process which keeps on orienting according to the need of the employee and the task assigned to him.

Job satisfaction itself is an attitude which is a result of attitude of the employees belongs to the particular organization (Ajala, 2012, June) inquires Job satisfaction as the major ingredient of the marketing that helps to attain recognition, income, promotion, and the achievement of other goals and to fulfill the responsibilities. Among the key factors efficiency and effectiveness of business organizations is job satisfaction (Aziri, 2011).

Job satisfaction is of key importance for the growth and development of any organization. The history of management practices can be get from the historic points of views when the marketing was only limited to one street of the market. Development in the man’s life is like a never ending process, it is always a practice

of man to achieve his goals and objectives, since different civilizations to up till now and it will be continued till every generation.

It is a common practice of every single person to attain his objectives in a better way and try to develop himself more and more, and this urge of getting more and more develop and successful is increasing day by day, it is like a race in which every person is involved and to maintain your individuality it is necessary to be on the top to achieve and manage your objectives (Wellington, 2011).

The primary attribute to attain your objectives is “management”, a term can be defined to deal and control people and by the help of management one can understand his own existence, reason of life, developing understanding and to deal wisely with the information provided to the individual and how to deal with the problems and other sensitive issues. To understand how to do better management, a whole hierarchy should be made in which understanding of managing styles, its concept and its application is necessary according to the concept and revolution in the human priorities (Keller, Parameswaran, & Jacob, 2011).

Higher education, in which educational system of universities established and it is of key importance for any country which is strongly handled by proper management, not only management but its types and its concepts. They are the combination of all important laws and federation. Above all, to implement proper management one have to follow the whole framework of administration, laws, concepts and developmental procedures which directly improves the condition of whole organization by keeping their employees contented and satisfied by providing them with the benefits related with the job, good environment and rewards (Al-Shraideh, 2004).

The role of higher education is also admire by our society as they solely play the key role to improve the educational conditions of the whole society according to its needs in the society as well as worldwide. Their importance can be appreciated by the fact that they contributes themselves in the form of physical workout in the form of the training and workshops as well as by their knowledge and their educational attributes, they also contribute in the moral values mainly behavior, attitudes, and social responsibilities of the individual.

They assured themselves as foundation, as they build the generations and generations by transferring knowledge, by moral training, by implementing the concept of extracurricular activities, by taking steps to improve the developmental conditions both infrastructural as well as educational (Păunescu, Shahrazad, Cantaragiu, Găucă, & Pascu, 2014).

By keeping this in mind, Jordanian universities doing development in their university system as well, by taking steps to improve their scientific research and its methodologies, specialization in physical education, by improving comprehensive educational process to improve both the physical and moral conditions of their educationally engage people.

According to the modern education system, physical education is of much more importance as it comprises on the strength of the individual by maintaining physical conditions, psychological strengths, expression of emotions, personality aspects, motivational strengths to achieve their goals as well improvement in general behavior (Scalas, Morin, Marsh, & Nagengast, 2014).

Importance of job satisfaction is an important aspect to maintain the psychological and social perspective of the individual. Thus job satisfaction is directly proportion to the efforts of the individual; the more he is satisfied more the performance of the individual will improve which leads to bring him to the success of job and by the repetition of this whole cycle improves the standards of society.

The one who is more satisfied will be more sincere to his job and his objectives which improves his motivations and his job capabilities. The one who is more satisfied with his job will be more efficient to perform his task with proper management and preparation (Rice, 2013) which directly or indirectly increases the level of job satisfaction as well as it strengthens the organization as well. Altaf and Awan, (2011) describe job satisfaction as positive attitude and feeling person achieved when individual achieved his objectives and get reward on it by giving importance to his job capabilities, this job satisfaction can be defined by three different perspectives which are as follows:

The emotional perspective which is difficult to explain but still it can be sort out and can manage properly.

- It is the interdependence of requirements and goals to that of personal capabilities and job expectations and then how to fulfill those expectations.
- Job satisfaction is a phenomenon of interdependent attitudes and ideas, it tells about the needs of the individuals which are greatly affected by the factors (interior and exterior). These factors help individual to enjoy the atmosphere of his job, keep his motivation high, and express his capabilities for the betterment of the organization.
- Psychologically job satisfaction has strong impact on the human behavior as well it directly influences the individual's feelings both hidden and the other he expresses (Arthaud-Day, Rode, & Turnley, 2012). Satisfaction doesn't mean that it can only be attained only from one objective but satisfaction is all about combination of number of dimensions in which job environment, salary, administration, chairperson, policies, peers, his motivation, personality factors and reinforcements play a crucial role. When a person has a positive perception that his job can satisfy his needs, he will behave positively and will work more impressively towards his job (Altrichter, Feldman, Posch, & Somekh, 2013) describes those factors which restrict job satisfaction and they are as follows, Job satisfaction completely depends on the employee and his skills like education, person's abilities, attitude and what rewards provided to him by the organization like wage, environment, colleagues, promotion, leadership, administration, chairperson and bonus, they all strongly affect the level of job satisfaction.

Ahmed, (2012) by giving the example of kindergarten teachers, explain the concept of job satisfaction, which comprises on the teachers, their salaries, environment, appreciation, academic status, experience and authority given to them. It was observed that the level of job satisfaction was high in those teachers who were paid more than those who were paid less, the other observed factors were married versus unmarried, experienced teachers over newly hired teachers and those teachers who have more authority seem to be more contented and satisfied with their jobs other than those who are under command by them.

Fink, (2013) by taking the example of Yarmuk university faculty members explains that there were no considerable observed differences between views and expressions as per the facilities provided to them by the university. Al-Issa, (2013) observed personal relations of the countries like Oman and Jordan and concluded that the extent of personal relations of the teachers were medium in these countries, and they were different on the basis of their educational abilities and by some other perspectives by taking Jordanian people as sample.

While the level of job satisfaction for the people of Oman were much higher than that of Jordan both in the cases of education and sub perspectives (Levy, 2000). Conclusively it will be acceptable to say that personal relations of the teachers in the case of Oman and Jordan do not have any considerable differences.

These results also supports the importance of other attributes like gender, and the level of experience for predicting the level of the personal relationships and job satisfaction for the Omani teacher, and the variables of specialization, experience, and qualification for predicting the level of personal relationships and job satisfaction for the Jordanian teacher. The above all conditions and other researches states that the faculty members help to boast other members as well by the help of the training workshops and by their personal help as well. As every person has its own individuality, so training is necessary to train those individuals to play their proficient role to understand the needs of their organization their jobs and its values.

Among the individuals it is necessary to understand the concept of job satisfaction and its importance to create an understanding among the people of the organization. It is important to understand the difference between the values and needs of the individual; values should always be preferable over the needs. Interests, abilities, talents and motivation they all may be consider as the important part of the job but the values of the individual are much more important than any other thing (Katz, 1964). By knowing his values and motivation one may be able to select his job of his own choice and the contribution of his job towards the betterment of his country. It is difficult to manage things without knowing and perceiving the fact of the human needs and values. Davenport & Prusak, (1998) stated that it

is necessary to understand the values of the individual, which can only be done by the help of the proper management done by the human resource group of any organization.

Psychologists also give their point of views in this manner; they pursue the importance of job satisfaction and values in different manner to that of the views of economists and sociologists (Ouchi, 1980). Factor does not lead to job satisfaction, rather a certain as psychologists gave their view point as the value services by discovering and supplying those resources system which establishes, organizes and predicts the social attitudes of individuals, thus they varies from individual to individual. Being psychologists one can say that value is also consider as a state of likeness (positive) or dislike (negative), they are not practiced by any individual suddenly or by the happening of any incident but they are the result of any persons personal experiences and individuality.

Values are decided by the individual again by his own choice, you can say it is a feeling of likeness (love), desires, needs or urge which arises by the features of personality in which conscious, sub-conscious and unconscious state of mind is involved (Weil, 1998). Other than this factors which are involved are quality of life, that how much a person is happy and satisfied with his personal or family life. His behavior, towards his friends, family members, colleagues and his higher authorities also tells the importance of values in his life.

Hence, we can say that values are directly attach with the behavior and attitude of the individual, it's all about his will and his likeness, although behavior can be consider as unconscious behavior but still it affects the level of values of every individual. It directly or sometimes indirectly leaves influence on the individual's behavior (Kelly, 2003). But still psychological and sociological perspectives unite at some point to tell the "reasons of the formation of these values" prudent and experimental values.

Communal classes of a community, among which, the views and the beliefs are most important. Many other basic factors such as learning, the kind of teaching provided, family, age and time, place and as well as the individual roles of the

people are also very effective, but, above all that, the culture itself and the artistically views are the origins of values. Sociological and anthropological ways are another considerable way of looking at the values. Peck, (2002) believed that, to test a person's value, we must get to know the right forces and the ability of the person in a free and progression manner of his life.

Peck, (2002) assigned the values to their basic idea and attributes bodily and sacred aid. So, according his views, the things that make a person's life better, full of joy and to a healthy growth is known as to be values.

The importance of a person in their community assures them a better healthier life and the well-being of their community, we can say that, communal values are the pillars that help to keep a community together and leads that community to a better growth, in an beautiful position and assures every individual a continuance of a better life in the community.

But, what may be the link between a single person and their employment satisfaction?

When the person is assured with all his needs, they start to accomplish their ambition and intentions, which further leads them to peace of mind.

Job satisfaction is the awareness of a person concerning their job. When said that a person is satisfied with their job, it means that the person likes his job and values it and has a great view towards it (Moore & Feldman, 1960). Employment comfort has many dimensions and is a complex idea and is associated to mental and tangible communal odds. Varying mixtures of factors result in a person's comfort with his job during a certain amount of time. Individuals have many sense of satisfaction with their job as they highlight factors such as salary, communal value of their employment, and status of their job's surrounding and product of employment at different times.

Kalleberg, (1977) has stated two kinds of job satisfaction and from different views. They believe that employment satisfaction is of two kinds and one is achieved when the person is sure of his satisfaction with his job. The first is known as "intrinsic satisfaction" that is created inside a person just from the fun he gets from his job,

promotion progress, communal obligations and his capabilities and ability. The second kind is “extrinsic satisfaction” which are related to a person’s working area and its state that may change at any moment. The factors of extrinsic satisfaction relate to the working environment state, salary of the person, the relationship and the work done between the employee and the employer.

The extrinsic factors are less established than the intrinsic factors, but, the overall satisfaction is the result of the combination of both these types of satisfaction. in accordance to the meta-analysis which was performed by (Andreassen, Hetland, & Pallesen, 2010) , although it’s stated that developing employment satisfaction and the adjustment with the jobs working environment, the most important odd in this is the values, that have a big hand in being an important change.

This analysis concentrates on the result of encouraging factors on employment satisfaction of Islamic Azad University (IAU) staff members, most importantly the relation between the said university’s favored values and employment comfort.

So above all, the aim of this study is to know the advantageous values (religious, Artistic, economical, theoretical, political and social values and employment satisfaction (including satisfaction from Work nature, supervisors, colleagues, jobs, salaries and Promotions) of the faculty members of district of the IAU. Following these viewpoints, two areas are specified as being the main attraction points: to know more of how the needs of the values if faculty members are and how their employment satisfaction can be judged?

Employment satisfaction has been creating some trouble and fusses; it’s been described as “complex emotional reaction to work” or as a mental outlook. It has been divided according to the following categorization.

- (a) Positional factors, that views the factors of working area and the organizations environment
- (b) Inclinal factors, which view the factors of a person’s charisma and private life
- (c) Common theories, this suggests that the job comfort is made from the linking between a person’s nature and the situation during the time. Inclinal



theories are the latest factors and as well as less established. Overall, the personal differentiation factor is taken under view since the time the investigation had started about job satisfaction. The aspects of employment's model were referred by Hackman about the three individual kinds of change: fair aspects, mental agreement or levels and personal needs of growth. Following this model, the middle and important aspect of each assignment.

In many kinds of abilities, the character and describing the task, the level of independence, the amount of data provide to the worker or employee about his progress A.K.A feedback encourage the persons' mental level.

The linking between the job satisfaction and internal marketing has become an important thing to look at and research about for many researchers (Berry, 1995). If an organization implements internal marketing, then they are encouraging and developing the job satisfaction for workers, which will surely lead to the organizations performance and work to improve (Rafiq & Ahmed, 2000; Conduit & Mavondo, 2001).

Factual observation conducted on the result of internal marketing odds on job encouragement and satisfaction in the retail stores showed that the working environment and time, cleanliness, disinfection, rest rooms, support from senior ranked employees and mental outlook of coworkers have the highest and greatest change on job satisfaction and motivation (Al-Hawary, Al-Qudah, Mash'al Abutayeh, Mash'al Abutayeh, & Al-Zyadat, 2013).

Ahmad and Al-Borie, (2012) observed the result of internal marketing on job satisfaction and organizational agreement of the hospitals, teaching, in the kingdom of Saudi Arabia. These factors were presented by these changes, selection and appointment, training and development, organizational support, incentives and motivation, and retention policy. The observations showed that internal marketing had a good result on the teaching of physician's jobs in hospitals in Saudi and increased satisfaction and company obligations.

Internal marketing had a positive effect on job satisfaction, also in higher institution staff of Northern Greece.

The male personnel and the doctors had significantly higher levels of job satisfaction. The staff with time-defined contracts have a higher level of job satisfaction as compared to the permanent staff, and as the members age, there has been a little down-fall with the satisfaction (De Cuyper & De Witte, 2005). Internal marketing had a positive influence to nurses' job satisfaction. IMO (Internal market orientation) is a vast term and field of studies and it can be defined as the flow chart of the theories related with the values of the marketing, which tells the manners of the customer client relationships and shows that how they give importance to their customer and their ties. Research made on market orientation (MO) and standards developed by Jaworski and Kohli, (1993) to entertain the customers and develop corporate norms and how quickly the person of the organization responds to their customer and to maintain the marketing practices.

It is also stated that MO can be defined as "an organizational culture that develops a strong bond between customer and a supplier" and it is the basic necessity in the field of the business (Slater & Narver, 2000). By standardize the rules and values of the marketing and it also highlights the class of the business (Gummesson, 1994) above the two kinds of markets the Internal market have key importance in the field of the marketing along with the external market (Gummesson, 1994; Morgan, 1991) as both of them have their own customers and importance (Piercy, 1995), but still both of them are side by side important. (Liao et al., 2011) it all depends on the number of activates (Mohrw-Jackson, 1991) which are as follows firstly they should be properly understand or they are understandable by the customers, than it should be effectively convey and then to make profile by fulfilling the requirement of the customer (Zairi, 2000). It is necessary to maintain the IMO (internal market orientation) to build a firm interaction of the customer with the internal or external market (Achrol & Kotler, 1999).

But the scientific research laid more stress on the external market (Conduit & Mavondo, 2001), but later it has proven that internal market has more impacts on the marketing field and It maintains the norms and culture of the marketing services (Lings, 1999).

Lings (2004) worked and build consensus that IMO plays a vital role in the development of the public relations as well as to fertile the market value contents. Thus IMO is important to maintain the behavior of the employee as interaction of both the employee and customers is important, and to satisfy the customer by giving them good customer care services. IMO also deals with the high capabilities of employee to maintain the overall business class and marketing culture.

To judge the quality of the higher studies, research was made to know the standards of the higher education, ESCI models were made to study the whole paradigm (Alves & Raposo, 2007; Brown & Mazzarol, 2009). While this model is not effective to conclude anything regarding this manner, because the parameter on which this model is made on is not fair enough to draw a hypothesis. The studies which based on to know the real image of university is build and to make a strong hypothesis, effected by the value and it has its different attributes like values, the importance of degree, environment etc.

The major portion for the image building of the university strongly relies on the quality (Grnroos, 1984) as well as quantity and values which are important to satisfied the needs of the students (Nguyen & LeBlanc, 1998), any negative effect on this relation can harm the repute of the degree and image of the university as well. Hence, higher education commission who is working on the model of ESCI needs more effort to be made on to improve the standards, and for that they need a complete paradigm to run the organization and it can be done by retaining the employees with their and organizational requirements as well as to promote the creative capabilities of the employees and motivate them to show their abilities other than their responsibilities (Katz, 1964).

As result of the above mentioned research, IMO has become the central proficiency of the organization, a proficiency that creates possible combative benefit by having more content and faithful customers (Lings & Greenley, 2005) and happier employees (Gounaris, 2008), which successively should give ascend to manifested market share and surplus in comparison to rivals (Lings & Greenley, 2010). Liao et al. (2011) in this condition claim that IMO appear for the modification of MO to the condition of employee-employer bourse in the domestic market. Thus

domestic suppliers need to concentrate on meeting the desires of their customers in order to provide better value to non-resident customers (Conduit & Mavondo, 2001).

Rivera and Upchurch (2008) realize that at the beginning of this millennium, tourism evolved into the alpha industry in most countries, alongside being the quick growing economic area in conditions of foreign exchange and employment generation. In fact, tourism is believed to be the world's biggest overseas selling earner and a significant element in the stability of remittance in a lot of countries. Along with the significance of this division, one should also remember the signature role which retailing and work-force have in the welcoming industry. In its illumination, it seems specifically pertinent to study IMO in the education sector. Thus the study proposes:

**H4: Market Orientation has significant impact on Job Satisfaction.**

**H4a: Customer Orientation has significant impact on Job Satisfaction.**

**H4b: Competitor Orientation has significant impact on Job Satisfaction.**

**H4c: Organizational Coordination has significant impact on Job Satisfaction.**

## **2.6 Job Satisfaction and Service Quality**

The marketing orientation has the prime focus of marketers because the main driving force behind this concept is customer. For organizational goal achievement, it is necessary to have focused on the internal exchange between employees and originations and most important thing is that needs of customers and employee focus should be at the same priority. Both customers and employee satisfaction will take the organization to the goal achievement. Thus, internal marketing is an important part of marketing orientation (Gummesson, 1994).

Morgan, (2007) found that marketing oriented organizations follow internal marketing at priority because for achievement of competitive advantage. The same

concept is focused in order to change the front line employees as an essential part of product offerings. Chase, (1981) explained that two things are simultaneously like consumption and production in service organization so that the direct contact is increased between consumer and service provider. Thus, internal customer relations get more important in providing better quality services. Thus:

**H5: Job Satisfaction has a significant positive association with Service Quality.**

## 2.7 Internal Marketing and Service Quality

Service quality is defined as how good the service level provided that meet customer's expectations is. However, the concept of service quality is derived from service marketing. The study found that measurement of service quality associating with customer's expectations which provide more information than those who only focus perceptions (Jemmasi, Strong, & Taylor, 2011). Furthermore, this is very useful measurement to find out and then to recover the insufficiency of service quality. Douglas, McClelland and Davies, (2008) investigated the Service Quality Gaps Model, the recognition of the service gap assists in anticipating service performance and it also helps to improve greatly the customer satisfaction. So that, somewhat treated the dimensions of Parasuraman's model to investigate perceptions of students for service quality in higher education system in the world.

A study found that there is a significant relationship between organizational commitment and internal marketing (Iliopoulos & Priporas, 2011). Hence, there is a strong relationship of internal marketing with the affective element of organizational commitment. Another study found there is a significant relationship between service quality and internal marketing and between business performance and internal marketing. The aim of internal marketing is to establish such an environment, consumer awareness disseminates among employees.

For this reason, satisfaction of internal customer is valuable to the company. The capability of organizations to establish and get a competitive advantage by focusing the quality is surely influenced by specifically organizational culture. Thus, a

plethora of researchers integrates organizational culture with enhanced organizational culture (Bryson, 2011) and also employee productivity (Bryson, 2011).

Furthermore, it is believed that internal marketing contributes a lot towards achieving objectives of organizations (Torres & Kline, 2013). In the same way, companies select, manage, develop, and encourage their employees to create marvelous business results such that no other company can copy their competitive advantage. (Bel, Fageda, & Warner, 2010) has found that where conventional internal communication failed the internal marketing might give a solution of employee commitment.

