

Internal Service Quality and Job Performance: Does Job Satisfaction Mediate?

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Abstract

The aim of this research effort is to assess the job performance (JP) of faculty members (teaching staff) by presenting a framework containing components of internal service quality (ISQ) and job satisfaction (JS). In this study, the ISQ instrument has updated by adding some items and one extra construct of attitude in existing scale. Focusing on ISQ among employees is an imperative phase, because of which they perform better. The study carried out on faculty member working in institutions offering higher education, in Islamabad and Rawalpindi of Pakistan. Survey questionnaires personally distributed among faculty members in universities. Structural equation modeling technique has used to analyze the results. Results indicated a significantly positive effect of ISQ on JS and JP. Some suggestions are presented for management after reviewing the findings for this study. The effort also enhances to the prevailing literature on ISQ-JS-JP relationship holistically, and especially in the context of an education sector of developing country like Pakistan.

Keywords: Internal Service Quality, Job Satisfaction, Job performance, Education, Introduction

Service quality (SQ) of internal customers has an impact on external customers, although in many cases, employees might never have direct relationship with them. Continuous interaction and improved level of satisfaction of these internal customers (employees) is the key for success for any organization.

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Many new, dynamic, and innovative features within the organizations creating work setting, which leads towards production, performance and service excellence. To attain and maintain these services at desired quality levels organizations are exercising various aspects that's why SQ has become a very popular and common term for a business domain.

Satisfaction, retention, loyalty, growth and profits from external customers are the fundamental upshots of SQ as discussed by various researchers like (Cronin Jr & Taylor, 1992; Dizgah, Chegini, & Bisokhan, 2012; Funmilola, Sola, & Olusola, 2013; Jung-Yu & Chun-Yi, 2008; Pugno, 2009; Sarwar & Abugre, 2013; Schneider & Bowen, 1993; Wang, 2012; Valarie A Zeithaml, Parasuraman, & Berry, 1990). Researchers found a transformation in thinking pattern of firms that they are more conscious of the quality of services and especially through their employees by considering them as customers. That's why aspects like satisfaction, retention, loyalty, growth and profits are also linked to internal service quality (ISQ) as discussed by various researchers like (Gilbert, 2000; Gunawardane, 2009; Hallowell, Schlesinger, & Zornitsky, 1996; Heskett, Sasser, & Schlesinger, 1997; Jun & Cai, 2010; Kuei, 1999; Marshall, Baker, & Finn, 1998; Miguel, Salomi, & Abackerli, 2006b; Pantouvakis, 2011).

Improving the SQ the education sector in Pakistan linked with involvement and partnerships of its essential stakeholders, which are federal, provincial and local governments, teachers, children, parents, regulating bodies and authorities, public and private institutions, NGOs, community-based organizations and donors. The major contributor in SQ of education are teachers (faculty). The quality of faculty may be affected because of unsatisfactory arrangements of ISQ by the institutions and different governing and regulating bodies.

ISQ got little attention as compare to perceived SQ of external customers. The purpose of this study is to explore the relationship of ISQ at higher-education sector of Pakistan. In this research, the relationships are examined among the nine dimension of ISQ with job performance (JP), while effect of ISQ on job satisfaction (JS) linked to JP in one connection is also under consideration in higher educational settings. This study has used eight dimensions (developed by (Hallowell et al., 1996) while one more dimension of "attitude" has been added, which is developed by (Owlia & Aspinwall, 1996; Sahney, Banwet, & Karunes, 2004).

2. Literature Review

ISQ concept got popularity due to its impact on both customers and employees (internal customers) especially on their behavioral aspects. Organizations believe that providing quality services to internal customers will lead towards the more satisfied and values customers irrespective of that various researchers tried to approach ISQ in different ways (Christopher WL Hart & Bogan, 1992; Anantharanthan Parasuraman, Berry, & Zeithaml, 1991). Top class services to support quality and organizational policies make the ISQ more effective to enhance and create high level of customer value (Heskett et al., 1997; Lings, 2004). Some of the empirical studies proved a positive relationship between ISQ and JS (Back, Lee, & Abbott, 2011; Panjakajornsak, 2012; Pantouvakis, 2011). Providing quality services to internal customers affect the Job satisfaction which ultimately leads towards effectiveness and efficiency, job quality, and even the cost of services provided and so on (McManus, Keeling, & Paice, 2004).

2.1 Internal Service Quality (ISQ)

In the mid-1980s researchers separated internal and external customers, by suggesting that every organization and department had its customers which were called internal customers (Nagel & Cilliers, 1990). Various organizations are utilizing their efforts to measure the perceptions of external customers without focusing the happening within individuals, units, and departments, especially in service oriented, organizations. In service oriented firms there are various functions which are mutually exclusive for example peers provide and receive services from other peers and vice versa and hardly or never have a chance of interaction the firm's external customers. Employees not only deliver service to their external customers, but they also have direct and indirect interaction among their co-workers in their work settings.