Therefore, for any company lack of employee commitment can be dangerous, consequently it provides not a good performance that arises from poor service offerings and high cost. Smith, (2013) explored that efficient execution of marketing tactics may develop considerable results.

Same as, Keltner et al., (2012) explained that in order to get competitive advantage an innovative marketing strategy is required. Moreover, these marketing strategies are considered a key driver of innovation and performance enhancement. The successful execution of internal marketing leads to better individual performance, effective communication, better trademark, and employee retention. A study found that there is a significant relationship between customer satisfaction and internal marketing and between service quality and internal marketing (Tsai, Hsu, & Chou, 2011).

People have always been ardently interested in education. These educational departments and sectors are adding up in the GDP of their country. Now a days, higher education is suffering from different issues like shrinking funding from government, alternative evaluation procedures and competitiveness in accountability and quality. (Tsai, Hsu, & Chou, 2011) proposed for service quality improvement that there are five gaps in the service process. Thus, the last gap is related to the difference between expected service quality and perceived service quality and considered as the function of remaining four gaps. Service quality is defined as the difference between customer's perceived service experience and customer's expectations.

Like other sectors, in the higher education the way in which service offered is provided as a form of competitive-differentiation for those who provide educational services (Cheng, Tsai, & Lin, 2013). Thus, it has become more critical that students perceive differently the service provided for higher educations. (Tsinidou, Gerogiannis, & Fitsilis, 2010) found that students of higher education have a higher perception of service quality. Another study explained that services included in higher education for students are inseparable, intangible, perishable, and heterogeneous (Biggs & Tang, 2011). Finally, this concept of quality service is directly relevant to higher education.

On Jan. 2005, Germany apex court had changed the federal law of banning fees and ordered universities to charge the fees for the first time (Kommers & Miller, 2012). Later on, in 2009/10 German university switched to another system (two-cycle system) for higher education like bachelor and master in order to accomplish Bologna objectives. This had been done for the purpose of providing quality service to the external customers/students.

In Pakistan, for providing quality service Higher Education Commission struggles to compete global level universities and monitor the quality service the universities offer in order to retain better students and to attract new students. Thus, students possibly became more demanding and selective because of meeting student's expectations by providing quality services (Smith, 2013). In some way, undergraduate students probably have unrealistic expectations and if universities recognize their expectations better, they could provide them the service of their choice and meet their expectations.

In contrast, universities educate them about what the realistic expectations are that they could expect from lectures. Universities get the knowledge of students' expectations so they could be better managed in designing of the teaching program (Hauer, Hansen, Hirsh, Ma, Ogur, & Teherani, 2012). A study found, generally students' expectations of service quality are course contents, teaching method, teaching quality.

Another study investigated that the students' perceived quality of educational services is directly dependent on students' values and expectations (Fabrice, 2010).

There are some other studies explaining the positive impact of values and expectations for student participation (Pike, Kuh, & McCormick, 2011) and motivation to take part in service encounter. Such work plainly recognized the significance of understanding the values and expectations of students.

Khodayari and Khodayari, (2011) found that service quality is a multifaceted and complicated concept and the single definition of service quality is lacking. Jemmasi, Strong and Taylor, (2011) investigated that it is difficult to define accurately and then measure service quality. Hence, all stakeholders in higher education, such as professional bodies, students and government have their own understanding of service quality. Moreover, literature focused on perceived service quality is the comparison of students' perception of actual performance and service expectations. The researcher explained the service quality that it is the difference between perception of actual delivery and what the customers expect to receive from the university O'Neill and Palmer (Gruber, Fub, Voss, & Glser-Zikuda, 2010). Chong and Ahmed, (2012) defined that students perceived service quality is antecedent to the satisfaction of students.

Moreover, good service quality may satisfy students and attract new students by spreading positive word of mouth and attract them to take more and more courses (Lemke, Clark, & Wilson, 2011; Yee, Yeung, & Edwin Cheng, 2010). A study explored that there are three kinds of service expectations such as predicted services, desired services, and adequate services (Shoeb, 2011). Customers want to be provided a desired level of service quality. Furthermore, customers have a minimum level of service quality as they think that services would not meet the expectations. Among these services, there is a level of tolerance that customers are willing to accept. Lastly, customers have their own mindset and want that company would perform better.

Another study found that generally customer desired expectations is still ignored (Schmitt, 2010). Customers/students take desired expectations as standards for judgment of their satisfaction (Brown & Mazzarol, 2009). Additionally, customer's desired expectations are dependent on specific service stations than expectations of another type. Hence, probing the nature of desired expectation would be the



significant contribution to the field of service quality in universities. A research investigated the limit that the customer gets their objectives depends on behavior of service employees. (Dado, Taborecka-Petrovicova, Riznic, & Rajic, 2011) classified higher education as a “pure service” and point to the significance of excellence of personal contacts. The researcher discovered that the behavior of lecturers and overall service quality have a positive impact on customer perception. A plethora of studies found that service literature helps this assumption for instance, attitude and behavior of customer contact employees; mostly determine the perception of customers for service quality (Chong & Ahmed, 2012; Narteh, 2013). A research investigated that interaction of human is compulsorily required to consider service quality, satisfactory (Brown & Mazzarol, 2009). A study distinguished that the characteristic of interpersonal interaction between external and internal customer mostly affect satisfaction (Ting, 2011).

A study found that lecture quality has a positive impact on perceived service quality (Traphagan, Kucsera, & Kishi, 2010). Another study elucidated that in high quality education the most important thing is quality of lecture (Biggs & Tang, 2011). A study found that teachers are the primary factor of service quality in the universities (Tschannen-Moran & Johnson, 2011). Moreover the behaviors of teachers are also included. If teachers recognize what students expect, they can better change their attitude, according to the expectations of external customer that will have a positive influence on their level of satisfaction and perceived service quality.

The research found another instrument for measurement of service quality for higher education sector and the instrument is higher education performance. In the same way, researchers developed another instrument for measuring service quality named perceived employee service performance (Lemke, Clark, & Wilson, 2011). A study insisted that there is a dire need to focus on service quality in all academic faculties at university level.

There is awareness regarding the importance of teaching disciplines like tourism and history and there is also the increase in demand for people having degrees in these disciplines, yet we don't have enough people due to the lack of governmental

funding. For service qualities to improve and enhance the companies have to bring skilled people in front, and for that they might have to provide people with good professional training on service quality (Hume & Mort, 2010). So, to meet customer demands it is important that you pay close attention to the industry trends. For educational sectors to improve it is important that they hire personnel that are well experienced and well trained in their respective fields? According to another study; it is important for the educational department to offer services like good teaching skills, facilities, proper teaching environment, career counseling and better administration for its service to improve (O'Dwyer & Athl, 2014). Service quality plays a vital role to enhance student abilities and their skills that are useful for the industry (Abbasi, Siddiqi, & Azim, 2011).

Studies also reveal that it is important for universities to continuously check their service quality and there should be a constant improvement in them in order to compete with the extremely competitive world (Bel, Fageda, & Warner, 2010; Fabrice, 2010). Because of this higher revenue will be generated for educational organizations. According to another study, it is important for educational systems to pay close attention and to focus on what their students have to say regarding their experience with the institution (Abbasi, Siddiqi, & Azim, 2011). Thus, knowing the determinants of service quality from students' point of view is an important aspect of service quality.

In present age, higher educational system is under immense pressure to look for different and unique evaluation procedures to stay in the competition. Moreover, the idea of give gaps which are present in the process of service providence. They did this to enhance the service quality development. The main function of first four gaps is the fifth gap i.e. the difference between expected service quality and the perception of service quality delivered to the customers. (Bitner, Zeithaml, & Gremler, 2010) used the fifth gap and defined service quality as the difference between perception of the delivered service and customer expectations.

The service which has been offered and the way that particular service is been offered defines the competitive differentiation especially for educational sectors (Teixeira, Rocha, Biscaia, & Cardoso, 2012) and because of this students have

been very critical while examining the service provided by higher educational system. Furthermore, after studying many researches they concluded that educational sectors are more interested in student satisfaction along with their perception of quality in Higher Education. One can define Higher Education as a service as it has all the features of a service such as intangibility, inseparability; perish ability and lastly heterogeneous (Bel, Fageda, & Warner, 2010). Hence, there is a direct relationship between service quality and higher education.

**H6: Internal Marketing and Service Quality have a significant positive relationship.**

## 2.8 Employee Motivation and Service Quality

Motivation of employees in an organization is an important consideration of managers as well as researchers. Different facets of employee motivation have been explored to date. Rewards play a key role in motivation program developed by an organization. Basically needs and motivations are disabused many times in literature. A number of motivation previous theories argue that the individuals are motivated when their needs are fulfilled. This is why often motivation program contains incentives, rewards and recognition etc. Previous literature provides great evidence for the fact that employees exhibit positive behavior when they were motivated. Employee's satisfaction depends on the rewards they achieve from his organization (Milne, 2007; Zaini & Nilufar, 2009). Zaini and Nilufar, (2009) found that monetary rewards like pay, promotion or bonus are linked with job satisfaction.

## 2.9 Employee Empowerment and Service Quality

Employees are empowered by internal marketing and this provides them responsibility and accountability. McDonald, (2011) explained that numerous companies

agree that for being responsive to consumer needs, the front line employees are required to be empowered to deal with customer demands and meet their expectations while solving their problems after experiencing the products. Hence, the organization as empower their staff in order to build customer relationship and the internal marketing helps in creating understanding, commitment, and greater involvement.

## 2.10 Mediating Role of Job Satisfaction

Job satisfaction enables the company to retain their comparatively trained employees so that they provide high quality performance at the work place (Bavinck et al., 2012). Job satisfaction has mediating effect on service quality. A study investigated the mediating role of job satisfaction with the relationship between the signs of commitment to performance and service quality (Erl, Puttini, & Mahmood, 2013). Another research explored that there are three significant indicators of job satisfaction such as reward, training, and empowerment. Another study provided empirical results that job satisfaction is the mediator between service quality and employees (Chuang, Judge, & Liaw, 2012). Continuing with the research predictions, rewards and empowerment leave an impact on performance and service quality indirectly or directly via job satisfaction. Another research found that job satisfaction has a partial mediating role between external and internal customers. Overall rewards and empowerments are embedded with the employee's job. Recent researches gathered evidences of the struggle of rapport on external customer loyalty and satisfaction (Hennig-Thurau, Gwinner, & Gremler, 2002). There is a prediction of the mediating role of job satisfaction and service quality and between loyalty and quality (Preacher & Hayes, 2008; Shrout & Bolger, 2002).

Consequently, it is getting obvious that there is an influence of internal customer loyalty and satisfaction on performance and service quality. The mediating role of job satisfaction explored why some studies have significant relationships between internal marketing and service quality. Though, job satisfaction is not silent on service quality and frequent interaction of internal and external customers. Moreover,

there are three different types of interactions between service providers and customers such as, service, relationship, pseudo relationship, and service encounter. A study exclusively discussed service quality, because Hennig-Thurau, Gwinner and Gremler, (2002) argued that job satisfaction has a specific influence of internal marketing. Additionally, in external customer satisfaction the service quality is exclusively required in order to maintain the competitive edge. Another research investigated that the mediating role of customer satisfaction in service quality, behavioral intention, and relationship with the service quality model as internal construct as well as formative construct. However, it was shown the limited support for the mediating role of the model and it is more significant to evaluate job satisfaction with service quality. Considering the above literature, study proposes that:

**H7: Job Satisfaction significantly mediates the relationship between Employee Motivation and Service Quality.**

**H8: Job Satisfaction mediates the relationship between Market Orientation and Service Quality.**

**H9: Job Satisfaction significantly mediates the relationship between Empowerment and Service Quality.**

## 2.11 Model of the Study

The brief model of the study is shown in Fig. 2.1.

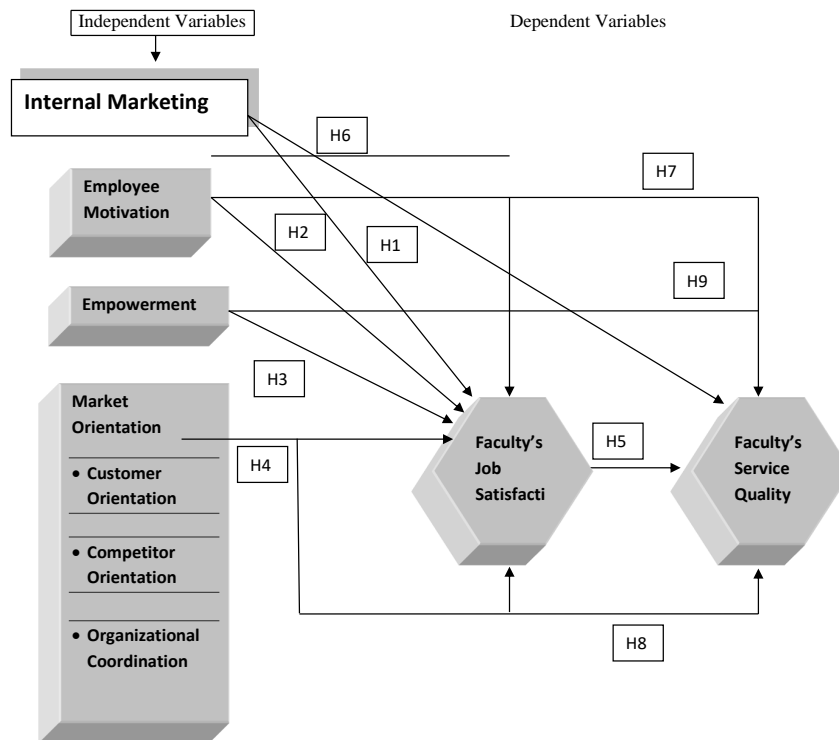


FIGURE 2.1: Model of the study.

## 2.12 Hypothesis

Based on extensive literature review following hypothesis are developed for study:

H1: Internal Marketing has significant impact on Job Satisfacti.

H2: Motivation has significant impact on Job Satisfacti.

H3: Empowerment has significant impact on Job Satisfacti.

H4: Market Orientation has significant impact on Job Satisfacti.

H4a: Customer Orientation has significant impact on Job Satisfacti.

H4b: Competitor Orientation has significant impact on Job Satisfacti.

H4c: Organizational Coordination has significant impact on Job Satisfacti.

H5: Job Satisfacti has a significant positive association with Service Quality.

H6: Internal Marketing and Service Quality have a significant positive relationship.

H7: Job Satisfaction significantly mediates the relationship between Employee Motivation and Service Quality.

H8: Job Satisfaction mediates the relationship between Market Orientation and Service Quality.

H9: Job Satisfaction significantly mediates the relationship between Empowerment and Service Quality.

# Chapter 3

## Research Methodology

### 3.1 Research Design

The research design can be described as the strategy and the plan by which the purpose of the study is to be planned and realized. It specifies the methods and procedures that are used for data collection, measurement and analysis of the data (Herbst & Coldwell, 2004). According to Schwartz, Hage, Bush, and Burns, (2006) each research problem is unique. It is therefore critical that the research design is well structured to ensure that the study is relevant to the problem as well as economically viable. Because the concept of internal marketing is so new, it is important to obtain reliable information that can be used successfully in decision making.

### 3.2 Population and Sample

A population can also be described as finite or infinite. A finite population has a limited or fixed number of individuals or objects while an infinite population has an unlimited or non-fixed number of individuals or objects (Fraenkel, 2000). The population for the study consists of all faculty members of Higher Education Institutions/ Universities in Pakistan. Our sample consists of the faculty members employed in higher education institutions or universities on permanent basis



and have at least three years of experience. Sample is selected by using random sampling and sample size is determined according to method proposed by (Krejcie & Morgan, 1970; Cheng, Chen, Hsu, & Hu, 2012). Therefore, 372 questionnaires were used for analysis. The data was collected by paying personal visits, mail and/or emails, fax etc. The sample consisted of permanent faculty, having more than 3 years' experience in the field of teaching.

### **3.3 Research Instrument**

The instrumentation for this study comprises the questions which are already tested and some were modified from review of literature. Fraenkel, (2000) has recommended "selection of an already developed instrument when appropriate . . . is preferred". So a preliminary instrument consisting of demographic, dependent, independent and mediating variables was developed, and around seven eminent PhD holder professors and researchers evaluated it; based on their expert opinion initial questionnaire was reduced to 56 question items and 6 demographic questions, and minor adjustments were made as far as wording and structure of questions was concerned. Variables of research study were recorded on five point likert scale for strongly agree (5) to strongly disagree (1). To measure the internal marketing, 06 items measurement used is adopted from Rafique and Ahmed (2000), employee motivation is measured through 10 items adopted from Linder (1998), Empowerment items are adopted from (Gabrial et al., 2010) and 9 items were undertaken. To measure Market orientation 5 items were adopted from (Gronoroo, 1985), Organizational Coordination is measured by adopted by (Narver & Slater, 1990) measured through 5 items, to measure Faculty Job Satisfaction by adopting from (Spector, 1999) by 10 items. Faculty Service Quality is measured by adopting (Cronin et al., 1992) scales and 13 items.

### 3.4 Demographic Characteristic of Respondents

This study included a six item questionnaire to know the demographics of the respondents. These question items were based on review of literature and opinion of the experts in the field. These question items tried to know the details of respondent, who were faculty members of various universities, regarding: Age, Gender, Highest academic/research degree, Work experience, Designation, Familiarity with IM concepts.

#### 3.4.1 Gender of Respondents

Data showed that majority of the respondents are male, ratio of females professional is comparatively lower than males. Of the sample size of 398, a lower percentage of working women explains the difference in the gender-wise frequencies. The percentage of working women is quite low as compared to the overall percentage of males in the country.

#### 3.4.2 Qualification of Respondents

The qualification of respondent's range from masters to post doctorate.

TABLE 3.1: Demographic composition of respondents.

Factor	Sample (n = 398)
University	37.3% public and 62.7% private
Designation	27.9% senior and 72.1% junior
Tenure	68.2% < 3 years, 16.9% 4-5 years, 14.9% > 5 years
Qualification	6% PhD, 48.5% MS, 45.5% (18 yr. Education)
Gender	61.2% male and 38.8% female
Marital Status	49.3% married and 50.7% single
Age	86.6% $\leq$ 45 years and 13.4% > 45 years

## **3.5 Data Collection Method**

Data was collected using survey forms distributed through emails, in university events and direct interviews. Interview began as a tool primarily for psychologists and anthropologists, while sampling got its start in the field of agricultural economics (Angus & Katona, 1953, p. 15).

Survey research does not belong to only a single discipline and it can be employed by almost any discipline. According to Angus and Katona, “It is this capacity for wide application and broad coverage which gives the survey technique its great usefulness”.

Surveys are useful in describing the characteristics of a large population. No other method of observation can provide this general capability. They can be administered from remote locations using mail, email or telephone. Consequently, very large samples are feasible, making the results statistically significant even when analyzing multiple variables. Many questions can be asked about a given topic giving considerable flexibility to the analysis. There is flexibility at the creation phase in deciding how the questions will be administered: as face-to-face interviews, by telephone, as group administered written or oral survey, or by electronic means.

Along with all the benefits mentioned above, survey researcher is also not much expensive. So keeping in view time and cost restraints, survey research is the best method that aligns with the scope of this study.

### **3.5.1 Administration of Questionnaire**

The purpose of a questionnaire is to collect and record primary research data. A questionnaire needs to be well designed because it is very seldom possible to repeat the survey if the researcher finds out afterwards that the questionnaire was not complete, or that some important topic was omitted. Once a survey has been completed, the data cannot be changed. According to Forza (2002) good questionnaires are those that meet research objectives, obtain valid and reliable data from

respondents, facilitate data processing, achieve, and maintain the involvement of respondents. The quality of the research results depends on the quality of the questionnaire and the questions that have been asked (Boyce, 2002).

### **3.5.2 Handling of Received Questionnaire**

In this research study a total of 400 questionnaires were distributed in selected universities to faculty members. From the 400 distributed questionnaires, 398 were recovered. There were some incomplete questionnaires that were returned back but not considered in the study. All the completely filled questionnaires were coded and entered in to the SPSS order to measure the relationship of variables.

## **3.6 Research Type**

Referring to the time horizon, this research is cross-sectional in nature. In cross-sectional studies data collected from respondents only at a single time and use them for more analysis.

## **3.7 Unit of Analysis**

The unit of analysis basically shows the unit/level of the data to be collected. For example, the unit of analysis in an investigation is person, group, organization or whole culture. The unit analysis of this study will be individual faculty members of institutes providing higher education.

## **3.8 Pre-testing of the Questionnaire (Pilot Study)**

Pilot testing was conducted with youth aged 20-60 of Pakistan. Data collection was personally administered from 50 respondents. After the pilot testing, necessary changes were made to make the questionnaire more reliable.

## **3.9 Sampling Design**

Our sample consists of the faculty employed in higher education institutions or universities on permanent basis and have at least three years of experience. Sample was selected by using random sampling and sample size was determined according to method proposed by Krejcie and Morgan (1970) and Cohen (1969).

The data was collected by paying personal visits, mail and/or emails, fax etc. The sample consists of permanent faculty working in Higher education institutions having more than 3 years of experience in the field of teaching. It was ensured that lecturers, assistant professors, associate professors and professors have appropriate participation in the survey.

## **3.10 Statistical Analysis**

### **3.10.1 Diagnostic Testing**

Before data analysis, pilot testing of 50 individuals was done. Confirmatory factor analysis, i.e. CFA was applied on the data collected through pilot testing in order to check validity of scales used. For reliability analysis, cronbachs' alpha reliability was checked.

### **3.10.2 Structural Equation Modeling**

Structural equation modeling (SEM) is a second generation multivariate method which is used to assess the reliability and validity of the model measures. Each statistical technique has certain characteristics that determine applicability to a given problem. Second generation multivariate methods allow simultaneous analysis of all the variables in the model instead of separately. In addition, measurement error is not aggregated in a residual error term. Structural equation modeling (SEM) has been applied to a variety of research problems. Within the family of SEM techniques are many methodologies. Path analysis and confirmatory factor analysis are special types of SEM techniques.

### **3.11 Scales**

As it is a relational study following instruments were used to measure the dependent and independent variables of the study and also to find out the association between these variables:

Variable	Instrument Author	No. of Items
Employee Motivation	Shueh-Chin Ting. Noe and Schmitt.	01-08
Empowerment	Charles J. Hollon and Gary R. Gemmill.	09-12
	Gabriel Gazzoli, Murat Hancer and Yumi Park.	13-17
MARKET ORIENTATIONS		
(Customer Orientation,		18-23
Competitor Orientation,	Webster, Robert L. Hammond and Kevin L.	24-28
Organizational Coordination)		20-32
Job Satisfaction	Scarpello, V. and Vandenberg, R.	33-42
	Fauziah Noordin and Kamaruzaman Jusoff.	
Service Quality	J. Joseph Cronin. Steven A. Taylor.	43-55

# Chapter 4

## Data Analysis

### 4.1 Tests of Normality

Normality of the data is an essential feature for estimating the statistical model and for accuracy of confidence intervals. For this purpose Quantile-Quantile graph is reported in figure 4.1, 4.2, 4.3, 4.4, 4.5, 4.6 and 4.7. The results of these graphs clearly indicate that data is exhibiting the normality. Q-Q plot is considered more accurate method for determination of normality when the data set is large (Field, 2009).

This quantile-quantile plots shows whether the two data sets come from a normal distribution. As the data come along a straight line. Therefore, this figure indicates that data sets comes from normal distribution. Respondent had mostly similar views.



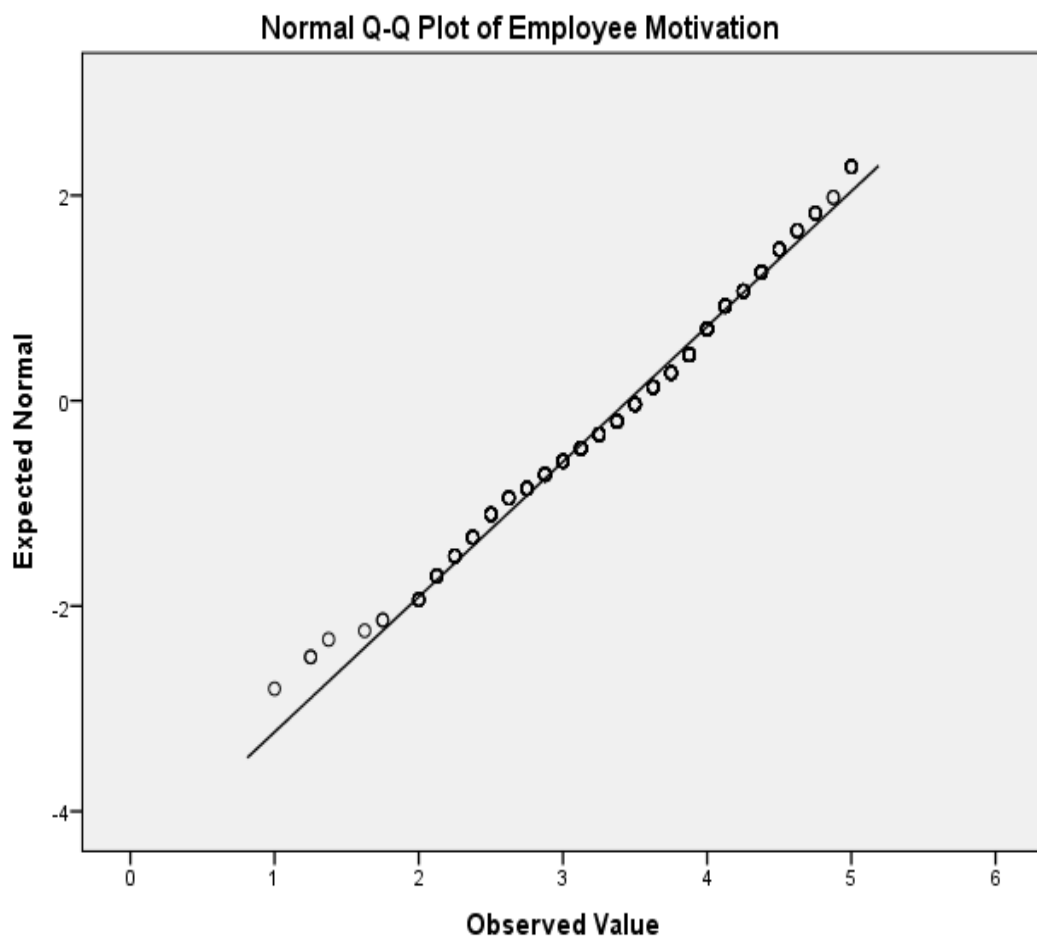


FIGURE 4.1: Normal Q-Q Plot of Employee Motivation.

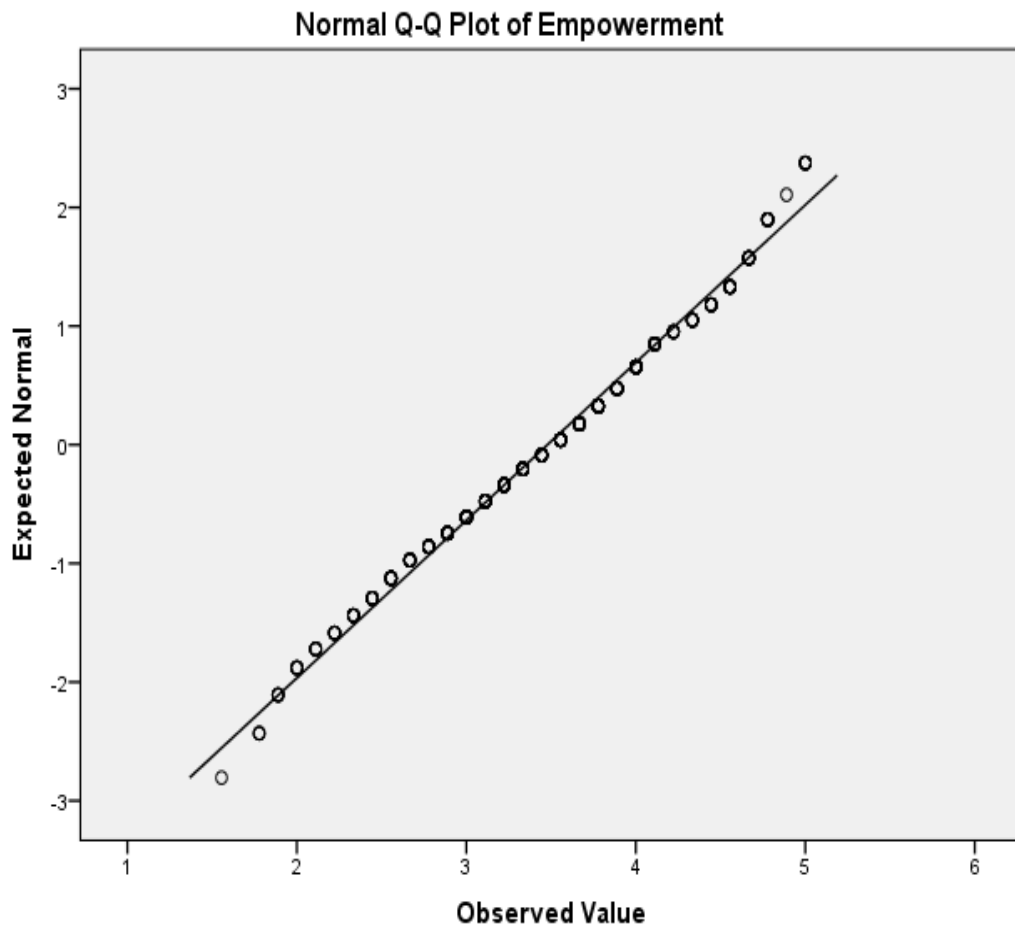


FIGURE 4.2: Normal Q-Q plot of Empowerment.

This quantile-quantile plots shows whether the two data sets come from a normal distribution. As the data come along a straight line. Therefore, this figure indicates that data sets comes from normal distribution. Respondent had mostly similar views about.

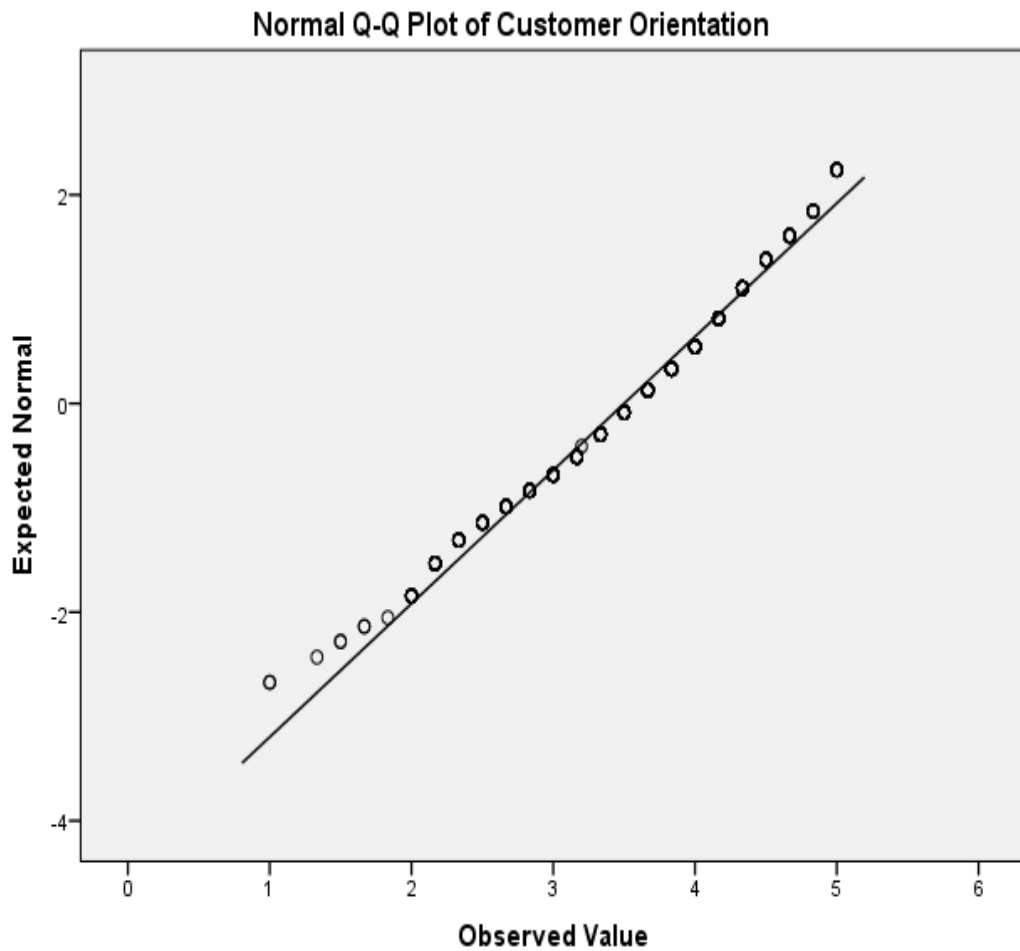


FIGURE 4.3: Normal Q-Q Plot of Customer Orientation.

This quantile-quantile plots shows whether the two data sets come from a normal distribution. As the data come along a straight line. Therefore, this figure indicates that data sets comes from normal distribution. Respondent had mostly similar views about.

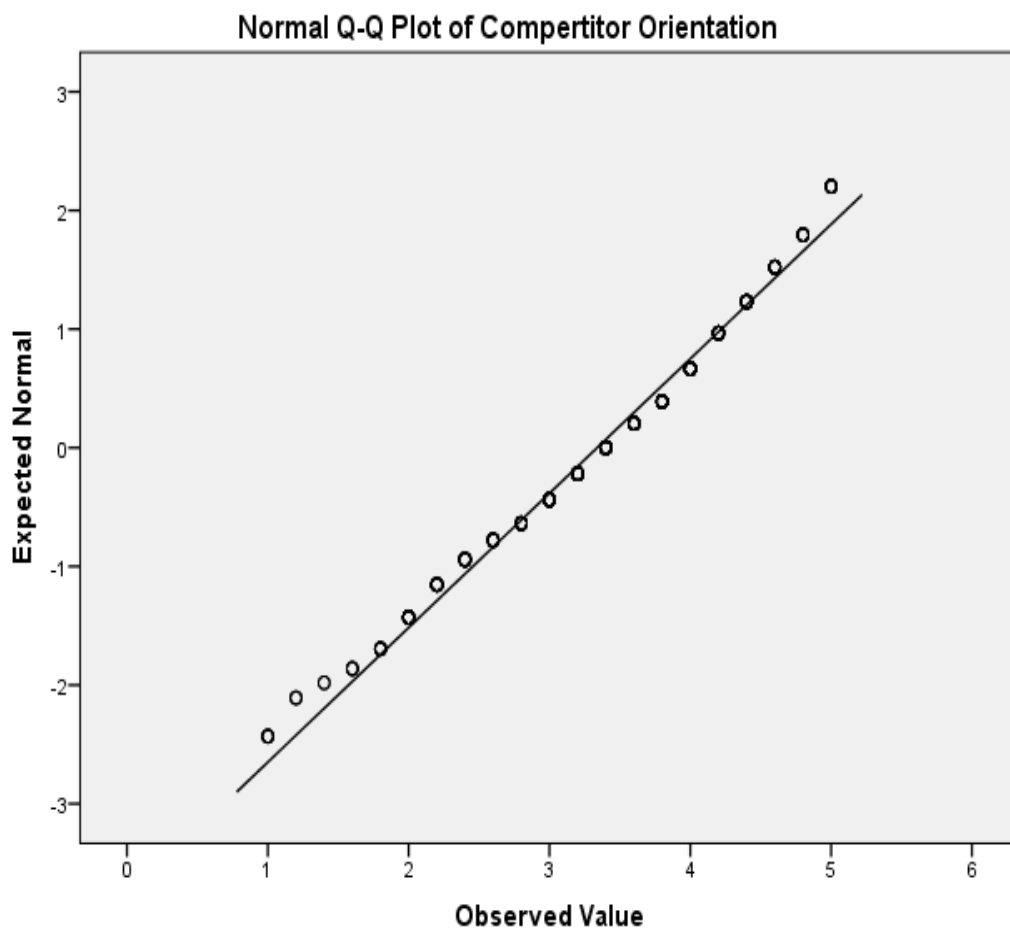


FIGURE 4.4: Normal Plot of competitor Orientation.

This quantile-quantile plots shows whether the two data sets comes from a normal distribution. As the data is scattered and does not come along a straight line. Therefore this figure indicates that data sets comes from different distribution. Respondent had similar views.

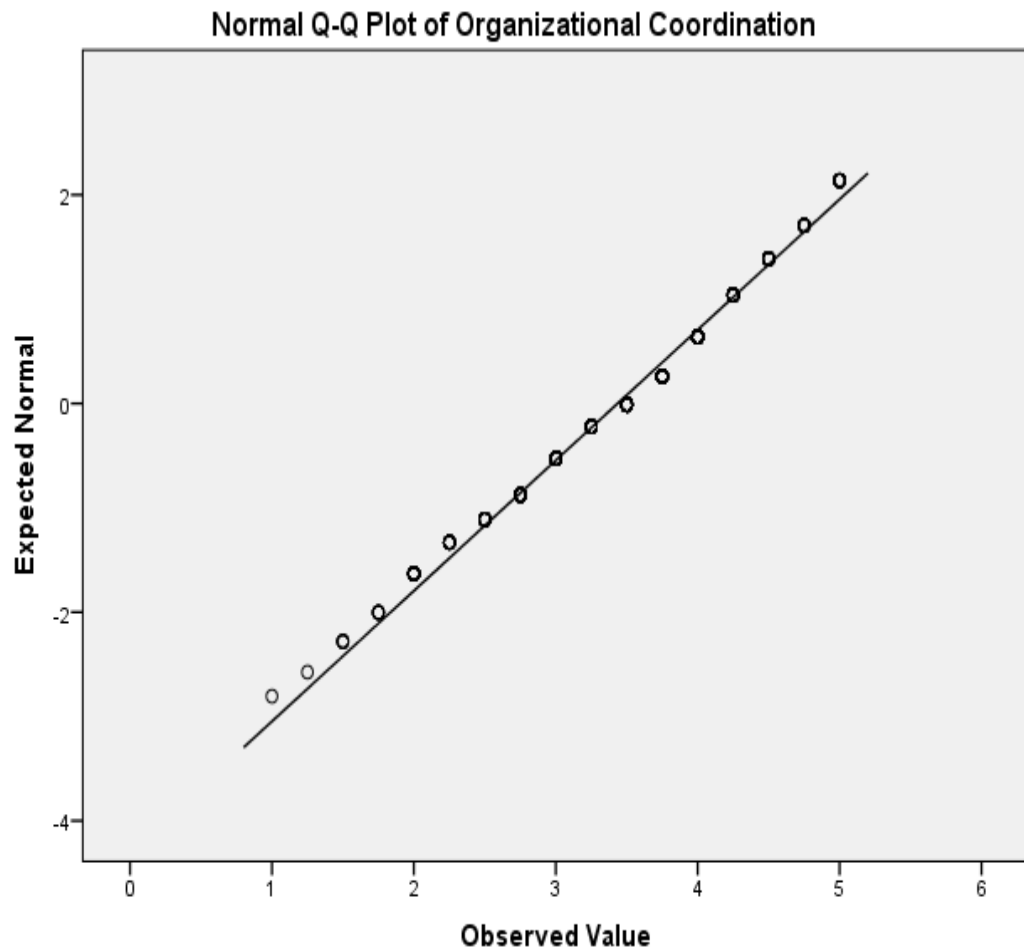


FIGURE 4.5: Normal Q-Q Plot of Organizational Coordination.

This quantile-quantile plots shows whether the two data sets come from a normal distribution. As the data come along a straight line. Therefore this figure indicates that data sets comes from normal distribution. Respondent had mostly similar views about organizational coordination.