When distinctive units of organization or employees performing their duties in these units provide services to other units/ employees while working within one organization then these services are called internal services (Järvi, 2012; Stauss, 1995). While ISQ is employees' feelings about the quality of the service delivered or received from work fellows while working in the same organization or unit (Xie, 2005).

Various researchers (Hallowell et al., 1996; Christopher WL Hart, 1995; Christopher WL Hart & Bogan, 1992; Christopher W Hart, Heskett, & Sasser Jr, 1990; Heskett et al., 1997) presented their work with different frame of references, but they all were agreed that organizations have to focus the needs and requirements of their internal customers for gaining the more external customer-oriented competitive advantage.

Based on service profit chain model perceptions of internal customers about quality ultimately influence the quality of services offered to external customers and generates more profits for organizations (Heskett et al., 1997). Some researchers believe that ISQ is one of the most important concepts but least understood and utilized in contemporary business settings irrespective of keeping full concentration on external customers (Albrecht & Zemke, 1990; Berry, 1995; Cespedes, 1995; Homburg & Jensen, 2007; Marshall et al., 1998).

After the conceptualization of service profit chain, ISQ got immense attention of researchers, and they developed and explored various relationships and associations, for example between ISQ and external SQ, customer satisfaction, employee retention due to satisfaction (Garvin, 1988; Järvi, 2012; Khan, Rehman, Rehman, Safwan, & Ahmad, 2011; Valarie A Zeithaml et al., 1990), profitability (Chang & Chen, 1998), organizational commitment and performance (Caruana & Pitt, 1997; Reynoso & Moores, 1995). There are two approaches one is that how employees served the other employees while other is how the firm serve the employees (Berry, 1981; Caruana & Pitt, 1997; Christopher, Payne, & Ballantyne, 1991; George, 1990; Rafiq & Ahmed, 2000). In this study, the attitude of the personnel towards one another while working within one firm are focused.

2.1.1 ISQ Dimensions

Dimensions of SQ, as it relation to satisfaction of external customer, has been a dynamic area of study during the period of the last two decades. Seth (2005) has reviewed nineteen different models explaining the dimensions of SQ presenting the external service encounter. Most distinguished of these models is the expectations-perceptions model of Parasuraman et al. (1988) that established the now renowned five dimensions – Reliability, Responsiveness, Assurance, Empathy and Tangibles.

Researchers have measured ISQ in various settings, including hospitals, (Reynoso & Moores, 1995; Sivabrovnvatana, Siengthai, Krairit, & Paul, 2005), healthcare (Gunawardane, 2009) banks, (Bellou & Andronikidis, 2008; Gremler, Bitner, & Evans, 1994), insurance companies, (Boshoff & Mels, 1995; Hallowell et al., 1996) hotels, (Paraskevas, 2001) airlines, (Frost & Kumar, 2000) manufacturing companies, (Hirons, Simon, & Simon, 1998; Miguel, Salomi, & Abackerli, 2006a) telecommunications, (Brooks, Lings, & Botschen, 1999) computer services companies, (Edvardsson, Larsson, & Setterlind, 1997) and University (Staff and HR Officials), (Kang, Jame, & Alexandris, 2002) reporting, however, different dimensions from the original SERVQUAL instrument. Furthermore, only one of the above reviewed studies (Kang et al., 2002) evaluated ISQ in a university but that is specific in Staff and HR Officials setting not uncovering the aspects and effect in teaching staff (Faculty). So, this study is focused on the faculty and concerned departments which have influence and dependency in procedures.

2.1.2 Measurement of Internal Service Quality

Many researchers have developed various instruments to measure the SQ of external customer (George & Gronroos, 1989; Anantharathan Parasuraman, Zeithaml, & Berry, 1985). On the other hand, ISQ had measured through SERVQUAL instrument in most of the cases across the departments, units and even within an organization. Preview of earlier research work directed that firms can evaluate the SQ through five dimensions and also can diagnose the problematic dimensions and arrange to improve but it is necessary to improve SQ that personnel should be contacted regularly to measure their service experience and abilities. These SQ experiences and abilities can be measured by evaluating the dimensions of ISQ and management officials can find problematic areas and make according arrangements.