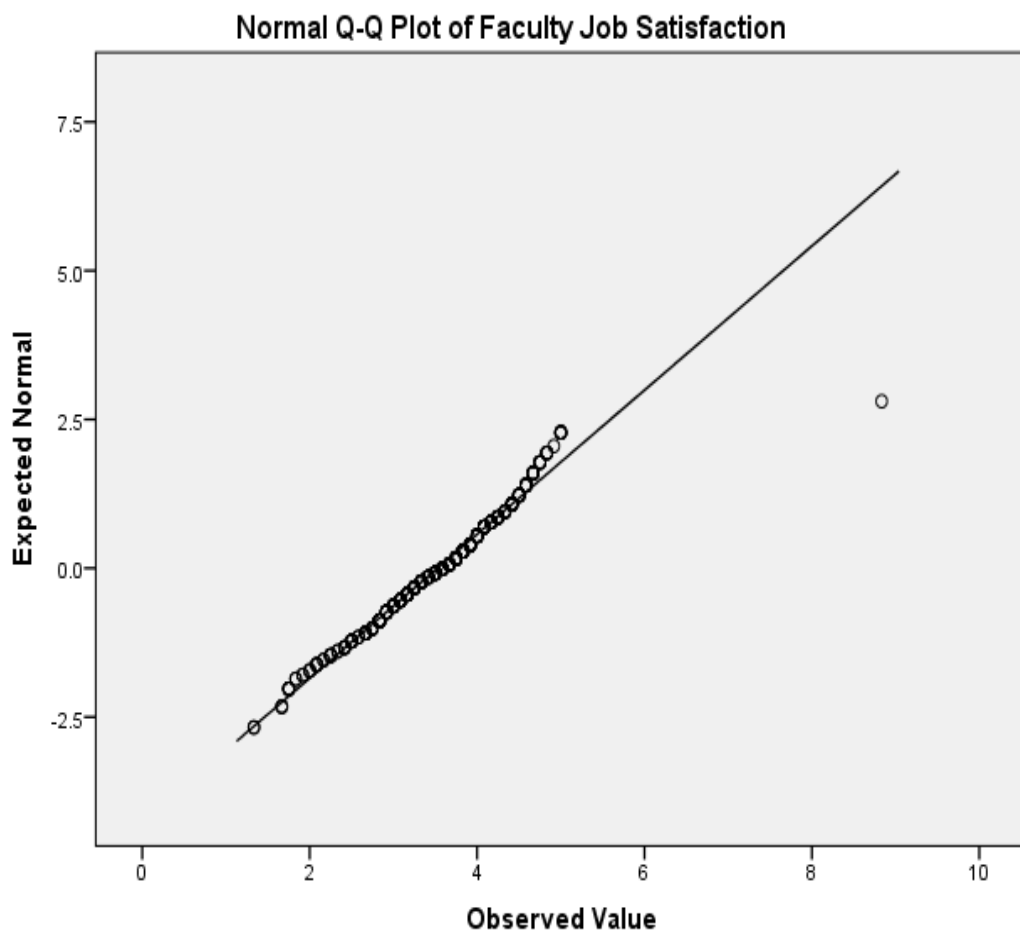


FIGURE 4.6: Normal Q-Q Plot of Faculty Job Satisfaction.

This quantile-quantile plots shows whether the two data sets come from a normal distribution. As the data come along a straight line. Therefore, this figure indicates that data sets comes from normal distribution. Respondent had mostly similar views about their levels of job satisfaction.

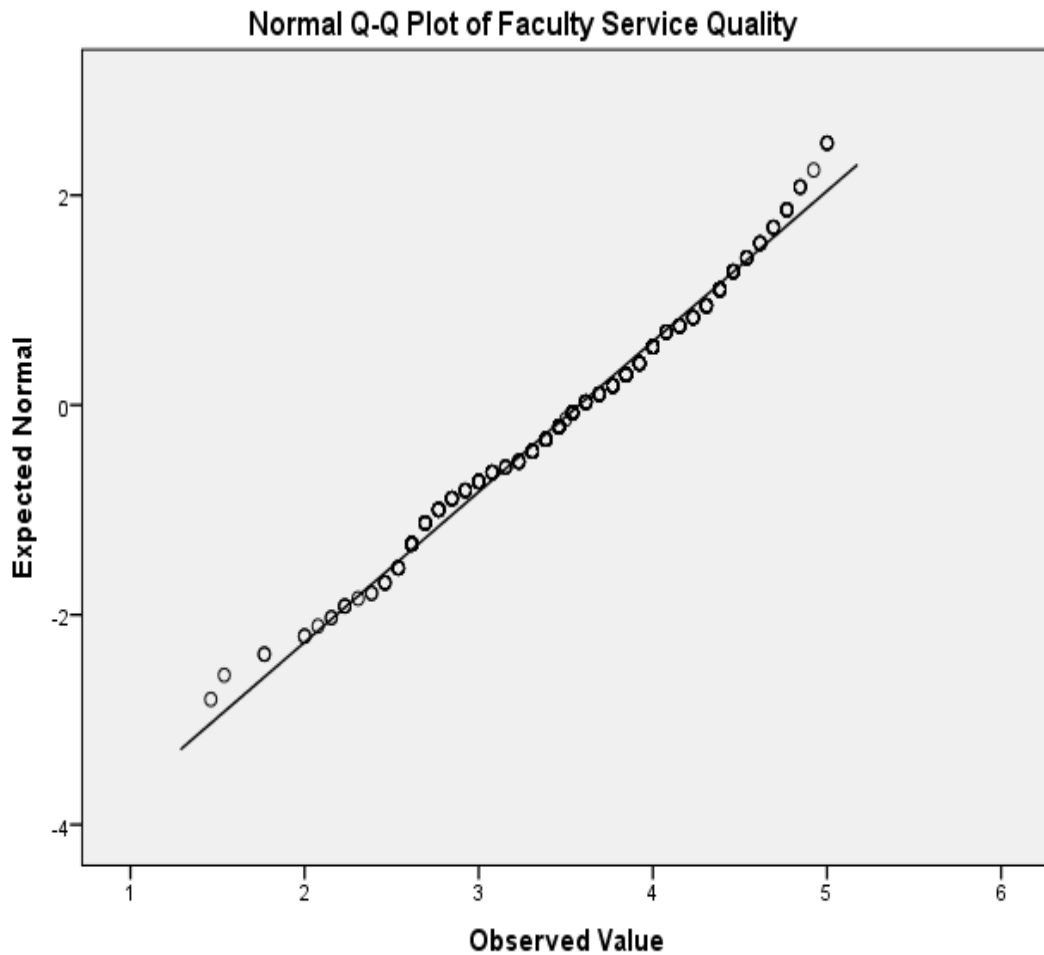


FIGURE 4.7: Normal Q-Q Plot of Faculty Service Quality.

This quantile-quantile plots shows whether the two data sets come from a normal distribution. As the data come along a straight line. Therefore, this figure indicates that data sets comes from normal distribution. Respondent had mostly similar views.

## 4.2 Statistical Tools

Following Statistical procedures were used for the study:

Firstly, demographic analysis were carried out to see whether male faculty members are satisfied with job or female. By conducting demographic analysis it becomes possible to comment on demographic attributes of sample.

As a second step, descriptive statistics to elaborate the results of each individual variable. Correlation Matrixes are used to test the strength and direction of relationship among variables of interest.

Thirdly, stepwise regression analysis will be done test the following equations of our hypothetical research model:

1.  $FSQ = f$  ( Internal Marketing, Employee Motivation, Empowerment, Customer orientation, Competitor orientation, and Organizational coordination)
2.  $FJS = f$  (Internal Marketing, Employee Motivation, Empowerment, Customer orientation, Competitor orientation, and Organizational coordination)
3.  $FSQ = f$  (Faculty Job Satisfaction, Internal Marketing, Employee Motivation, Empowerment, Customer orientation, Competitor orientation, and Organizational coordination)

### 4.3 Internal Consistency and Reliability

Reliability refers to the fact that a question evokes the same set of responses each time it is asked in similar circumstances. Reliability deals with accuracy and it can be measured three ways namely test-retest, alternative forms and internal consistency reliability (Ives, Olson, & Baroudi, 1983). Cronbach's coefficient alpha technique is used to measure the reliability. The coefficient alpha is a technique of judging the internal consistency of the measuring instrument by averaging all the possible ways of splitting test items and examining the degree of correlation. The greater the correlation is to a score of one, the higher the internal consistency reliability (Ives, Olson, & Baroudi, 1983). Cronbach's Alpha of all the variables is more than .8, which shows that data is reliable.



TABLE 4.1: Reliability Analysis of Study Variables.

Variable	Cronbach's Alpha
IM	.875
MOT	.878
EMP	.887
MOC	.858
MCP	.877
MOG	.814
SAT	.843
SQT	.914

## 4.4 Descriptive Statistics

A descriptive statistics analysis of all variables is conducted and total 398 responses are analyzed for current study. The result of study represents the minimum, maximum, mean value and standard deviation of the variables studied. The results are as followings:

TABLE 4.2: Descriptive statistics.

	Mean	Std. Deviation
IM	3.436	.7691
MOT	3.3386	.77619
EMP	3.3261	.71798
MOC	3.4340	.94106
MCP	3.2246	.98055
MOG	3.3916	1.16304
SAT	3.3825	.80414
<b>SQT</b>	<b>3.4860</b>	<b>.70840</b>

The mean results indicate that on average responded are on agreeable side with deviation less than 1.

## 4.5 Correlation Analysis

Correlation analysis is applied to evaluate the relationship in between two variables. The analysis measures the association of variables or relationship between variables. In simple words it can be defined that it measures strength of relationship between two variables. The correlation analysis represents the size and direction of the association between two variables. If the results of analysis are significant then it can be a positive relationship or negative relationship. The coefficient values of analysis ranges from -1.00 to 1.00. When the value of coefficient is in positive range (more than zero and less than 1) then there will be positive relationship, when it falls in negative range then there will be negative relationship and if it is zero then the relation will be insignificant and no relationship exists. The higher the value of coefficient is the stronger the relationship of variables will be.

TABLE 4.3: Correlation Analysis.

	MOT	EMP	MOC	MCP	MOG	SAT	SQT
MOT	1						
EMP	.776**	1					
MOC	.702**	.699**	1				
MCP	.618**	.677**	.693**	1			
MOG	.656**	.699**	.656**	.762**	1		
SAT	.774**	.768**	.689**	.652**	.704**	1	
<b>SQT</b>	<b>.743**</b>	<b>.784**</b>	<b>.724**</b>	<b>.637**</b>	<b>.684**</b>	<b>.817**</b>	<b>1</b>

Note: significant; \* $p \leq .05$ , \*\* $p \leq .01$ , \*\*\* $p \leq .001$

## 4.6 Path Analysis

Measures of a good model fit are Root mean square error of approximation (RMSEA), Adjusted goodness of fit index (AGFI), Comparative fit index (CFI), Root mean square residual (RMR) etc. The RMR indicates the average discrepancy between the elements in the sample covariance matrix and the model generated covariance matrix. RMR values range from 0 to 1, with smaller values Goodness-of-fit statistics (GFI) shows the relative amount of covariance and variance jointly elucidated by the model. This index scores in the range of 0.80-0.89 is considered good by many researchers; scores of 0.90 or higher are considered as evidence of good fit.

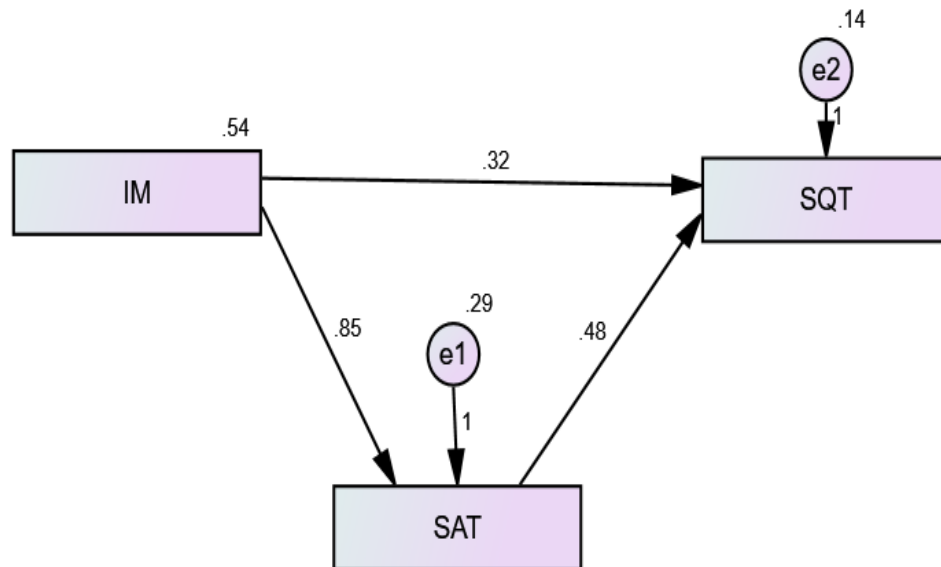


FIGURE 4.8: Internal Marketing and Faculty Service Quality with Mediation of Faculty Job Satisfaction.

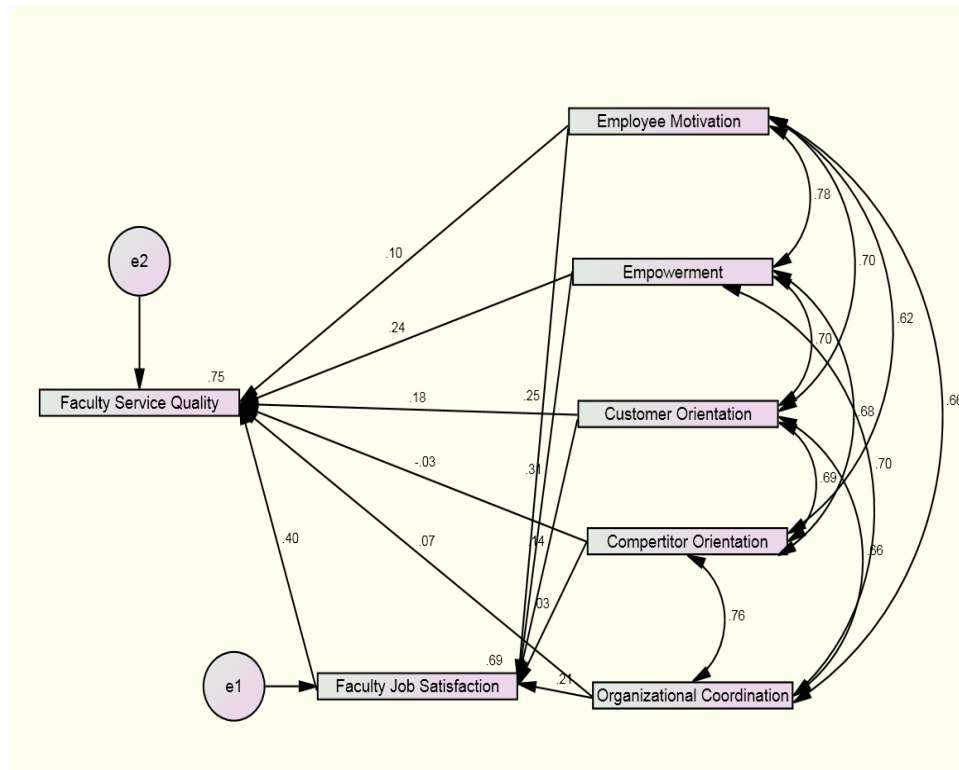


FIGURE 4.9: Employee motivation, Empowerment, Market Orientation and Faculty Service Quality with Mediation of Faculty Job Satisfaction.

Effect of independent variables on the Faculty Service Quality variable

Employee motivation (MOT)

- Direct = .10
- Indirect =  $.25 \times .40 = .10$

Empowerment (EMP)

- Direct = .24
- Indirect =  $.31 \times .40 = .12$

Customer Orientation (MOC)

- Direct = .18
- Indirect =  $.14 \times .40 = .056$

Competitor Orientation (MCP)

- Direct = -.03
- Indirect =  $.03 \times .40 = .012$

## Organizational Coordination (MOG)

- Direct = .07
- Indirect =  $.21 \times .40 = .084$

TABLE 4.4: Effect of independent variables on the Faculty Service Quality variable.

Variable	Direct Effect	Indirect Effect	Total Effect
Employee Motivation	.10	.25	.10
Empowerment	.24	.31	.12
Customer Orientation	.18	.14	.056
Competitor Orientation	-.03	.03	.012
<b>Organizational Coordination</b>	<b>.07</b>	<b>.21</b>	<b>.084</b>

Causal path analysis was performed to investigate the direct and indirect impact of Employee Motivation, Empowerment, Customer Orientation, Competitor Orientation, Organizational Coordination, and Employee Satisfaction as mediator and Faculty Service Quality. In the indirect effect, employee Motivation has more effect on employee service quality with Job Satisfaction as a mediator. Job Satisfaction has the largest overall effect on employee service quality.

TABLE 4.5: Model Fit Summary.

CMIN					
Model	NPAR	CMIN	DF	P	CMIN/DF
Default model	62	1462.689	271	.000	5.397
Saturated model	319	.000	0		
Independence model	27	9748.782	315	.000	30.948
RMR, GFI					
Model	RMR	GFI	AGFI	PGFI	
Default model	.057	.901	.871	.728	
Saturated model	.000	1.000			
Independence model	.219	.367	.325	.339	

Baseline Comparisons					
Model	NFI	RFI	IFI	TLI	CFI
	Delta1	rho1	Delta2	rho2	
Default model	.857	.839	.879	.856	.879
Saturated model	1.000	1.000	1.000		
Independence model	.000	.000	.000	.000	.000

RMSEA				
Model	RMSEA	LO 90	HI 90	PCLOSE
Default model	.066	.064	.069	.000
Independence model	.167	.166	.181	.000

Based on the above Tables, the existence of model fit was identified using the chi-square value and the goodness of fit was assessed based on the GFI, RMR, RMSEA values. In the structural model, if the chi-square has attained the minimum value and its probability value is greater than 0.05, the model is said to be good and satisfactory. The model fit statistics given prove that there is an excellent model fit with GFI greater than 0.9. The result further show evidence that the constructs form a good model as there is a satisfactory chi-square coefficient. Therefore no further modifications was done and all the items from the construct were included in the final instrument.

## 4.7 Internal Marketing and Faculty Service Quality with Mediation of Faculty Job Satisfaction

TABLE 4.6: Mediate Analysis : Motivation FSQ.

Structural Path	$\beta$	Standard Error	T Value	Significance (p)	Significant/ Insignificant
IM	0.852	.037	23.162	.0000	Significant
SAT					
IM	.316	.039	8.121	.0000	Significant
SQT					
SAT	.477	.035	13.752	.0000	Significant
SQT					

Note:  $t > 2$ ,  $*p < .05$ ,  $**p < .01$ ,  $***p < .001$

TABLE 4.7: Indirect, Direct and Total Effect.

Structural Path	Direct Effect	Indirect Effect	Total Effect	Z Value	Significance
SAT	.758		.825	7.253	.0000
SQT					
IM SAT		.406			
SQT					

Number of bootstrap samples = 1000, Level of confidence = 95%

## 4.8 Motivation and Faculty Service Quality With Mediation of Faculty Job Satisfaction

TABLE 4.8: Mediate Analysis : Motivation FSQ.

Structural Path	$\beta$	Standard Error	T Value	Significance (p)	Significant/ Insignificant
MOT SQT	.6529	.0364	17.9531	.0000	Significant
MOT SAT	.7185	.0425	16.83	.0000	Significant
SAT SQT	.4190	.0425	9.875	.0000	Significant
<b>MOT SAT SQT</b>	<b>.3519</b>	<b>.0440</b>	<b>7.991</b>	<b>.0000</b>	<b>Significant</b>

Note:  $t > 2$ ,  $*p < .05$ ,  $**p < .01$ ,  $***p < .001$

TABLE 4.9: Indirect, Direct and Total Effect.