In most of the cases SQ has been measured by comparing the expectations before a service encounter and the level of perceptions after the delivery of service (Lewis & Booms, 1983; Anantharathan Parasuraman et al., 1985). Many researchers argue that SERVQUAL can be used and transformed in firm's internal settings so SERVQUAL instrument developed by Parasuraman et al. (1985) could be utilized to evaluate SQ of internal environment of any organization by various researchers like (Bali, 2013; Bellou & Andronikidis, 2008; Cronin Jr & Taylor, 1994; Edvardsson et al.,

1997; Finn & Lamb, 1991; Gunawardane, 2009; Hirmukhe, 2012; Johnson, Tsiros, & Lancioni, 1995; Kang et al., 2002; Kuei, 1999; Lai & Chou, 2008; Miguel et al., 2006b; Arun Parasuraman, Zeithaml, & Berry, 1994; Reynoso & Moores, 1995; Teas, 1994; Young & Varble, 1997). They used SERVQUAL in different types of organizational settings like hospitals, purchase department staff and HR of a university, computer Service Company, education, and banking.

People working in organizations have influence upon the quality of services, which leads to some vital changes for organizations. So, considering workers as customers give the firms competitive edge, and workers become organization's most respected asset and assumed as internal customers (Papasolomou-Doukakis, 2002). These internal customers have different encounters at various levels and in varied stations. An internal customer can be defined as any employee who is receiving service/product from other members/departments/units within the firm to perform the job (Papasolomou-Doukakis, 2002; Valarie A Zeithaml & Bitner, 1996).

This research work is focusing on the evaluation of ISQ of teaching staff (Faculty) working in universities in Pakistan so a modified version of scale was used measuring the ISQ of faculty serving in institutions/universities (Hallowell et al., 1996). Researchers proposed eight dimensions to measure the ISQ which was tools, communication, goal alignment, training, rewards and recognition, teamwork, management, and policies and procedures (Hallowell et al., 1996). After reviewing the literature, one construct was added to explore the details about the concept, which is attitude of the coworkers that also helps to explore the phenomena of ISQ in more detail, especially in educational work settings. Many researchers like (Gronroos, 1988; Owlia & Aspinwall, 1996; Sahney et al., 2004) discussed the construct of attitude in SQ instruments which was converted to find the ISQ.

2.2 Job Performance (JP)

Performance of individuals has its great importance both for organizations and from individual employees. Many researchers believe that higher-performance leads to the accomplishment of duties and tasks, which ultimately result in more satisfaction levels, feeling and developing self-efficacy and mastery among employees (Bandura, 1997; Kanfer & Ackerman, 2005). Furthermore, more effective and performing employees are encouraged, endorsed with awarded/ awards and privileged through benefits and rewards.

Also people having high performance having more career opportunities as compare to low performers (Van Scotter, Motowidlo, & Cross, 2000). Many researchers from industrial and organizational psychology explore the ways to enhance the JP and its significance (Arvey & Murphy, 1998; Austin & Villanova, 1992; Borman & Motowidlo, 1993; Campbell, McHenry, & Wise, 1990; Chughtai, 2008; Dizgah et al., 2012; Kahya, 2007; Murphy & Cleveland, 1995; Park, Mitsuhashi, & Fey; Pugno, 2009; Teclmichael Tessema & Soeters, 2006; Van Scotter et al., 2000). Bernardin and Beatty (1984) define performance that is the record of results performed on a defined task or activity during a specified period.

Campbell (1990) defined the JP, that it is executed and evaluated behavior of employees which is harmonized with the defined organizational objectives and these behaviors are task and contextual performance behaviors (Borman & Motowidlo, 1993). Task performance contains behaviors of employee executes to complete tasks assigned by supervisor or behaviors associated with fundamental duties of the organization and involved in producing goods and delivery of services (Borman & Motowidlo, 1993). To measure employee JP it is necessary to focus on the quantity and quality of final outputs. Contextual performance are the sole efforts which are not directly connected to their core duties but are imperative because such behaviors form the social, organizational, and psychological setting that assists as the vital promoter for core duties (Van Scotter et al., 2000; Werner, 2000).

These two types of JP are different with its context of reference; it may vary in manufacturing and services originations. Even within manufacturing or services, oriented organizations JP may vary depending upon its nature and complexity for example some jobs require high level of skill, competencies and responsibility to accomplish certain assigned duties successfully. In this study, both types are focused because in higher education these two types of JPs are required to measure the overall output.

2.3 ISQ and JP

The crucial accomplishments in contemporary service providing organizations linked to human capital, as it affects business performance through customer satisfaction.

Many researchers provide evidence through their work and review of literature that offering quality services to internal customers is one of the reasons for success in terms of enhanced and better organizational performance (Rafiq & Ahmed, 2000). Hallowell *et al.*, (1996) proposed that ISO is employee competence to satisfy customers. Specifically, they support the notion that ISO create more satisfaction as compare to wages and benefits. Service profit chain also established the link between loyalties of customer and satisfaction and productivity (Heskett *et al.*, 1997).

Bellou & Andronikidis, (2008) found that ISO climate help the employees to improve their customer oriented behavior also enhancing the overall performance at all. Satisfaction of internal customers leads towards retention and then long term financial growth (Bruhn, 2003) this satisfaction is due to the service ability of a worker which is dependent of internal processes, existing resources and recognition (Newman, Maylor, & Chansarkar, 2001) which is affecting organizational performance (Babakus, Yavas, Karatepe, & Avci, 2003; Motowidlo, 1984; Nebeker *et al.*, 2001; Petty, McGee, & Cavender, 1984; Puffer, 1987; Salanova, Agut, & Peiro, 2005). Accordingly, it is anticipated that, in an effort to find the relationship between ISO-JS-OC with employee performance in higher education context of Pakistan.

2. 4 Job Satisfaction (JS)

Various researchers from Hawthorne to recent dates are working with the concept of JS and proposed their own definitions by offering various aspects of JS (Gruneberg, 1979) but there is no agreement on one universal definition (Aziri, 2011; Funmilola *et al.*, 2013). Maslow's theory helped to develop and shape the concept of JS, and later many researchers worked on JS from a need fulfillment perspective. After this perspective, it has been criticized and some researchers presented its cognitive view (Sarwar & Abugre, 2013; Spector, 1997).

According to various studies, there are several definitions of JS emotional pleasing status of employees which is the outcome of achievements (Locke, 1969). The fulfillment of needs of the individual employees through employees' work (Hopkins, 1983) while Some studies explained that cognition, emotions and behavioral aspects to identify the JS in organizational settings. Herzberg and Mausner's Motivation – hygiene theory also played a vital role for the measure of JS.

Herzberg introduced “intrinsic factors” called ‘motivators’ were found to be ‘satisfiers’ (inherent factors: achievement, recognition, the work level of responsibility, nature) while “extrinsic factors” called “hygiene factors” were found to be the job dissatisfies (salary, company rules, regulations, hierarchy, policies, supervision, workplace environment and interpersonal relations).

JS measured as a universal concept with multi dimensions or ‘facets’ (Sarwar & Abugre, 2013). JS has several organizational outcomes by presenting various effects, like lower turnover rates (Mobley, 1977), best customer response rate (Ryan, Schmit, & Johnson, 1996), to find customer-oriented behaviors (Hoffman & Ingram, 1992) and satisfied customers ultimately (Hallowell et al., 1996; Schneider, 1975; V. A. Zeithaml) they also found that JS is a primary reason for delivery of best services. Many researchers have different opinions and found the connection between JS and JP (Borman & Motowidlo, 1993; Hartline & Ferrell, 1996; Kahya, 2007; MacKenzie, Podsakoff, & Ahearne, 1998; Pugno, 2009; Sonnentag, Volmer, & Spsychala, 2008). This review of various studies reflects that JS is related to behaviors of employees, but its empirical testing from ISO perspective need to examine especially in higher-education setting in developing countries like Pakistan where quality education needs extensive attention.

Methodology

The research setting in this study is higher education commission (HEC) recognized degree awarding institutes and universities of both private and public sector operating in Rawalpindi/Islamabad Pakistan. The target population in this study was all teaching staff (Faculty) working within these degree awarding institutions and universities. List of degree awarding institutions and universities were obtained from the website of Higher Education Commission of Pakistan (HEC, 2013). Random selection has made, and three universities from each public and private have selected as sample for this study.

Quaid I Azam, University, Arid Agriculture University, and Women University, selected from public sector while Preston University, Iqra University, and SZABIST selected from private sector universities.

Respondents selected on random basis by obtaining list of faculty members from respective institutions and universities, 50 questions to each university were sent.

In order to study the connection between all the variables, a sample of 200 to 250 respondents were anticipated, as final returned questionnaires. Three hundred questionnaires were distributed and 207 were returned for a response rate of 69%. The questionnaire contains five sections: (1) internal service quality, (2) job satisfaction, (3) organizational commitment, (4) job performance and demographic. Demographic data were collected as a final part of the questionnaire, which is comprising age, gender, and work experience with the organization (tenure), working department and designation.

In this study, ISQ was measured by a 34-item questionnaire altered from the seven-point proposed by (Hallowell et al., 1996) (1 = strongly disagree; 7 = strongly agree). The original INTQUAL had 17 items, one item was deleted and 10 new items have been added to augment the scale to meet contemporary challenges while one new construct "attitude" (Owlia & Aspinwall, 1996; Sahney et al., 2004) with four questions was also added.