Structural Path	Direct Effect	Indirect Effect	Total Effect	Z Value	Significance
MOT SQT	.3519		.6529	8.4957	.0000
<b>MOT SAT SQT</b>		<b>.3010</b>			

Number of bootstrap samples = 1000, Level of confidence = 95%



## 4.9 Empowerment and Faculty Service Quality With Mediation of Faculty Job Satisfaction

TABLE 4.10: Mediate Analysis: Empowerment &amp; FSQ.

Structural Path	$\beta$	Standard Error	T Value	Significance (p)	Significant/ Insignificant
EMP SQT	.7372	.0374	19.7333	.0000	Significant
EMP SAT	.8258	.0432	19.1054	.0000	Significant
SAT SQT	.3703	.0447	8.2815	.0000	Significant
<b>EMP SAT SQT</b>	<b>.4314</b>	<b>.0501</b>	<b>8.6160</b>	<b>.0000</b>	<b>Significant</b>

Note:  $t > 2$ ,  $*p < .05$ ,  $**p < .01$ ,  $***p < .001$

TABLE 4.11: Indirect, Direct and Total Effect.

Structural Path	Direct Effect	Indirect Effect	Total Effect	Z Value	Significance
EMP SQt	.4314		.7372	7.5896	.0000
<b>EMP SAT SQT</b>		<b>.3058</b>			

Number of bootstrap samples = 1000, Level of confidence = 95%

## 4.10 Market Customer Orientation and Faculty Service Quality with Mediation of Faculty Job Satisfaction

TABLE 4.12: Mediation Analysis : MCO &amp; FSQ

Structural Path	$\beta$	Standard Error	T Value	Significance (p)	Significant/ Insignificant
MOC	.4382	.0350	12.5308	.0000	Significant
SQT					
MOC	.1932	.0321	6.0225	.0000	Significant
SAT					
SAT SQT	.5351	.0375	14.2663	.0000	Significant
MOC SAT	<b>.4382</b>	<b>.0350</b>	<b>12.5308</b>	<b>.0000</b>	<b>Significant</b>
SQT					

Note:  $t > 2$ ,  $*p < .05$ ,  $**p < .01$ ,  $***p < .001$

TABLE 4.13: Indirect, Direct and Total Effect.

Structural Path	Direct Effect	Indirect Effect	Total Effect	Z Value	Significance
MOC SQT	.1932		.4382	8.7280	.0000
MOC SAT		<b>.2499</b>			
SQT					

Number of bootstrap samples = 1000, Level of confidence = 95%

## 4.11 Competitor Orientation and Faculty Service Quality With Mediation of Faculty Job Satisfaction

TABLE 4.14: Mediation Analysis : COM &amp; FSQ

Structural Path	$\beta$	Standard Error	T Value	Significance (p)	Significant/Insignificant
MCO	.1462	.0310	4.7247	.0000	Significant
SQT					
MCO	.4170	.0404	10.3311	.0000	Significant
SAT					
SAT SQT	.5638	.0378	14.9352	.0000	Significant
MCO SAT	<b>.3813</b>	<b>.0350</b>	<b>10.8916</b>	<b>.0000</b>	<b>Significant</b>
SQT					

Note:  $t > 2$ ,  $*p < .05$ ,  $**p < .01$ ,  $***p < .001$

TABLE 4.15: Indirect, Direct and Total Effect.

Structural Path	Direct Effect	Indirect Effect	Total Effect	Z Value	Significance
MCO SQT	.1462		.3813	8.4836	.0000
MCO SAT		<b>.2351</b>			
SQT					

Number of bootstrap samples = 1000, Level of confidence = 95%

## 4.12 Organizational Coordination and Faculty Service Quality With Mediation of Faculty Job Satisfaction

TABLE 4.16: Mediation Analysis : OC &amp; FSQ

Structural Path	$\beta$	Standard Error	T Value	Significance (p)	Significant/ Insignificant
MOG	.0945	.0260	3.6384	.0003	Significant
SQT					
MOG	.3320	.0347	9.5816	.0000	Significant
SAT					
SAT SQT	.5888	.0376	15.6654	.0000	Significant
MOG	<b>.2900</b>	<b>.0306</b>	<b>9.4911</b>	<b>.0000</b>	<b>Significant</b>
SAT SQT					

Note:  $t > 2$ ,  $*p < .05$ ,  $**p < .01$ ,  $***p < .001$

TABLE 4.17: Indirect, Direct and Total Effect.

Structural Path	Direct Effect	Indirect Effect	Total Effect	Z Value	Significance
MOG SQT	.0945		.2900	8.1618	.0000
MOG SQT		<b>.1955</b>			
SQT					

Number of bootstrap samples = 1000, Level of confidence = 95%

## 4.13 Results

TABLE 4.18: Part A: Independent & Dependent Variables.

<b>IVs &amp; DVs</b>	<b>Faculty Job Satisfaction</b>	<b>Faculty's Service Quality</b>
<b>IM</b>	Positive and significant	Positive and significant
<b>Employee Motivation</b>	Positive and significant	Positive and significant
<b>Empowerment</b>	Positive and significant	Positive and significant
<b>Customer Orientation</b>	Positive and significant	Positive and significant
<b>Competitor Orientation</b>	Positive and significant	Positive and significant
<b>Organizational Coordination</b>	Positive and significant	Positive and significant

TABLE 4.19: Part B: Role of Mediating Variable.

<b>Mediating Role of Faculty's Job Satisfaction</b>	<b>Expected Relation</b>
<b>Between IM &amp; Faculty's Service Quality</b>	Positive
<b>Between Motivation &amp; Faculty's Service Quality</b>	Positive
<b>Between Empowerment &amp; Faculty's Service Quality</b>	Positive
<b>Between Market Orientation &amp; Faculty's Service Quality</b>	Positive

# Chapter 5

## Discussions, Conclusion and Recommendations

### 5.1 Internal Marketing and Job Satisfaction

The relationship between internal marketing and job satisfaction is positive and significant as proved in this study and in addition, the relationship between these two construct has been proved in plethora of studies (Hennig-Thurau, Gwinner & Gremler, 2002). Mottaz, (1988) said that job satisfaction is likely to be increased in response to the rewards they receive from their organizations. Performance depends on promotion and pay; moreover, these both variables have strong impact on employee motivate (Lepak & Snell, 2002). It is quite clear that the best performance of employees cannot be achieved without a strong motivation. Chiu et al., (2002) reported that merit pay system offered by the organization to its employees provide a stronger motivation in employees. Many of organizations in previous literature show a significant and positive relationship between rewards and motivation. It is found that motivation program has always positive outcomes for an organization.

## **5.2 Motivation and Job Satisfaction**

Motivation of employees in an organization is an important consideration of managers as well as researchers. Different facets of employee motivation have been explored to date. Rewards play a key role in motivation program developed by an organization. Basically needs and motivations are disabused many times in literature. A number of motivation previous theories argue that the individuals are motivated when their needs are fulfilled. This is why often motivation program contains incentives, rewards and recognition etc.

Previous literature provides great evidence for the fact that employees exhibit positive behavior when they were motivated. Aziri, (2011) reported that job satisfaction is what an employee feels about his job environment and his expectations towards the job. Job satisfaction is all about an employee want from a job (Brief & Weiss, 2002). Different types of rewards lead to different kinds of motivations which in turn lead to different types of satisfaction (Luthans & Combs, 2006). Employee's satisfaction depends on the rewards they achieve from his organization (Milne, 2007; Zaini & Nilufar, 2009). Zaini and Nilufar, (2009) found that monetary rewards like pay, promotion or bonus are linked with job satisfaction.

## **5.3 Empowerment and Job Satisfaction**

Empowerment and Job satisfaction link is much studied and proved (Greco, Laschinger, & Wong, 2006). Empowerment basically provides a degree of motivation to employees and in turn employees are likely to be satisfaction. For example, Conger & Kanungo, (1988) reported that empowerment plays important role in motivating the employees which enhance self-efficacy and self-efficacy shape the different employee attitudes. On the other hand, Kim, Lee, Murrmann, and George, (2011) empowerment provides the employees with feelings of trustworthiness and in response they show job satisfaction. In hospitality industry it is reported that the empowerment affects job satisfaction in Taiwan hotel employee (Chiang & Jang,

2008), U.S. hotel managers (Salazar, Pfaffenberg, & Salazar, 2006) and U.S. restaurant employees (Gazzoli, Hancer, & Park, 2010). These researchers challenge that empowering the worker who directly deals with the customers is important because they actually can judge the customer's feelings. This work also reported that this relationship was stronger for the employees who directly deal with the customers as compare to the employees who do not deals customers directly and work at the back end operations.

Frontline employees are important part of an organization they have to deal in different situations and different customers so they might be provided with some degree of empowerment (Brownell, 1990). Finally, the employees are major contributors in the service quality, they have to perform much different service encounters in their day to day activities (Chebat & Kollias, 2000). It is important for the employees who have to deal with customer directly that they should feel a sufficient power, because high empowerment leads to high job satisfaction.

## **5.4 Marketing Orientation and Job Satisfaction**

Marketing orientation in faculty service quality has a crucial role as it relates to ultimate role of job satisfaction in education sector. In current study, this relationship is positive and significant and our hypothesis is supported. The previous studies shows that definitions of service is quality is considered more appropriate (Wicks & Roethlein, 2009) then service quality definitions (Caruana, 2002) in terms of relative superiority empirical studies have done between service quality scale and service performance scale for analyzing service quality.

Organizational coordination is most important thing in making the way of satisfaction in faculty service quality. Plethora of researches showed that there was a positive and significant relationship between organizational coordination and job satisfaction, in addition when this effect was checked in current study, it also shows a positive and significant relationship, and so our hypothesis is proved. This study followed an interdisciplinary move toward examination of the relationship between



internal marketing and job satisfaction. Specifically, the concept of internal marketing is based on field of marketing, however the concept of job satisfaction comes from organizational studies.

Interdisciplinary research is the research which focuses on recognizing behavior of people more comprehensively moreover it is mean to advance research in social science discipline (Deshpande, 1999; Horton, 1984; Murray and Evers, 1989).

## **5.5 Job Satisfaction and Service Quality**

The marketing orientation has the prime focus of marketers because the main driving force behind this concept is customer. For organizational goal achievement, it is necessary to have focused on the internal exchange between employees and originations and most important thing is that needs of customers and employee focus should be at the same priority. Both customers and employee satisfaction will take the organization to the goal achievement. Thus, internal marketing is an important part of marketing orientation (Gummesson, 1994).

Morgan, (2007) found that marketing oriented organizations follow internal marketing at priority because for achievement of competitive advantage. The same concept is focused in order to change the front line employees as an essential part of product offerings. Chase, (1981) explained that two things are simultaneously like consumption and production in service organization so that the direct contact is increased between consumer and service provider. Thus, internal customer relations get more important in providing better quality services.

## **5.6 Internal Marketing and Faculty Service Quality**

Customers evaluate the service quality of service organizations and service processes on the basis of the level of quality they feel in the acts of frontline employees.

Customers' judge the quality on the predefined standards in other words expectations of customer plays an important role in judging the service quality; hence, a service failure occurs when it fails to meet customers' expectations. In this scenario an unclear picture is created because the expectations differ from customer to customer at large scale. The basic principles that underlie the concept of service quality indicate certain factors are it is more difficult for customers to evaluate the quality of services than the quality of goods, Service quality is based on customers' perception of the outcome of the service and their evaluation of the process by which the service was reformed and Service quality perceptions result from a comparison of what the customer expected before the service and the perceived level of service received (Kurtz & Clow, 1998). Internal marketing is the process that makes marketers fulfill their promises. Organizational internal marketing process is an activity through which organization make its employee feel like customers (Kasper, Babbitt, Mlynarczyk, Brinton, & Rosenthal, 1999). Promises can only be met when organization have a strong system of internal marketing. The success of a service highly depends on the relationship between an organization and its employees (Kasper, Babbitt, Mlynarczyk, Brinton, & Rosenthal, 1999).

Internal marketing hinges on the hypothesis that employee satisfaction contribute in customer satisfaction, hence internal marketing leads to external marketing. Organizations whose intention is to provide consistent high service quality must enable all members of staff to follow customer orientation and marketing. Service organizations have to be acquainted with that achieving aims and crafting change is only be possible through employees. Service providers always required to recruit, train, and to provide means to workers to deliver superior service. People are expensive possessions to a company (Kasper, Babbitt, Mlynarczyk, Brinton, & Rosenthal, 1999). Hence they should be fully prepared to offer the finest service to external customers and internal customers as well. The workers who realize their roles within the service organization are likely to generate a harmonious job environment in consequences there are batter results an organization will obtain, for example, less role ambiguity, less conflict, and more contented workers in the

workplace. The accomplishment of services depends on the three marketing activities. These marketing activities are to be carried out successfully and to be aligned with each other. Each activity should be taken as a challenge and it is deemed necessary to find strategies to implement it properly. Successful external relationships will be repeated (Irons, 1997).

## **5.7 Job Satisfaction Mediates the Relationship Between Employee Motivation and Service Quality**

The study shows that job satisfaction has mediating impact on service quality. Another research found that the hypothesized relationship has partial impact on service quality. Job satisfaction enables the company to retain their comparatively trained employees so that they provide high quality performance at the work place. Job satisfaction has mediating affect service quality. A study investigated the mediating role of job satisfaction with the relationship between the signs of commitment to performance and service quality. Another research explored that there are three significant indicators of job satisfaction such as reward, training, and empowerment. A research on hotel industry provided an empirical result that job satisfaction is the mediator between service quality and employees. Continuing with the research predictions, rewards and empowerment leave an impact on performance and service quality indirectly or directly via job satisfaction. Another research found that job satisfaction has a partial mediating role between external and internal customers. Overall rewards and empowerments are embedded with the employee's job. Recent researches gathered evidences of the struggle of rapport on external customer loyalty and satisfaction (Hennig-Thurau, Gwinner, & Gremler, 2002). There is a prediction of the mediating role of job satisfaction and service quality and between loyalty and quality (Preacher & Hayes, 2008; Shrout & Bolger, 2002).

Consequently, it is getting obvious that there is an influence of internal customer loyalty and satisfaction on performance and service quality. The mediating role of job satisfaction explored why some studies have significant relationships between internal marketing and service quality? Though, job satisfaction is not silent on service quality and frequent interaction of internal and external customers. Moreover, there are three different types of interactions between service providers and customers such as, service, relationship, pseudo relationship, and service encounter. A study exclusively discussed service quality, because Hennig-Thurau, Gwinner, and Gremler, (2002) argued that job satisfaction has a specific influence of internal marketing. Additionally, in external customer satisfaction the service quality is exclusively required in order to maintain the competitive edge. Another research investigated that the mediating role of customer satisfaction in service quality, behavioral intention, and relationship with the service quality model as internal construct as well as formative construct. However, it was shown the limited support for the mediating role of the model and it is more significant to evaluate job satisfaction with service quality.

## **5.8 Job Satisfaction Mediate the Relationship Marketing Orientation and Service Quality**

Present study has taken job satisfaction as mediator which is quite famous mediating variable that leads to different productive employee variables see (Crede M., Chernyshenko, Stark, Dalal, & Bashshur, 2007; Liu, Lin, & Hu, 2013). An important study which guide the present study was Internal Marketing is defined as the marketing activities by a service organization towards its frontline employees by training and motivating them to work as team to deliver customer satisfaction (Armstrong & Kotler, 2000). Caruana & Calleya, (1998) Successful marketing can be accomplished by focusing on internal as well external both sides of marketing. External marketing is for the people outside the company and potential or regular customers of the company by buy it product or using it services, however internal

marketing is all about the hiring, training, and motivating talented employees who can better serve the customers Kotler, (2003).

The concept of internal marketing is linked with its neighboring concepts like concepts such as job satisfaction and organizational commitment. Specifically, internal marketing has a significant positive impact on job satisfaction. Internal marketing also positively affect organizational commitment (Caruana & Calleya, 1998). Hence it can be argued that to research and understand the impact of internal marketing on job satisfaction will good turn for bodies of higher education.

Research on internal marketing in a university setting is a very limited. Despite the internal marketing is an important concern of marketing professions, HR managers, and executives in general (Pitt, Berthon, & Watson, 1999). The internal marketing is all about the good relations among employees and management (Lee & Chen, 2005). Previous literature shows that internal marketing is well studied in field of management like life assurance (Ahmed & Rafiq, 1995), public sector (Ewing & Caruana, 1999), manufacturer (Chen, Aryee, & Lee, 2005; Piercy, 1995) and international airlines (Frost & Kumar, 2001). However to date, no research has been conducted in university setting. Specifically, the deficient internal marketing research in a university setting provides a complete field for experiments. Since the universities are intend to train their student's for real world (Comm & Mathaisel, 2003).

Motivation and reward are the two key reasons that affect the job satisfaction of employees. In previous literature a significant relationship is found between recognition, reward and job satisfaction (Ali & Ahmed, 2009). Providing the rewards on the basis of some good works is far better to enhance its importance. Rewards have a direct link with the motivation and job satisfaction of the employees. Distinctions in rewards and recognition affect employee motivation as well as job satisfaction positively (Ali & Ahmed, 2009). They define the job satisfaction as to what extent an individual has a positive attitude towards his job, either in general or towards a specific dimension. The role of job satisfaction has also been examined by more than a few researchers (Lok & Crawford, 2001). It is found most researched topics of human resource management and a numbers

of studies were carried out to measure the job satisfaction of teachers, industrial workers, bank officers, managers and administrators in a range of responsibilities the world over (Sweeney, Hohenshil, & Fortune, 2002). The attitudinal basis of satisfaction advocates that individual who is satisfied with a job will attempt to stay with it and likely to quit a dissatisfying job (Spector, 1985). Job satisfaction leads to many of behavioral outcomes of an employee, for example, turnover and absenteeism (Elangovan, 2001).

Edwards, Roberts, Green, & Lutchmun, (2006) reported that rewards are directly linked with Job satisfaction as well as motivation. Job satisfaction is predisposed by motivation and rewards of employees (Spector, 1985). Amabile, Conti, Coon, Lazenby, & Herron, (1996) reported that rewards affect motivation which in turn affects job satisfaction. (Milkovich & Gerhart, (2011) claimed that all of motivational theories involve individual needs and exchange. It makes logical that employees motivation and satisfaction manipulated by rewards. Job satisfaction in educational institutes of public and private sectors depends on the employee's motivation and rewards that an organization provides to them.

Crede et al., (2007) in connection with present study and guide the present study. Job satisfaction defined as "the level to which an individual has a positive attitude towards his job, either in general or towards a specific dimension" (Smith et al., 1969). It is clearly defined by previous literature that job satisfaction is linked with "monetary compensation" and also with "non-monetary compensation", both the compensations are important role playing in job satisfaction because monetary compensation deals with "pay, promotion and bonus" however nonmonetary deals with "motivation, encouragement, interaction" (Zaini & Nilufar, 2009). Job satisfaction helps employees psychologically to provide quality in service (Spector, 1985; Milne, 2007) Job satisfaction affects service quality significantly positively (Spector, 1985; Karatepe, Avci, & Arasli, 2004) internal service quality (Bai, Brewer, Sammons, & Swerdlow, 2006). According to Schuler, Jackson, Jackofsky, and Slocum , (1996) success of private and public educational institutes depends on job satisfaction which in turn depends on monetary compensation and non-monetary compensation. Reward plays an important role in achievement of job

satisfaction in both public and private educational sectors (Zaini & Nilufar, 2009).

## **5.9 Job Satisfaction Mediate the Relationship Between Employee Empowerment and Service Quality**

The concept of internal marketing was first given by Berry (1974). He suggested that “effective internal marketing, which would contribute to effective marketing, would require financially rewarding personnel, management commitment sales training and self-development revision of personnel transfer policies and a redefinition of management terms of helping people to achieve through work”. Internal marketing highly depends on internal communication between the worker and management, this practice also enhances the internal customer satisfaction (Mornay, 2010).