JS comprises of numerous aspects, containing satisfaction with the work, supervisor, pay, opportunities, coworkers, advancement, technology, nonfinancial rewards, and customers and so on (Aziri, 2011; Bai, Brewer, Sammons, & Swerdlow, 2008; Funmilola et al., 2013; Rehman, Saif, Khan, Nawaz, & Rehman, 2013; Sarwar & Abugre, 2013; Wang, 2012). In this research work, JS was experienced as a global measure with three items on a seven-point Likert scale. These three items determining JS from a general viewpoint were "Overall, I am satisfied with my job", "In general, I enjoy working at my current job", and "I am generally satisfied with the kind of work I do on my job".

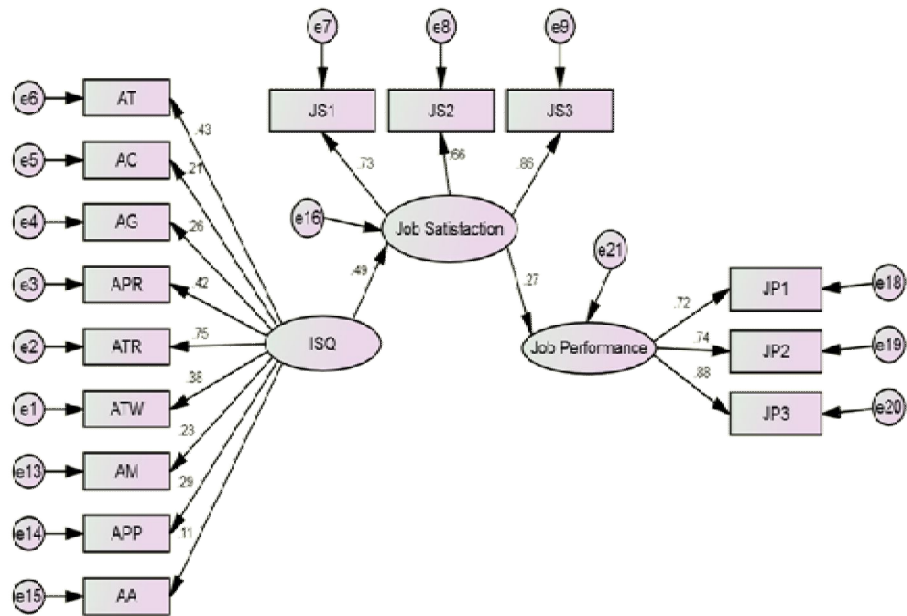
Results and Discussion

Three hundred questionnaires distributed to faculty members in six selected universities with equal proportionate of 50 questionnaire to each university. Two hundred and twelve returned, of which five were wasted because of missing data therefore the useable questionnaires were 207 with response rate of 69%. Out of 207 participates 102 (49.3%) were from public sector universities while 105 (50.7%) were from private sector.

One hundred and thirteen (54.6%) out of 207 faculty members had work experience of 1 to 5 years while 22 were having experience more than 15 years. Seventy-one (34.2%) respondents were in between 25 to 30 years of age while 35 were above 40 years. There were 132 (63.8%) male and 75 (36.2%) were female respondents out of 207. In the survey 32 (15.5%) masters, 103 (49.8%) MPhil and 47 (22.7%) PhD degree holders participated and remaining were having other qualification.

Table 01: Descriptive Statistics

Variable	Sample	%
Title/ Designation		
Lecturer	83	40.1%
Assistant Professor	61	29.5%
Associate Professor	37	17.9%
Professor	26	12.5%
Natureof Organization		
Public	102	49.3%
Private	105	50.7%
Experience		
1-5	113	54.6%
6-10	45	21.3%
11-15	27	13.5%
Above	22	10.6%
Age		
25-30	71	34.2%
31-35	53	25.6%
36-40	48	23.2%
Above	35	17.0%
Gender		
Male	132	63.8%
Female	75	36.2%
Education		
Master	32	15.5%
MS/Phil	103	49.8%
PhD	47	22.7%
Other	25	12.0%



Analysis of relationship was conducted through the Structural Equation Modeling (SEM). SEM is more robust technique than regression and provides more reliable and valid results for a complex model. SEM is especially useful in analysis of the relationships taking all the dependencies holistically, where model considered as a whole rather than in individual relationships. SEM for this study conducted in AMOS, which is an extension to the SPSS software and is widely used tool to conduct the SEM analysis.

Confirmatory Factor Analysis (CFA) output, as depicted in Appendix, reflects a good fit model with $CMIN = 1.69$, $CFI = .90$, $RMSEA = .06$, $DF = 88$. Especially considering the newly proposed dimension of attitude in the ISQ, it is evident that attitude does fit into the ISQ construct, although its coefficient is relatively weaker than the other dimensions. SEM in AMOS reflects the model and the holistic impact of ISQ on JS leading towards JP. Model fit indices reflect $CMIN = 1.68$, $CFI = .90$, $RMSEA = .058$, $DF = 88$ and P value is 0.00. Model shows that ISQ increases the JS, which also increases the JP. Holistically, the relative influence of ISQ on JS is larger than the influence of JS on JP.