Berry, (1995) named employees as internal customers and he says happiness of internal customers about their jobs make them serve effectively the final customer. Grönroos, (1981) claimed everyone in the organization is a customer. Rafiq and Ahmed, (2000) recognize the constituents of internal marketing including employee satisfaction and motivation, customer orientation, change management and strategy implementation.

Kohli and Jaworski, (1990) elaborate that the processes required engendering a market orientation as a “distinct form of sustainable competitive advantage”. They state that market orientation consists of “the organization wide generation, dissemination, and responsiveness to market intelligence”. Results of the current study are in line with the results of the previous studies.

## **5.10 Suggestions for Future Research**

Mediator and predictor variables of the study have revealed high illustrative power in the development of faculty service quality, yet few other key variables have not

been included in this study. Future researches relating to service quality could include following among others:

- Employee's service quality is also significantly influenced by employees' perception of organizational justice and which were not specifically included in the model of this study. Future studies should focus on the inclusion of these variables to have a more comprehensive understanding of the development of service quality among higher education institutes.
- Longitudinal studies should be done to establish the causal relationship among these variables with high degree of confidence.

## **5.11 Practical Implications**

This study will help higher educational institutions discover the importance of job satisfaction and internal marketing in the teaching field. It will help universities understand the role of internal customers (employees) in the process of service delivery and the importance of their satisfaction and how it directly affects the quality of services. Also the study will enable universities to understand the importance of incorporating internal marketing strategies along with HR strategies. They will come to know which factors improve the performance of faculty and how they can better utilize those factors. Study will lead them to the parameters which lead to service quality through job satisfaction. These parameters being Motivation, Empowerment and last but not the least, Internal marketing orientation. Therefore, it is important because it will further increase the students' satisfaction, in the private and public sector universities in Pakistan.

Another important aspect of internal marketing is employee empowerment. Universities should appreciate faculty members who come up with new and innovative ideas in proper ways. Also they can empower with information and rewards as per their performance in the institute. Also bestow them with the authority to make



independent decisions. This will make faculty members more responsible and customer focused. Which in turn will increase the level of service quality provided by them.

Employees wish to remain in and are willing to exert effort on behalf of the organization because of the positive work experiences and benefits they derive from their relationship with the organization. Thus, having established the positive influence job satisfaction on service quality, it becomes important for organizations to find out what they can do to maintain and enhance the satisfaction of these employees as part of their internal marketing strategy.

## **5.12 Conclusion**

This study contributes to the body of employee job satisfaction and service quality and how it can be developed with organizational level variables Internal Marketing, Motivation, Empowerment, Market Orientation, Customer Orientation, Competitor Orientation, Organizational Coordination, Job Satisfaction, and Service Quality. This study based on employees of higher education institutions of Pakistan, confirmed that all the variables were positively and significantly related to the dependent variable (Service Quality).

# Bibliography

- Ab Hamid, N. R., & Akhir, R. M. (2013). Beyond technology-based customer relationship management-it is total customer experience management. *Research in Business & Economics Journal*, 8.
- Abbasi, M. H., Siddiqi, A., & Azim, A. R. (2011). Role of effective communication for enhancing leadership and entrepreneurial skills in university students. *International Journal of Business and Social Science*, 2(10), 242-250.
- Abdullah, F. (2005). HEdPERF versus SERVPERF: the quest for ideal measuring instrument of service quality in higher education sector. *Quality Assurance in education*, 13 (4), 305-328.
- Abou-Elseoud, A. S., & Kiviniemi, V. (2010). The effect of model order selection in group PICA. *Human Brain Mapping*, 31(8), 1207-1216.
- Abzari, M., Ghorbani, H., & Madani, F. A. (2011). The effect of internal marketing on organizational commitment from market-orientation viewpoint in hotel industry in Iran. *International Journal of Marketing Studies*, 3(1), p147.
- Achrol, R. S., & Kotler, P. (1999). Marketing in the network economy. *The Journal of Marketing*, 146-163.
- Ahmad, A. E., & Al-Borie, H. M. (2012). Impact of internal marketing on job satisfaction and organizational commitment: A study of teaching hospitals in Saudi Arabia. *Business and Management Research*, 1(3), p82.
- Ahmad, K. Z. (2011). Warmth in groups and satisfaction with supervision. *International Journal of Business and Management*, 6(5), p129.

- Ahmed, I., Nawaz, M. M., Ahmad, Z., Ahmad, Z., Shaukat, M. Z., Usman, A., et al. (2010). Does service quality affect students performance? Evidence from institutes of higher learning. *African Journal of Business Management*, 4(12), 2527-2533.
- Ahmed, P. K., & Rafiq, M. (2003). Internal marketing issues and challenges. *European Journal of Marketing*, 37(9), 1177-1186.
- Ahmed, P. K., & Rafiq, M. (1995). The role of internal marketing in the implementation of marketing strategies. *Journal of Marketing Practice: Applied Marketing Science*, 1(4), 32-51.
- Ahsan, N., Abdullah, Z., Fie, D. G., & Alam, S. S. (2009). A study of job stress on job satisfaction among university staff in Malaysia: Empirical study. *European Journal of Social Sciences*, 8(1), 121-131.
- Al-Hawary, S. I., Al-Qudah, K. A., Mash'al Abutayeh, P., Mash'al Abutayeh, S., & Al-Zyadat, D. Y. (2013). The impact of internal marketing on employee's job satisfaction of commercial banks in Jordan.
- Ali, R., & Ahmed, M. S. (2009). The impact of reward and recognition programs on employee's motivation and satisfaction: an empirical study. *International Review of Business Research Papers*, 270-279.
- Altbach, P. G., & Levy, D. C. (2005). *Private higher education: a global revolution*, Sense Publishers.
- Alves, H., & Raposo, M. (2007). Conceptual model of student satisfaction in higher education. *Total Quality Management*, 18(5), 571-588.
- Amabile, T., Conti, R., Coon, H., Lazenby, J., & Herron, M. (1996). Assessing the work environment for creativity. *Academy of Management Journal*, 39, 1154-1184.
- Andreassen, C. S., Hetland, J., & Pallesen, S. (2010). The relationship between 'workaholism', basic needs satisfaction at work and personality. *European Journal of Personality*, 24(1), 3-17.
- Angell, R., Heffernan, T., & Megicks, P. (2008). Service quality in postgraduate education. *Quality Assurance in Education*, 16(3), 236-54.

- Anwar, F., & Ahmad, U. N. (2012). Mediating role of organizational commitment among leadership styles and employee outcomes: an empirical evidence from telecom sector of Pakistan. *International Journal of Research in Economics & Social Sciences*, 2(3).
- Aramberri, J. (2010). *Modern mass tourism* (Vol. 14). Emerald Group Publishing.
- Archer, M. S. (2013). *Social origins of educational systems*. Routledge.
- Armstrong, G., & Kotler, P. (2000). An Introduction. *Airline Positioning: "More for More" or "Less for Much Less"*. New Jersey: Prentice Hall, 267 - 269.
- Arnett, K. P., & Obert, T. L. (1995). What IS employees really want. *Datamation*, 41(5), 84.
- Asif, M., Perveen, M. A., Hussain, M. Z., Tahir, M. S., & Iqbal, Z. (2014). Effectiveness of Online Teaching of Business and Technical English. A Case Study of Virtual University of Pakistan.
- Asrar-Qureshi, A. (2012). How do perceptions of the importance of service-quality determinants differ across key stakeholder groups in the Pakistan higher education sector. Doctoral Dissertation.
- Astin, A. W. (2012). *Assessment for excellence: The philosophy and practice of assessment and evaluation in higher education*. Rowman & Littlefield Publishers.
- Aziri, B. (2011). Job satisfaction: A literature review (Vols. 3(4), 77-86). *Management Research and practice*.
- Babakus, E., & Boller, G. W. (1994). An empirical assessment of the SERVQUAL scale. *Journal of Business Research*, 24(3), 253-268.
- Back, K. J., Lee, C. K., & Abbott, J. (2010). Internal relationship marketing: Korean casino employees' job satisfaction and organizational commitment. *Cornell Hospitality Quarterly*.
- Bai, B., Brewer, K. P., Sammons, G., & Swerdlow, S. (2006). Job satisfaction, organizational commitment, and internal service quality: a case study of Las

- Vegas hotel/casino industry. *Journal of Human Resources in Hospitality & Tourism*, 5(2), 37-54.
- Bakker, A. B., & Schaufeli, W. B. (2008). Positive organizational behavior: Engaged employees in flourishing organizations. *Journal of Organizational Behavior*, 29(2), 147-154.
- Ballantyne, D. (2000). Internal relationship marketing: a strategy for knowledge renewal. *International Journal of Bank Marketing*, 18(6), 274-286.
- Bansal, H. S., Mendelson, M. B., & Sharma, B. (2001). The impact of internal marketing activities on external marketing outcomes. *Journal of Quality Management*, 6(1), 61-76.
- Barker, D., Quennerstedt, M., & Annerstedt, C. (2013). Inter-student interactions and student learning in health and physical education: a post-Vygotskian analysis. *Physical Education and Sport Pedagogy*, (ahead-of-print), 1-18.
- Bateman, T. S., & Organ, D. W. (1983). Job satisfaction and the good soldier: The relationship between affect and employee "citizenship". *Academy of Management Journal*, 26(4), 587-595.
- Bavinck, M., Pollnac, R., Monnereau, I., & Failler, P. (2012). Introduction to the special issue on job satisfaction in fisheries in the global South. *Social Indicators Research*, 1-10.
- Bel, G., Fageda, X., & Warner, M. E. (2010). Is private production of public services cheaper than public production? A meta-regression analysis of solid waste and water services. *Journal of Policy Analysis and Management*, 29(3), 553-577.
- Belias, D., & Koustelios, A. (2014). Transformational Leadership and Job Satisfaction in the Banking Sector: A Review. *International Review of Management and Marketing*, 4(3), 187-200.
- Bender, K. A., Donohue, S. M., & Heywood, J. S. (2005). Job satisfaction and gender segregation. *Oxford economic papers*.
- Berry, L. L. (1995). Relationship marketing of services-growing interest, emerging perspectives. *Journal of the Academy of Marketing Science*, 23(4), 236-245.

- Biggs, J., & Tang, C. (2011). *Teaching for quality learning at university*. McGraw-Hill International.
- Bitner, M. J., Zeithaml, V. A., & Gremler, D. D. (2010). Technology's impact on the gaps model of service quality. In *Handbook of Service Science*. Springer US, 197-218.
- Bodla, M. A., & Danish, R. Q. (2009). Politics and Workplace: An Empirical Examination of the Relationship Between Perceived Organizational Politics and Work Performance. *South Asian Journal of Management*, 16(1).
- Bozeman, B., & Gaughan, M. (2011). Job satisfaction among university faculty: Individual, work, and institutional determinants. *The Journal of Higher Education*, 82(2), 154-186.
- Brief, A. P., & Weiss, H. M. (2002). Organizational behavior: Affect in the workplace. *Annual Review of Psychology*, 53(1), 279-307.
- Brooke, P. P., Russell, D. W., & Price, J. L. (1988). Discriminant validation of measures of job satisfaction, job involvement, and organizational commitment. *Journal of Applied Psychology*, 73(2), 139.
- Brown, R. M., & Mazzarol, T. W. (2009). The importance of institutional image to student satisfaction and loyalty within higher education. *Higher Education*, 58 (1), 81-95.
- Brown, S. W., & Bitner, M. J. (2006). Mandating a services revolution for marketing. *The Service-Dominant Logic of Marketing. Dialog, Debate, and Directions*, 393-405.
- Browne, B. A., Kaldenberg, D. O., Browne, W. G., & Brown, D. J. (1998). Student as customer: Factors affecting satisfaction and assessments of institutional quality. *Journal of Marketing for Higher Education*, 8(3), 1-14.
- Brownell, J. (1994). Creating strong listening environments: A key hospitality management task. *International Journal of Contemporary Hospitality Management*, 6(3), 03-10.

- Bruckmeier, K., & Wigger, B. U. (2014). The effects of tuition fees on transition from high school to university in Germany. *Economics of Education Review*, 41, 14-23.
- Bryceland, A., & Curry, A. (2001). Service improvements in public services using SERVQUAL. *Managing Service Quality*, 11(6), 389-401.
- Bryson, J. M. (2011). *Strategic planning for public and nonprofit organizations: A guide to strengthening and sustaining organizational achievement*. John Wiley & Sons, 1.
- Caceres, R. C., & Paparoidamis, N. G. (2007). Service quality, relationship satisfaction, trust, commitment and business-to-business loyalty. *European Journal of Marketing*, 41(7/8), 836-867.
- Canic, M. J., & McCarthy, P. M. (2000). Service quality and higher education do mix. *Quality progress*, 33(9), 41-46.
- Cappelli, P., & Rogovsky, N. (1998). Employee Involvement and Organizational Citizenship: Implications for Labor Law Reform and "Lean Production". *Industrial and Labor Relations Review*, 633-653.
- Carrillat, F. A., & Mulki, J. P. (2007). The validity of the SERVQUAL and SERVPERF scales: a meta-analytic view of 17 years of research across five continents. *International Journal of Service Industry Management*, 18(5), 472-490.
- Caruana, A. (2002). Service loyalty: the effects of service quality and the mediating role of customer satisfaction. *European journal of marketing*, 36(7/8), 811-828.
- Caruana, A., & Calleya, P. (1998). The effect of internal marketing on organizational commitment among retail bank managers. *International Journal of Bank Marketing*, 16(3), 108-116.
- Caruana, A., & Calleya, P. (1998). The effect of internal marketing on organizational commitment among retail bank managers. *International Journal of Bank Marketing*, 16 (3), 108-116.

- Cave, M. (1997). The use of performance indicators in higher education. The challenge of the quality movement. Jessica Kingsley Publishers.
- Cenfetelli, R. T., Benbasat, I., & Al-Natour, S. (2008). Addressing the what and how of online services: Positioning supporting-services functionality and service quality for business-to-consumer success. *Information Systems Research*, 19(2), 161-181.
- Chailan, C. (2008). Brands portfolios and competitive advantage: an empirical study. *Journal of Product & Brand Management*, 17(4), 254-264.
- Chase, R. B. (1981). The customer contact approach to services: theoretical bases and practical extensions. *Operations Research*, 29(4), 698-706.
- Chau, V. S., & Ngai, L. W. (2010). The youth market for internet banking services: perceptions, attitude and behavior. *Journal of Services Marketing*, 24(1), 42-60.
- Chebat, J. C., & Kollias, P. (2000). The impact of empowerment on customer contact employees' roles in service organizations. *Journal of Service Research*, 3(1), 66-81.
- Chen, Z. X., Aryee, S., & Lee, C. (2005). Test of a mediation model of perceived organizational support. *Journal of Vocational Behavior*, 66 (3), 457-470.
- Chen, Z. X., Tsui, A. S., & Farh, J. L. (2002). Loyalty to supervisor vs. organizational commitment: Relationships to employee performance in China. *Journal of Occupational and Organizational Psychology*, 75(3), 339-356.
- Cheng, C. C., Chen, C. T., Hsu, F. S., & Hu, H. Y. (2012). Enhancing service quality improvement strategies of fine-dining restaurants: New insights from integrating a two-phase decision-making model of IPGA and DEMATEL analysis. *International Journal of Hospitality Management*, 31(4), 1155-1166.
- Chiang, C. F., & Jang, S. (2008). An expectancy theory model for hotel employee motivation. *International Journal of Hospitality Management*, 27(2), 313-322.
- Chitty, B., & Soutar, G. N. (2004). Is the European customer satisfaction index model applicable to tertiary education. In ANZMAC 2004 Conference Wellington, pp. 1-7.



- Chiu, S. I., Cheng, C. C., Yen, T. M., & Hu, H. Y. (2011). Preliminary research on customer satisfaction models in Taiwan: A case study from the automobile industry. *Expert Systems with Applications*, 38(8), 9780-9787.
- Chong, Y. S., & Ahmed, P. K. (2012). An empirical investigation of students' motivational impact upon university service quality perception: a self-determination perspective. *Quality in Higher Education*, 18(1), 35-57.
- Christopher, M. P., & Ballantyne, D. (2013). *Relationship Marketing*. Routledge.
- Clark, A., Oswald, A., & Warr, P. (1996). Is job satisfaction U-shaped in age? *Journal of Occupational and Organizational Psychology*, 69(1), 57-81.
- Clewes, D. (2003). A student-centered conceptual model of service quality in higher education. *Quality in Higher Education*, 9(1), 69-85.
- Comm, C. L., & Mathaisel, D. F. (2003). A case study of the implications of faculty workload and compensation for improving academic quality. *International Journal of Educational Management*, 17 (5), 200-210.
- Conduit, J., & Mavondo, F. T. (2001). How critical is internal customer orientation to market orientation? *Journal of Business Research*, 51(1), 11-24.
- Conger, J. A., & Kanungo, R. N. (1988). The empowerment process: Integrating theory and practice. *Academy of Management Review*, 13(3), 471-482.
- Crede, M., Chernyshenko, O. S., Stark, S., Dalal, R. S., & Bashshur, M. (2007). Job satisfaction as mediator: An assessment of job satisfaction's position within the nomological network. *Journal of Occupational and Organizational Psychology*, 515-538.
- Cronin Jr, J. J., Brady, J. K., & Hult, G. T. (2000). Assessing the effects of quality, value, and customer satisfaction on consumer behavioral intentions in service environments. *Journal of Retailing*, 76 (2), 193-218.
- Cronin, J. J., & Taylor, S. A. (1994). Measuring service quality : A re-examination and extension. *Journal Of Marketing*, 52 (3), 55-68.

- Crosling, G., Heagney, M., & Thomas, L. (2009). Improving student retention in higher education: Improving teaching and learning. *Australian Universities' Review*, 51(2), 9.
- Cummings, T., & Worley, C. (2014). *Organization development and change*. Cengage Learning.
- Dabholkar, P. A., Shepherd, C. D., & Thorpe, D. I. (2000). A comprehensive framework for service quality: an investigation of critical conceptual and measurement issues through a longitudinal study. *Journal of Retailing*, 76 (2), 139-173.
- Dado, J., Taborecka-Petrovicova, J., Riznic, D., & Rajic, T. (2011). An Empirical Investigation into the Construct of Higher Education Service Quality. *International Review of Management and Marketing*, 1(3), 30-42.
- Dagger, T. S., Danaher, P. J., Sweeney, J. C., & McColl-Kennedy, J. R. (2013). Selective halo effects arising from improving the interpersonal skills of frontline employees. *Journal of Service Research*, 16(4), 488-502.
- Daghfous, A., & Barkhi, R. (2009). The strategic management of information technology in UAE hotels: An exploratory study of TQM, SCM, and CRM implementations. *Technovation*, 29(9), 588-595.
- Davenport, T. H., & Prusak, L. (1998). *Working knowledge: How organizations manage what they know*. Harvard Business Press.
- Day, J. R., & Lancaster, G. (2006). Entrepreneurship and the small to medium-sized enterprise: a divergent/convergent paradox in thinking patterns between advisers and SME owner-managers. *Management Decision*, 44(5), 581-597.
- De Cuyper, N., & De Witte, H. (2005). Job insecurity: mediator or moderator of the relationship between type of contract and various outcomes. *Journal of Industrial Psychology*, 31(4), p-79.
- Deng, Z., Lu, Y., Wei, K. K., & Zhang, J. (2010). Understanding customer satisfaction and loyalty: An empirical study of mobile instant messages in China. *International Journal of Information Management*, 30(4), 289-300.