This study has sought to contribute further to knowledge concerning ISQ and JP by modifying a measure, utilizing the model developed by Hallowell et al. (1996).

Units serving internally need more attention of research work to evaluate and implement more SQ aspects in different scenarios. In various work settings, latest empirical researches lead to a positive connection between ISQ, JS and JP like satisfaction of internal customers has a positive influence on the quality of internal services, which leads to better JP, and the staff who have higher levels of ISQ offered by organizations are more satisfied like employees desired and equitable working environment generate more satisfaction (Pantouvakis & Mpogiatzidis, 2013). (Hallowell et al., 1996) worked on ISQ and developed scale having eight different dimensions with nineteen questions. According to the review of literature, majority of the subject experts suggested that attitude be measured with other eight questions. Those experts also suggested that there would be some more questions which should be according to the contemporary environmental status and in accordance with the culture.

Majority of the researchers have established the ISQ measure through SERVQUAL but internal quality is also concerned about the feelings that employees hold about their working environment. In order to gain continuous benefits from the use of ISQ concept researcher have to focus more on the development of new scale that may be different from SERVQUAL. Also one of the more vital requirements of this concept is empirical testing and measurement. So this study is based on Hallowell's ISQ scale, which is considered here more aligned to the Pakitani unique cultural background especially in educational settings. Quantitative representation of ISQ is relatively weaker with the JS and JP, which may reflect the variation or differentiation in the services sector or specially the variation in the educational sector of Pakistan. Strength of association reflects that the ISQ may use as an important tool for JS with other combination of its ISQ constructs as a whole. JP in education sector, it means, is not solely dependent on the JS, other important factors may be the contributor to the JP.

In ISQ dimensions i.e. training, Rewards & Recognition, tools, management support, organizational policy, goal alignment and attitude; the training is the availability of effective, specific, timely and updated methods with leads to learning and then contributing to organizational effectiveness. Many researchers explored that training; good learning facilities and learning culture help the employees to improve its quality of services internally and externally.

As depicted in the results output above, in this study majority of the people working in educational settings are considering that training is one of the most vital component of ISQ and this also leads towards the JS and then ultimately enhancing the performance of employees. As, the quality of the services delivered is directly linked to the competency of the service provider, its purely logical that training improves the competency of the service provider which affects the ISQ and ultimately JS and JP.

Any type of pure service-oriented organization tools play a vital role to perform the tasks and to provide the sense of physical entity to its clients. That why these tools are essential to serve customers. Tools may point towards the importance of employee resources and sometimes linked to the intrinsic aspects of motivation. Facilitation and availability of these tools to its internal customer by organizations are vital. This includes information and information systems (in educational context these may be books, library, office, libraries, required equipment, computers, and access to journals etc.). These tools have moderate relationship with JS. More focus on the quality and improvement of these tools may lead towards enhanced job satisfaction of employees and then their performance.

Rewards and recognition as a solo indicator has many folding aspects and effects on JS and JP but as a construct of ISQ it has in a relatively moderate relationship according to this empirical testing. This relatively moderate relationship may be an indication of the nature of education industry where intrinsic motivation plays more important role than the external recognition factors, because faculty members are inclined more towards doing their job according to their conscience rather than enforced by the external factors.

Management support, organizational policies and goal alignment have weaker associations with the ISQ, which may indicate that the ISQ is not largely based on the structural or managerial phenomenon. Rather it is more dependent on the individual impulse and drive to contribute in a larger cause, especially considering the educational sector in Pakistan. One of the important reasons of these results may be that the academia is mostly not working under highly structured systems and management in Pakistan, which may have made the management support irrelevant especially in a context where service providers are more internally motivated than influenced by external factors.

Attitude is the understanding of needs of other, enthusiasm to help, readiness of guidance and advisory, gaining and attaining personal attention, emotion and courtesy. In this study, it has a weaker relationship with ISQ. Therefore, it was expected that attitude may not be the part of ISQ as its construct but other research settings may prove its association.

Conclusion

There is an excessive requirement for empirical investigation to uplift the ISQ concept and its operationalization. This study empirically tested the mediation of JS between the ISQ and JP in the higher education sector of Pakistan.

Results suggest that the ISQ does have significant and positive relationship with the JS; and JS has also significant and positive relationship with the JP and is relatively stronger than the relationship of ISQ and JS. These results point towards the fact that the education sector is more inclined towards having its motivation to serve from the inside rather than from the external structural or managerial elements. The constructs reflecting weaker relationship need more inside investigation but as whole, the concept requires expansion in its full spectrum. This requires further empirical testing because this concept of ISQ with proposed dimensions in this study are in infancy stage. Despite the premature results it is easy to infer that the managers and leaders should be more concerned with the competency development and empowerment to the faculty; and be less concerned on the structure and organizational policy for the improved service quality, job satisfaction and job performance in higher education sectors.