- Deshpande, R. (1999). Organizing the Unorganized: Case of Hamal Panchayat. *Economic and Political Weekly*, L19-L26.
- Desimone, L. M. (2009). Improving impact studies of teachers' professional development: Toward better conceptualizations and measures. *Educational Researcher*, 38(3), 181-199.
- Dessler, G. (1999). How to earn your employees' commitment . *The Academy of Management Executive*, (1993-2005), 58-67.
- Dibb, S., & Simkin, L. (2004). *Marketing briefs: A revision and study guide*. Routledge .
- Diedericks, R. (2012). Students' perceptions of service quality at two South African higher education institutions. (Doctoral dissertation).
- Dill, D. D., & Soo, M. (2005). Academic quality, league tables, and public policy: A cross-national analysis of university ranking systems. *Higher Education*, 49(4), 495-533.
- DiPaola, M. F., & Hoy, W. K. (2005). Organizational citizenship of faculty and achievement of high school students. *The High School Journal*, 88(3), 35-44.
- Donaldson, B., & McNicholas, C. (2004). Understanding the postgraduate education market for UK-based students: a review and empirical study. *International Journal of Nonprofit and Voluntary Sector Marketing*, 9(4), 346-360.
- Douglas, J., McClelland, R., & Davies, J. (2008). The development of a conceptual model of student satisfaction with their experience in higher education. *Quality Assurance in Education*, 16(1), 19-35.
- Douglass, J. A., & Edelstein, R. (2009). The global competition for talent: The rapidly changing market for international students and the need for a strategic approach in the US. Center for Studies in Higher Education.
- Durlak, J. A., Dymnicki, A. B., Taylor, R. D., & Schellinger, K. B. (2011). The impact of enhancing students' social and emotional learning: A meta-analysis of school-based universal interventions. *Child Development*, 82(1), 405-432.

- Edwards, P., Roberts, I., Green, J., & Lutchmun, S. (2006). Deaths from injury in children and employment status in family: analysis of trends in class specific death rates. *BMJ*, 119.
- Ehrenberg, R. G. (2012). American higher education in transition. *The Journal of Economic Perspectives*, 193-216.
- Elangovan, A. R. (2001). Causal ordering of stress, satisfaction and commitment, and intention to quit: a structural equations analysis. *Leadership & Organization Development Journal*, 22 (4), 159-165.
- Elliott, D. S., & Herbane, B. (2010). *Business continuity management: A crisis management approach*. Routledge.
- Ewing, M. T., & Caruana, A. (1999). An internal marketing approach to public sector management: the marketing and human resources interface. *International Journal of Public Sector Management*, 12 (1), 17-29.
- Fabrice, H. (2010). *Learning our lesson review of quality teaching in Higher Education: Review of quality teaching in Higher Education (Vol. 2)*. OECD Publishing.
- Fink, L. D. (2013). *Creating significant learning experiences: An integrated approach to designing college courses*. John Wiley & Sons.
- Ford, R. C., & Bowen, D. E. (2008). A service-dominant logic for management education: It's time. *Academy of Management Learning & Education*, 7(2), 224-243.
- Foreman, S. K., & Money, A. H. (1995). Internal marketing: concepts, measurement and application. *Journal of Marketing Management*, 11(8), 755-768.
- Forza, C. (2002). Survey research in operations management: a process-based perspective. *International Journal of Operations & Production Management*, 22(2), 152-194.
- Fraenkel, J. R. (2000). *How to design and evaluate research in education*.

- Frost, F. A., & Kumar, M. (2001). Service quality between internal customers and internal suppliers in an international airline. *International Journal of Quality & Reliability Management*, 18 (4), 371-386.
- Furlong, M. J., & Morrison, R. L. (1995). Who are the victims of school violence? a comparison of student non-victims and multi-victims. . *Education & Treatment of Children*.
- Gallifa, J., & Batall, P. (2010). Student perceptions of service quality in a multi-campus higher education system in Spain. *Quality Assurance in Education*, 18(2), 156-170.
- Garibay, C., Gutierrez, H., & Figueroa, A. (2010). Evaluation of a digital library by means of quality function deployment (QFD) and the Kano model. *The Journal of Academic Librarianship*, 36(2), 125-132.
- Garriott, P. O., Flores, L. Y., & Martens, M. P. (2013). Predicting the math/science career goals of low-income prospective first-generation college students. *Journal of counseling psychology*, 60(2), 200.
- Gazzoli, G., Hancer, M., & Park, Y. (2010). The role and effect of job satisfaction and empowerment on customers' perception of service quality: a study in the restaurant industry. *Journal of Hospitality & Tourism Research*, 34(1), 56-77.
- George, J. M., & James, L. R. (1993). Personality, affect, and behavior in groups revisited: Comment on aggregation, levels of analysis, and a recent application of within and between analysis.
- Glewwe, P., Maga, E., & Zheng, H. (2014). The contribution of education to economic growth: A review of the evidence, with special attention and an application to Sub-Saharan Africa. *World Development*, 59, 379-393.
- Gorla, N., Somers, T. M., & Wong, B. (2010). Organizational impact of system quality, information quality, and service quality. *The Journal of Strategic Information Systems*, 19(3), 207-228.
- Gounaris, S. (2008). Antecedents of internal marketing practice: some preliminary empirical evidence. *International Journal of Service Industry Management*, 19(3), 400-434.

- Gounaris, S. P. (2006). Internal-market orientation and its measurement. *Journal of Business Research*, 59(4), 432-448.
- Greco, P., Laschinger, H. K., & Wong, C. (2006). Leader empowering behaviors, staff nurse empowerment and work engagement/burnout. *Nursing Leadership*, 19(4), 41-56.
- Green, A. (1999). Education and globalization in Europe and East Asia: convergent and divergent trends. *Journal of Education Policy*, 14(1), 55-71.
- Green, D. (2014). What is quality in higher education?
- Grissemann, U. S., & Stokburger-Sauer, N. E. (2012). Customer co-creation of travel services: The role of company support and customer satisfaction with the co-creation performance. *Tourism Management*, 33(6), 1483-1492.
- Grnroos, C. (1984). A service quality model and its marketing implications. *European Journal of Marketing*, 18(4), 36-44.
- Grnroos, C. (2006). Adopting a service logic for marketing. *Marketing Theory*, 6(3), 317-333.
- Grnroos, C. (1981). Internal marketing-an integral part of marketing theory. *Marketing of Services*, 236, 238.
- Grnroos, C. (2009). Marketing as promise management: regaining customer management for marketing. *Journal of Business & Industrial Marketing*, 24(5/6), 351-359.
- Gruber, T., Fu, S., Voss, R., & Glser-Zikuda, M. (2010). Examining student satisfaction with higher education services: Using a new measurement tool. *International Journal of Public Sector Management*, 23(2), 105-123.
- Gummesson, E. (1994). Broadening and specifying relationship marketing. *Asia-Australia Marketing Journal*, 2(1), 31-43.
- Ha, J., & Jang, S. S. (2009). Perceived justice in service recovery and behavioral intentions: The role of relationship quality. *International Journal of Hospitality Management*, 28(3), 319-327.

- Hauer, K. E., Hansen, L. A., Hirsh, D., Ma, I. H., Ogur, B., & Teherani, A. (2012). More is better: students describe successful and unsuccessful experiences with teachers differently in brief and longitudinal relationships. *Academic Medicine*, 87(10), 1389-1396.
- Hemsley-Brown, J., & Oplatka, I. (2006). Universities in a competitive global marketplace: A systematic review of the literature on higher education marketing. *International Journal of Public Sector Management*, 19(4), 316-338.
- Hennig-Thurau, T., Gwinner, K. P., & Gremler, D. D. (2002). Understanding relationship marketing outcomes an integration of relational benefits and relationship quality. *Journal of Service Research*, 4(3), 230-247.
- Herbst, F., & Coldwell, D. (2004). Business research. Juta and Company Ltd.
- Herington, C., Johnson, L. W., & Scott, D. (2006). Internal relationships: Linking practitioner literature and relationship marketing theory. *European Business Review*, 18(5), 364-381.
- Herzberg, F., & Mausner, B. S. (1959). The motivation to work.
- Ho, C. T., & Lin, W. C. (2010). Measuring the service quality of internet banking: scale development and validation. *European Business Review*, 22(1), 5-24.
- Hofstede, G. (1984). Culture's consequences. *International differences in work-related values*, 5.
- Horton, G. R. (1984). Training needs assessment. A case study. *Performance & Instruction Journal*, 23 (2), 5-8.
- Hsu, C. L., Liu, C. C., & Lee, Y. D. (2010). Effect of commitment and trust towards micro-blogs on consumer behavioral intention: a relationship marketing perspective. *International Journal of Electronic Business Management*, 8(4), 292.
- Huang, Y. T., & Rundle-Thiele, S. (2014). The moderating effect of cultural congruence on the internal marketing practice and employee satisfaction relationship: An empirical examination of Australian and Taiwanese born tourism employees. *Tourism Management*, 42, 196-206.

- Hume, M., & Mort, G. S. (2010). The consequence of appraisal emotion, service quality, perceived value and customer satisfaction on repurchase intent in the performing arts. *Journal of Services Marketing*, 24(2), 170-182.
- Hussain, I. (2014). Dual mode offering as variable approach for promotion of Higher Education in Pakistan. *Turkish Online Journal of Distance Education*, 15(1).
- Hwa, M. A., & Ramayah, T. (2010). An empirical assessment of the role of organizational citizenship behavior in explaining academic success: Some evidence from East Malaysian sample. *Gadjah Mada International Journal of Business*, 12(1), 55-74.
- Iliopoulos, E., & Priporas, C. V. (2011). The effect of internal marketing on job satisfaction in health services: a pilot study in public hospitals in Northern Greece. *BMC Health Services Research*, 11(1), 261.
- Irons, K. (1997). *The marketing of services: A total approach to achieving competitive advantage*. London: McGraw-Hill.
- Ives, B., Olson, M. H., & Baroudi, J. J. (1983). The measurement of user information satisfaction. *Communications of the ACM*, 26(10), 785-793.
- Jaworski, B. J., & Kohli, A. K. (1993). Market orientation: antecedents and consequences. *The Journal of Marketing*, 53-70.
- Jehanzeb, K., Rasheed, M. F., Rasheed, A., & Aamir, A. (2012). Impact of rewards and motivation on job satisfaction in banking sector of Saudi Arabia. *International Journal of Business and Social Science*, 3(21), 272-278.
- Jemmasi, M., Strong, K. C., & Taylor, S. A. (2011). Measuring service quality for strategic planning and analysis in service firms. *Journal of Applied Business Research (JABR)*, 10(4), 24-34.
- Johnson, L., Adams, S., Cummins, M., Estrada, V., Freeman, A., & Ludgate, H. (2013 ). *The NMC horizon report. Higher Education Edition*.
- Kalleberg, A. L. (1977). Work values and job rewards: A theory of job satisfaction. *American Sociological Review*, 124-143.



- Karatepe, O. M., Avci, T., & Arasli, H. (2004). Effects of Job Standardization and Job Satisfaction on Service Quality: A Study of Frontline Employees in Northern Cyprus. *Services Marketing Quarterly*, 25 (3), 1-17.
- Kasper, L. F., Babbitt, M., Mlynarczyk, R. W., Brinton, D. M., & Rosenthal, J. W. (1999). *Content-based college ESL instruction*. Routledge.
- Katz, D. (1964). The motivational basis of organizational behavior. *Behavioral Science*, 9(2), 131-146.
- Keller, K. L. (2009). Building strong brands in a modern marketing communications environment. *Journal of Marketing Communications*, 15(2-3), 139-155.
- Kelly, G. (2003). *The Psychology of Personal Constructs: Volume Two: Clinical Diagnosis and Psychotherapy*. Routledge.
- Keltner, B., Finegold, D., & Team, L. Y. (2012). Adding value in banking: human resource innovations for service firms. *Image*.
- Kern, B. (2012). Using role play simulation and hands-on models to enhance students' learning fundamental accounting concepts. *Journal of the Scholarship of Teaching and Learning*, 1(1), 8-24.
- Khalid, S., Mahmood, B., Abbas, M., & Hussain, S. (2011). Customer satisfaction with service quality in conventional banking in Pakistan: The case of Faisalabad. *International Journal of Marketing Studies*, 3(4), 165.
- Khatoon, S., & Usmani, M. A. (2014). Effectiveness of program evaluation through the HEC prescribed self-assessment model in improving the quality of degree programs in a public sector university in Pakistan. *International Journal of Physical and Social Sciences*, 4(1), 42-72.
- Khodayari, F., & Khodayari, B. (2011). Service quality in higher education. *Interdisciplinary Journal of Research in Business*, 1(9), 38-46.
- Kim, B. P., Lee, G., Murrmann, S. K., & George, T. R. (2011). Motivational effects of empowerment on employees' organizational commitment: a mediating role of management trustworthiness. *Cornell Hospitality Quarterly* .

- Kirca, A. H., Jayachandran, S., & Bearden, W. O. (2005). Market orientation: a meta-analytic review and assessment of its antecedents and impact on performance. *Journal of Marketing*, 69(2), 24-41.
- Klionsky, D. J., Abdalla, F. C., Abeliovich, H., Abraham, R. T., Acevedo-Arozena, A., Adeli, K., et al. (2012). Guidelines for the use and interpretation of assays for monitoring autophagy. *Autophagy*, 8(4), 445-544.
- Kohli, A. K., Jaworski, B. J., & Kumar, A. (1993). MARKOR: a measure of market orientation. *Journal of Marketing Research*, 467-477.
- Kommers, D. P., & Miller, R. A. (2012). *The Constitutional Jurisprudence of the Federal Republic of Germany: Revised and Expanded*. Duke University Press.
- Kotler, P. (2003). *Marketing insights from A to Z: 80 concepts every manager needs to know*. John Wiley & Sons.
- Kotler, P. (2011). Reinventing marketing to manage the environmental imperative. *Journal of Marketing*, 75(4), 132-135.
- Kotler, P., & Armstrong, G. (2008). *Principle of Marketing*. Paris: Pearson Education.
- Kotler, P., & Armstrong, G. (2013). *Principles of Marketing*. Pearson.
- Kralj, A., & Solnet, D. (2010). Service climate and customer satisfaction in a casino hotel: An exploratory case study. *International Journal of Hospitality Management*, 29(4), 711-719.
- Krejcie, R. V., & Morgan, D. W. (1970). Determining sample size for research activities. *Educ Psychol Meas*.
- Kristensson, P., Matthing, J., & Johansson, N. (2008). Key strategies for the successful involvement of customers in the co-creation of new technology-based services. *International Journal of Service Industry Management*, 19(4), 474-491.
- Kuh, G. D. (2010). *Student success in college: Creating conditions that matter*. John Wiley & Sons.

- Kurtz, D. L., & Clow, K. E. (1998). *Services marketing*. J. Wiley & Sons.
- Laing, A. W., & McKee, L. (2000). Structuring the marketing function in complex professional service organizations. *European Journal of Marketing*, 34(5/6), 576-597.
- Lancaster, G., & Reynolds, P. (2005). *Management of marketing*. Routledge.
- Lavy, V. (2007). Using performance-based pay to improve the quality of teachers. *The future of children*, 17(1), 87-109.
- Lee, C., & Chen, W. J. (2005). The effects of internal marketing and organizational culture on knowledge management in the information technology industry. *International Journal of Management*, 22(4).
- Lee, J. W. (2010). Online support service quality, online learning acceptance, and student satisfaction. *The Internet and Higher Education*, 13(4), 277-283.
- Lee, T. W., Ashford, S. J., Walsh, J. P., & Mowday, R. T. (1992). Commitment propensity, organizational commitment, and voluntary turnover: A longitudinal study of organizational entry processes. *Journal of Management*, 18(1), 15-32.
- Lemke, F., Clark, M., & Wilson, H. (2011). Customer experience quality: an exploration in business and consumer contexts using repertory grid technique. *Journal of the Academy of Marketing Science*, 39(6), 846-869.
- Lepak, D. P., & Snell, S. A. (2002). Examining the human resource architecture: The relationships among human capital, employment, and human resource configurations. *Journal of Management*, 28(4), 517-543.
- Levy, D. (2000). Commercial private higher education: South Africa as a stark example: The private higher education landscape: Developing conceptual and empirical analysis. . *Perspectives in Education: A Contested Good? Understanding private higher education*.
- Lian, H., Lance Ferris, D., & Brown, D. J. (2012). Does taking the good with the bad make things worse? How abusive supervision and leader-member exchange interact to impact need satisfaction and organizational deviance. *Organizational Behavior and Human Decision Processes*, 117(1), 41-52.

- Lindberg, N., & Nordin, F. (2008). From products to services and back again: Towards a new service procurement logic. *Industrial Marketing Management*, 37(3), 292-300.
- Line, N. D., & Runyan, R. C. (2012). Hospitality marketing research: recent trends and future directions. *International Journal of Hospitality Management*, 31(2), 477-488.
- Lings, I. N. (1999). Balancing internal and external market orientations. *Journal of Marketing Management*, 15(4), 239-263.
- Lings, I. N. (2004). Internal market orientation: construct and consequences. *Journal of Business Research*, 57(4), 405-413.
- Lings, I. N., & Greenley, G. E. (2010). Internal market orientation and market-oriented behaviors. *Journal of Service Management*, 21(3), 321-343.
- Lings, I. N., & Greenley, G. E. (2005). Measuring internal market orientation. *Journal of Service Research*, 7(3), 290-305.
- Linton, I. (2012). *Brilliant Marketing Plans: What to know and do to make a successful plan*. UK: Pearson UK.
- Liou, J. J., Tsai, C. Y., Lin, R. H., & Tzeng, G. H. (2011). A modified VIKOR multiple-criteria decision method for improving domestic airlines service quality. *Journal of Air Transport Management*, 17(2), 57-61.
- Liu, G., Liston-Heyes, C., & Ko, W. W. (2010). Employee participation in cause-related marketing strategies: A study of management perceptions from British consumer service industries. *Journal of Business Ethics*, 92(2), 195-210.
- Liu, S., Lin, X., & Hu, W. (2013). How followers' unethical behavior is triggered by leader-member exchange: The mediating effect of job satisfaction. *Social Behavior and Personality: An International Journal*, 357-366.
- Locke, J. (1976). *The Correspondence of John Locke*.
- Lok, P., & Crawford, J. (. (2001). Antecedents of organizational commitment and the mediating role of job satisfaction. *Journal of Managerial Psychology*, 16(8), 594-613.

- Lupo, T. (2013). A fuzzy ServQual based method for reliable measurements of education quality in Italian higher education area. *Expert Systems with Applications*, 40(17), 7096-7110.
- Luthans, F. A., & Combs, G. M. (2006). Psychological capital development: toward a micro-intervention. *Journal of Organizational Behavior*, 27(3), 387-393.
- Maguire, H., Mc Cloat, A., O'Donoghue, M., Cusack, M., & Donoghue, M. O. (2011). Using images and objects as a tool for teaching education for sustainable development and responsible living in home economics. *Enabling Responsible Living*, 14(15.00), 171.
- Malik, M. E., Danish, R. Q., & Usman, A. (2011). Impact of motivation to learn and job attitudes on organizational learning culture in a public service organization of Pakistan. *African Journal of Business Management*, 5(3), 844-854.
- Malik, M. E., Nawab, S., Naeem, B., & Danish, R. Q. (2010). Job satisfaction and organizational commitment of university teachers in public sector of Pakistan. *International Journal of Business and Management*, 5(6), 17.
- Martindale, D. (2013). *The nature and types of sociological theory* (Vol. 11). Routledge.
- Mazzarol, T., & Soutar, G. N. (2012). Revisiting the global market for higher education. *Asia Pacific Journal of Marketing and Logistics*, 24 (5), 717-737.
- McMillan, J. H. (2003). Understanding and improving teachers' classroom assessment decision making. Implications for theory and practice *Educational Measurement: Issues and Practice*, 22(4), 34-43.
- McWilliams, A., & Siegel, D. S. (2010). Creating and capturing value: Strategic corporate social responsibility, resource-based theory, and sustainable competitive advantage. *Journal of Management*, 400-426.
- Memon, G. R. (2007). Education in Pakistan: The key issues, problems and the new challenges. *Journal of Management and Social Sciences*, 3(1), 47-55.