One of the major suggestions for future research is that scale used in this should be tested in various other industries. The results may lead towards a new approach of ISQ concept with tangible and intangible division in the service quality construct. The connection among various constructs have discussed but not precisely discovered in its true spirit. The examination of ISQ is an important phenomenon due to competition, value creation and other market realities.

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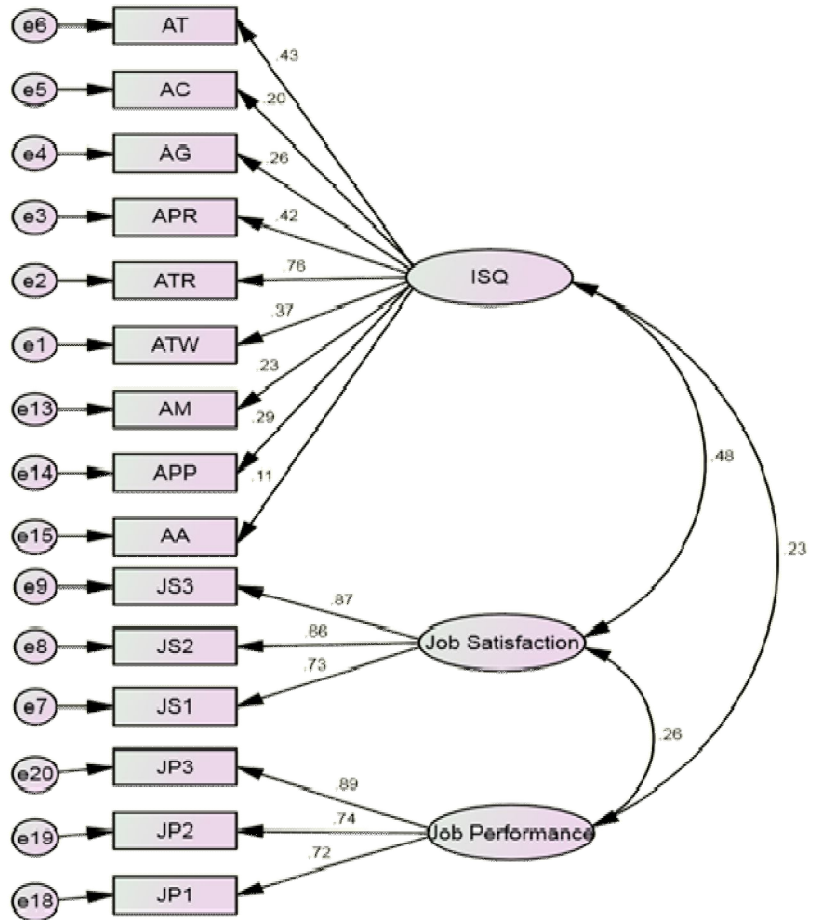
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APPENDIX



Internal Service Quality to Job Performance

Please read the statement below and indicate the extent to which you agree with it by circling the appropriate number on the 7-point scale provided. If you **strongly disagree** with the statement, circle 1; if you **strongly agree** with the statement, circle 7; if you do not strongly disagree or strongly agree, please circle one number from 2 to 6 based on strength of your belief on that statement.

Statement	Strongly Disagree			Strongly Agree			
	1	2	3	4	5	6	7
I am never too busy to respond to the requests of other employees.							

1= Dissatisfied (S) , 2= Somewhat satisfied (SS), 3=Satisfied , 4= Strongly Satisfied, 5= Extremely Satisfied								
1	I have access to the information I need to perform my duties well	1	2	3	4	5	6	7
2	I have the related and supported equipment and physical facilities which I need to serve my students/institution well.	1	2	3	4	5	6	7
3	I have the facility (backed by repair and maintenance department) of any type of maintenance regarding equipment and physical facilities.	1	2	3	4	5	6	7
4	I always receive updated and new technology oriented equipment.	1	2	3	4	5	6	7
5	I am satisfied with the communication within my department in which I work.	1	2	3	4	5	6	7
6	I am satisfied with the communication between my department in which I work and other departments (cross departmental communication).	1	2	3	4	5	6	7
7	Important changes in policies, procedures, new activities, are communicated clearly to me.	1	2	3	4	5	6	7
8	My work is important to my institution.	1	2	3	4	5	6	7
9	I have a personal interest in seeing that my institution is doing well.	1	2	3	4	5	6	7
10	My organization shows interest in tracking my individual goals.	1	2	3	4	5	6	7
11	My organization facilitates me in fulfilling my individual goals.	1	2	3	4	5	6	7
12	I receive recognition when I do a good job.	1	2	3	4	5	6	7
13	I am rewarded for providing good educational service.	1	2	3	4	5	6	7
14	Other departments also reward/ recognize on cross departmental activities.	1	2	3	4	5	6	7
15	Organization provide orientation to new employee.	1	2	3	4	5	6	7
16	Orientation provided by my organization is sufficient for employees.	1	2	3	4	5	6	7
17	I am given the time I need to take training courses.	1	2	3	4	5	6	7
18	I receive adequate training when important changes take place.	1	2	3	4	5	6	7
19	Training provided to employees by my organization, is up to the mark.	1	2	3	4	5	6	7
20	Department offers teamwork to fulfill assignments.	1	2	3	4	5	6	7
21	Cross departmental teams are effective in my institution.	1	2	3	4	5	6	7
22	Work teams formulated by my institution are well balanced.	1	2	3	4	5	6	7