- Meyer, J. P., & Allen, N. J. (1991). A three-component conceptualization of organizational commitment. *Human Resource Management Review*, 1(1), 61-89.
- Meyer, J. P., & Herscovitch, L. (2001). Commitment in the workplace: Toward a general model. *Human Resource Management Review*, 11(3), 299-326.
- Meyer, K. A. (2014). Quality in Distance Education: Focus on On-Line Learning. ASHE-ERIC Higher Education Report. Jossey-Bass Higher and Adult Education Series.
- Milkovich, G. T., & Gerhart, J. M. (2011). *Compensation Management*. McGraw Hill, 10th Edition.
- Miller, J., & Muir, D. (2005). *The business of brands*. John Wiley & Sons.
- Milne, P. (2007). Motivation, incentives and organizational culture. *Journal of Knowledge Management*, 11 (6), 28-38.
- Ming-Chun, T., Ching-Chan, C., & Ya-Yuan, C. (2010). Drivers of hospitality industry employees' job satisfaction, organizational commitment and job performance. *African Journal of Business Management*, 4(18), 4118-4134.
- Mirvis, P. H., & Lawler, E. E. (1977). Measuring the financial impact of employee attitudes. *Journal of Applied Psychology*, 62(1), 1.
- Mishra, A. K. (2012). Effectiveness of the learning communities in higher education. (Doctoral dissertation, California State University, Sacramento).
- Mitchell, B. (2013). *Resource & Environmental Management*. Routledge.
- Mohamad, M. M., & Kiong, N. M. (2009). *Disparity of Learning Styles and Cognitive Abilities in Vocational Education*. Routledge.
- Mohrw-Jackson, I. (1991). Broadening the market orientation: an added focus on internal customers. *Human Resource Management*, 30(4), 455-467.
- Mok, K. H. (1999). Education and the market place in Hong Kong and Mainland China. *Higher Education*, 37(2), 133-158.
- Moore, W. E., & Feldman, A. S. (1960). Labor commitment and social change in developing areas.

- Morgan, K. (2007). The learning region: institutions, innovation and regional renewal. *Regional Studies*, 41(S1), S147-S159.
- Mornay, R. L. (2010). Employees as customers-An internal marketing study of the Avis car rental group in South Africa. *African Journal of Business Management*, 4 (4), 62-372.
- Mottaz, C. J. (1988). Determinants of organizational commitment. *Human Relations*, 41(6), 467-482.
- Moyle, W., Skinner, J., Rowe, G., & Gork, C. (2003). Views of job satisfaction and dissatisfaction in Australian long-term care. *Journal of Clinical Nursing*, 12(2), 168-176.
- Munteanu, C., Ceobanu, C., Boblca, C., & Anton, O. (2010). An analysis of customer satisfaction in a higher education context. *International Journal of Public Sector Management*, 23(2), 124-140.
- Narteh, B. (2013). Service quality in automated teller machines: an empirical investigation. *Managing Service Quality*, 23(1), 62-89.
- Nguyen, N., & LeBlanc, G. (1998). The mediating role of corporate image on customers' retention decisions: an investigation in financial services. *International Journal of Bank Marketing*, 16(2), 52-65.
- Nohria, N. G., & Lee, L. (2008). Employee motivation: A powerful new model. *Harvard Business Review*, 86(7/8), 78.
- Noordin, F., & Jusoff, K. (2009). Levels of job satisfaction amongst Malaysian academic staff. *Asian Social Science*, 5(5), P122.
- O'Dwyer, J. B., & Atl, H. H. (2014). A study of in-service teacher educator roles, with implications for a curriculum for their professional development. *European Journal of Teacher Education*, (ahead-of-print), 1-17.
- Odom, R. Y., Box, W. R., & Dunn, M. G. (1990). Organizational cultures, commitment, satisfaction, and cohesion. *Public Productivity & Management Review*, 157-169.

- Organ, D. W. (1997). Organizational citizenship behavior: It's construct clean-up time. *Human Performance*, 10(2), 85-97.
- Ouchi, W. G. (1980). Markets, bureaucracies, and clans. *Administrative Science Quarterly*, 129-141.
- Parasuraman, L., Zeithaml, V. A., & Berry, L. L. (1994). Alternative scales for measuring service quality: a comparative assessment based on psychometric and diagnostic criteria. *Journal of Retailing*, 70 (3), 201-230.
- Park, S. Y., & Levy, S. E. (2014). Corporate social responsibility: perspectives of hotel frontline employees. *International Journal of Contemporary Hospitality Management*, 26(3), 332-348.
- Peck, M. S. (2002). *The road less traveled: A new psychology of love, traditional values, and spiritual growth*. Simon and Schuster.
- Pfeffer, J., & Veiga, J. F. (1999). Putting people first for organizational success. *The Academy of Management Executive*, 13(2), 37-48.
- Piercy, N. F. (1995). Customer satisfaction and the internal market: marketing our customers to our employees. *Journal of Marketing Practice: Applied Marketing Science*, 1(1), 22-44.
- Pike, G. R., Kuh, G. D., & McCormick, A. C. (2011). An investigation of the contingent relationships between learning community participation and student engagement. *Research in Higher Education*, 52(3), 300-322.
- Pitt, L., Berthon, P., & Watson, R. T. (1999). Cyberservice: taming service marketing problems with the World Wide Web. *Business Horizons*, 42 (1), 11-18.
- Podsakoff, P. M., & Bachrach, D. G. (2000). Organizational citizenship behaviors: A critical review of the theoretical and empirical literature and suggestions for future research. *Journal of Management*, 26(3), 513-563.
- Pohlman, R., & Gardiner, G. (2000). *Value driven management: How to create and maximize value over time for organizational success*. AMACOM Div American Mgmt Assn.



- Porter, L. W., Steers, R. M., Mowday, R. T., & Boulian, P. V. (1974). Organizational commitment, job satisfaction, and turnover among psychiatric technicians. *Journal of Applied Psychology*, 59(5), 603.
- Preacher, K. J., & Hayes, A. F. (2008). Asymptotic and re-sampling strategies for assessing and comparing indirect effects in multiple mediator models. *Behavior Research Methods*, 40(3), 879-891.
- Puccinelli, N. M., Grewal, D., Price, R., Raghubir, P., & Stewart, D. (2009). Customer experience management in retailing: understanding the buying process. *Journal of Retailing*, 85(1), 15-30.
- Punjaisri, K., Wilson, A., & Evanschitzky, H. (2009). Internal branding to influence employees' brand promise delivery: a case study in Thailand. *Journal of Service Management*, 20(5), 561-579.
- Rafiq, M., & Ahmed, P. K. (2000). Advances in the internal marketing concept: definition, synthesis and extension. *Journal of Services Marketing*, 14(6), 449-462.
- Ramsden, P. (Retrieved March, 30, 2010). The future of higher education teaching and the student experience. The Higher Education Academy.
- Rashid, M. S., Sobowale, O., & Gore, D. (2011). A near-peer teaching program designed, developed and delivered exclusively by recent medical graduates for final year medical students sitting the final objective structured clinical examination (OSCE). *BMC Medical Education*, 11(1), 11.
- Rodrigues, A. P., & Pinho, J. C. (2010). Market orientation, job satisfaction, commitment and organizational performance. the specific case of local public sector transforming government people, *Process and Policy*, 4(2), 172-192.
- Roundtable, S. C. (2006). I will if you will: Towards sustainable consumption.
- Rousseau, D. M., & Fried, Y. (2001). Location, location, location: contextualizing organizational research. *Journal of Organizational Behavior*, 22(1), 1-13.
- Ruekert, R. W. (1992). Developing a market orientation: an organizational strategy perspective. *International Journal of Research in Marketing*, 9(3), 225-245.

- Salazar, J., Pfaffenberg, C., & Salazar, L. (2006). Locus of control vs. employee empowerment and the relationship with hotel managers' job satisfaction. *Journal of Human Resources in Hospitality & Tourism*, 5(1), 1-15.
- Santhapparaj, A. S., & Alam, S. S. (2005). Job satisfaction among academic staff in private universities in Malaysia. *Journal of social Sciences*, 1(2), 72.
- Scarborough, J. (2000). *The origins of cultural differences and their impact on management*. Greenwood Publishing Group.
- Schmitt, B. H. (2010). *Customer experience management: a revolutionary approach to connecting with your customers*. John Wiley & Sons.
- Schneider, B. E., & Niles-Jolly, K. (2005). Understanding organization-customer links in service settings. *Academy of Management Journal*, 48(6), 1017-1032.
- Schwartz, J. P., Hage, S. M., Bush, I., & Burns, L. K. (2006). Unhealthy parenting and potential mediators as contributing factors to future intimate violence a review of the literature. *Trauma, Violence, & Abuse*, 7(3), 206-221.
- Secundo, G., Margherita, A., Elia, G., & Passiante, G. (2010). Intangible assets in higher education and research: mission, performance or both? *Journal of Intellectual Capital*, 11(2), 140-157.
- Sharma, A., Iyer, G. R., Mehrotra, A., & Krishnan, R. (2010). Sustainability and business-to-business marketing: A framework and implications. *Industrial Marketing Management*, 39(2), 330-341.
- Shipman, C. G., Worth, A., Murray, S. A., Barclay, S., & Higginson, I. J. (2008). Improving generalist end of life care: national consultation with practitioners, commissioners, academics, and service user groups. *BMJ*, 337.
- Shoeb, Z. H. (2011). Identifying service superiority, zone of tolerance and underlying dimensions: service quality attributes in a private university library in Bangladesh. *Library Review*, 60(4), 293-311.
- Shrout, P. E., & Bolger, N. (2002). Mediation in experimental and non-experimental studies: new procedures and recommendations. *Psychological Methods*, 7(4), 422.

- Simpson, R. (2004). Masculinity at work the experiences of men in female dominated occupations. *Work, Employment & Society*, 18(2), 349-368.
- Skinner, B. F. (1953). *Science and human behavior*. Simon and Schuster.
- Slater, S. F., & Narver, J. C. (2000). The positive effect of a market orientation on business profitability: a balanced replication. *Journal of Business Research*, 48(1), 69-73.
- Smith, B. (2013). What about mutual drop/add? Reactions to an idea for dealing with problematic student-customers. *Journal for Advancement of Marketing Education*, 21(2), 53-63.
- Smith, K., & Kendall, L. H. (1969). The measurement of satisfaction work and retirement.
- Sojkin, B., Bartkowiak, P., & Skuza, A. (2012). Determinants of higher education choices and student satisfaction: the case of Poland. *Higher Education*, 63(5), 565-581.
- Spector, P. E. (1985). Measurement of human service staff satisfaction: Development of the Job Satisfaction Survey. *American Journal of Community Psychology*, 13 (6), 693-713.
- Stodnick, M., & Rogers, P. (2008). Using SERVQUAL to measure the quality of the classroom experience. *Decision Sciences Journal of Innovative Education*, 6(1), 115-133.
- Stukalina, Y. (2012). Addressing service quality issues in higher education: the educational environment evaluation from the students' perspective. *Technological and Economic Development of Economy*, 18(1), 84-98.
- Sultan, P., & Tarafder, T. (2007). A model for quality assessment in higher education: implications for ODL Universities. *Malaysian Journal of Distance Education*, 9(2), 125-42.
- Sultan, P., & Wong, H. (2010). Performance-based service quality model: an empirical study on Japanese universities. *Quality Assurance in Education*, 18(2), 126-143.

- Sultan, P., & Wong, H. Y. (2012). Service quality in a higher education context: an integrated model. *Asia Pacific Journal of Marketing and Logistics*, 24(5), 755-784.
- Sweeney, A. P., Hohenshil, T. H., & Fortune, J. C. (2002). Job satisfaction among employee assistance professionals: A national study. *Journal of Employment Counseling*, 39 (2), 50-60.
- Teixeira, P. N., Rocha, V., Biscaia, R., & Cardoso, M. F. (2012). Competition and diversity in higher education: an empirical approach to specialization patterns of Portuguese institutions. *Higher Education*, 63(3), 337-352.
- Ting, S. C. (2011). The effect of internal marketing on organizational commitment: job involvement and job satisfaction as mediators. *Educational Administration Quarterly*, 47(2), 353-382.
- Torres, E. N., & Kline, S. (2013). From customer satisfaction to customer delight: creating a new standard of service for the hotel industry. *International Journal of Contemporary Hospitality Management*, 25(5), 642-659.
- Tortosa, V., Moliner, M. A., & Snchez, J. (2009). Internal market orientation and its influence on organizational performance. *European Journal of Marketing*, 43(11/12), 1435-1456.
- Traphagan, T., Kucsera, J. V., & Kishi, K. (2010). Impact of class lecture webcasting on attendance and learning. *Educational Technology Research and Development*, 58(1), 19-37.
- Tsai, W. H., Hsu, W., & Chou, W. C. (2011). A gap analysis model for improving airport service quality. *Total Quality Management & Business Excellence*, 22(10), 1025-1040.
- Tschannen-Moran, M., & Johnson, D. (2011). Exploring literacy teachers' self-efficacy beliefs: Potential sources at play. *Teaching and Teacher Education*, 27(4), 751-761.
- Tsinidou, M., Gerogiannis, V., & Fitsilis, P. (2010). Evaluation of the factors that determine quality in higher education: an empirical study. *Quality Assurance in Education*, 18(3), 227-244.

- Ugboro, I. O., & Obeng, K. (2000). Top management leadership, employee empowerment, job satisfaction, and customer satisfaction in TQM organizations: an empirical study. *Journal of Quality Management*, 5(2), 247-272.
- Vlimaa, J., & Hoffman, D. (2008). Knowledge society discourse and higher education. *Higher Education*, 56(3), 265-285.
- Varey, R. J., & Lewis, B. R. (1999). A broadened conception of internal marketing. *European Journal of Marketing*, 33(9/10), 926-944.
- Verquer, M. L., Beehr, T. A., & Wagner, S. H. (2003). A meta-analysis of relations between person organization fit and work attitudes. *Journal of Vocational Behavior*, 63(3), 473-489.
- Warr, P. (2011). *Work, happiness, and unhappiness*. Psychology Press.
- Weil, A. (1998). *The natural mind: An investigation of drugs and the higher consciousness*. Houghton Mifflin Harcourt.
- Wicks, A. M., & Roethlein, C. J. (2009). A satisfaction-based definition of quality. *Journal of Business & Economic Studies*, 15(1).
- Wood, C. A., Banks, S., Galiardi, S., Koehn, J., & Schroeder, K. (2011). Community impacts of international service-learning and study abroad: An analysis of focus groups with program leaders. *Partnerships. A Journal of Service-Learning and Civic Engagemet*, 2(1), 1-23.
- Wright, B. E., & Pandey, S. K. (2008). Public service motivation and the assumption of person-organization fit testing the mediating effect of value congruence. *Administration & Society*, 40(5), 502-521.
- Yee, R. W., Yeung, A. C., & Edwin Cheng, T. C. (2010). An empirical study of employee loyalty, service quality and firm performance in the service industry. *International Journal of Production Economics*, 124(1), 109-120.
- Yeo, R. K. (2008). Brewing service quality in higher education: characteristics of ingredients that make up the recipe. *Quality Assurance in Education*, 16(3), 266-286.

Zaini, A., & Nilufar, S. A. (2009). The effect of human resource management practices on business performance among private companies in Malaysia. *International Journal of Business and Management*, 6, 65-72.

Zairi, M. (2000). Managing customer satisfaction: a best practice perspective. *The TQM Magazine*, 12(6), 389-394.

# Questionnaire

S. No.	Questions	Sources
1MOT	Within the budget of funds, the university administration considers my demands to improve or enrich equipment.	<p>The Effect of Internal Marketing on Organizational Commitment: Job Involvement and Job Satisfaction as Mediators.</p> <p><b>Authors: Shueh-Chin Ting</b></p>
2	The university administration encourages my actions of innovation and accepts possible failure.	
3	The university administration supports me in resolving work problems.	
4	The university administration is actively concerned and understands the difficulties of my work.	
5	The university administration creates this sense that I should do my best for the school.	
6	In general, I exert considerable effort for learning the knowledge and skills regarding the internal service quality.	<p>Impact of Motivation to Learn and Job Attitudes on Organizational Learning Culture in a Public Service Organization of Pakistan.</p> <p><b>Authors: Muhammad Ehsan Malik and Rizwan Qaiser Danish</b></p>
7	In general, I try to learn as much as I can from my job on how to improve my internal service quality.	
8	In general, I am always motivated to learn the skills emphasized in internal service quality.	

S. No.	Questions	Sources
9EMP   10  11  12	<p>In general, I have much say or influence on what goes on in my job situation.</p> <p>I can influence the decisions of university administration/my immediate superior regarding things about which I am concerned.</p> <p>My immediate superior/university administration asks my opinion when a problem comes up that involves my work.</p> <p>If I have a suggestion for improving or changing part of my job situation in some way, it is easy for me to get my ideas across to my superior.</p>	<p>““A Comparison of female and male professors on participation in decision making, job related tension, job involvement, and job satisfaction.”</p> <p><b>Authors: Charles J. Hollon and Gary R. Gemmill</b></p>
13  14  15  16  17	<p>My opinion counts in group decision making.</p> <p>I have freedom to determine how to do my job.</p> <p>I have a chance to use personal initiative in my work.</p> <p>I have an influence over what happens in my work.</p> <p>I decide on how to go about doing my job.</p>	<p>The Role and Effect of Job Satisfaction and Empowerment On Customers Perception of service Quality; A study in the restaurants Industry.</p> <p><b>Authors: Gabriel Gazzoli, Murat Hancer and Yumi Park</b></p>
18MOCUST   19	<p>Our objectives are driven by satisfaction of our students.</p> <p>We measure satisfaction of our students systematically and frequently.</p>	<p>Does a market orientation strategy exist toward business school student’s a view from three levels of academic administrators.</p> <p><b>Authors: Webster, Robert L. Hammond, Kevin L</b></p>



S. No.	Questions	Sources
20	Our market strategies (such as recruiting and retention) are driven by our understanding of the possibilities for creating value for our students.	
21	We constantly monitor our level of commitment and orientation to students.	
22	We give close attention to service of students after enrollment.	
23	Our strategy for competitive advantage is based on our understanding of our students needs.	
<b>24MOCOMPT</b>	Those responsible for recruiting students regularly share information within our business school/institution concerning competitor's strategies.	
25	We respond rapidly to competitive actions that threaten us.	
26	University administration regularly discusses competitors' strengths and strategies.	
27	We encourage other staff and faculty outside of recruiting/administration to meet with our prospective students and their parents.	
28	We target potential students where we have, or can develop a competitive advantage.	
<b>29MOORG</b>	All levels of administration understand how the entire institution can contribute to creating value for students.	
30	All of our departments are responsive to and integrated in serving students.	
31	Information on recruiting successes and failures are communicated across functions in the business school/institution.	

S. No.	Questions	Sources
32	We share information and coordinate resource use with other units in the institution.	
33JS  34  35	My university administration listen me when I have something important to say.  My university is fair in appraising my job performance.  My university understands the problems I might run into doing the job.	The Satisfaction with my supervisor scale: its utility for research and practical application.  <b>Authors: Scarpello, V., Vandenberg, R</b>
36  37  38 39  40  41  42	You are satisfied with the persons in your work group.  You are satisfied with your supervisor.  You are satisfied with your job.  You are satisfied with this organization, compared to most.  Considering your skills and the effort you put into your work, you are satisfied with your pay.  You feel satisfied with the progress you have made in this organization up to now.  You feel satisfied with your chance for getting ahead in this organization in the future.	Level of Job Satisfaction amongst Malaysian Academic Staff.  <b>Authors: Fauziah Noordin and Kamaruzaman Jusoff</b>
43SERQ  44  45  46	We have up-to-date equipment & technology.  Our employees are well dressed and appear neat.  The appearance of the physical facilities of our institutions is in keeping with the type of service provided.  When our university promises to do something by a certain time, they do so.	Measuring Service Quality: A Reexamination and Extension.  <b>Authors: J. Joseph Cronin and Steven A. Taylor</b>

S. No.	Questions	Sources
47	When students have problems, our university is sympathetic and reassuring.	
48	Our university is dependable.	
49	Our faculty provides the services at the time they promise to do so.	
50	We keep our records accurately.	
51	Students trust our faculty.	
52	Students feel safe in their transactions with our university.	
53	We provide individual attention where needed.	
54	Our faculty is polite.	
55	We have operating convenient hours to all our students.	