23	My supervisor/boss is available to me when needed.	1	2	3	4	5	6	7
24	In this institution supervisor/boss wants to hear about my problems and find ways to fix them.	1	2	3	4	5	6	7
25	I have the latitude (freedom) I need to do my job.	1	2	3	4	5	6	7
26	Management of my institution is always supportive.	1	2	3	4	5	6	7
27	In my institution policies/ procedures and functions are easily understandable by employees.	1	2	3	4	5	6	7
28	In my department/function, policies hinder my ability to serve well.	1	2	3	4	5	6	7
29	It is difficult in this institution to get departmental decisions made.	1	2	3	4	5	6	7
30	It is difficult in this institution to get interdepartmental decisions made.	1	2	3	4	5	6	7
31	Employees from other departments are willing to help me	1	2	3	4	5	6	7
32	Employees from other departments understand my work needs	1	2	3	4	5	6	7
33	Employees from other departments give personal attention to solve my work problem.	1	2	3	4	5	6	7
34	Employees from other departments are emotionally attached with me.	1	2	3	4	5	6	7
35	Overall, I am satisfied with my job.	1	2	3	4	5	6	7
36	In general, I enjoy working at my current job.	1	2	3	4	5	6	7
37	I am generally satisfied with the kind of work I do on my job.	1	2	3	4	5	6	7
38	The faculty has a great deal of personal meaning for me.	1	2	3	4	5	6	7
39	I feel like "part of the family" at the faculty	1	2	3	4	5	6	7
40	I really feel as if the faculty's problems are my own	1	2	3	4	5	6	7
41	I enjoy discussing the faculty in a positive sense with people outside it	1	2	3	4	5	6	7
42	I am afraid of what might happen if I quit my job without having another one lined up	1	2	3	4	5	6	7
43	I continue to work for the faculty as leaving would require considerable personal sacrifice	1	2	3	4	5	6	7
44	I feel that I have too few options to consider leaving the faculty	1	2	3	4	5	6	7
45	I believe in the value of remaining loyal to one organization	1	2	3	4	5	6	7
46	I think that wanting to be a "company man/woman" is still sensible	1	2	3	4	5	6	7
47	Employees generally move from organization to organization too often	1	2	3	4	5	6	7
48	My performance is better than that of my colleagues with similar qualifications	1	2	3	4	5	6	7
49	My performance is better than that of employees with similar qualifications in other Departments	1	2	3	4	5	6	7
50	The performance of my department is better than that of other departments	1	2	3	4	5	6	7

Please answer all questions by circling or filling in the blank with the appropriate response:

job title:	Lecturer	<input type="checkbox"/>	Assistant Professor	<input type="checkbox"/>	Associate Professor	<input type="checkbox"/>	Professor	<input type="checkbox"/>
Experience	1 To 5	<input type="checkbox"/>	6- to 10	<input type="checkbox"/>	11 to 15	<input type="checkbox"/>	above	<input type="checkbox"/>
Gender	Male	<input type="checkbox"/>	Female	<input type="checkbox"/>				
Age	25-30	<input type="checkbox"/>	31-35	<input type="checkbox"/>	36-40	<input type="checkbox"/>	Above	<input type="checkbox"/>
Education	Master	<input type="checkbox"/>	MS/MPhil	<input type="checkbox"/>	PhD	<input type="checkbox"/>	Other	<input type="checkbox"/>
Nature of Organization	Public	<input type="checkbox"/>	Private					

Thank you for taking the time to complete the questionnaire. Your assistance in providing this information is very much appreciated. If there is anything else you would like to tell us, such as how to improve the internal service quality, please share with us in the space below

Please return your completed questionnaire to the researchers. Thanks again for your help!