

Job Satisfaction of Educationists: An important Antecedent for Enhancing Service Quality in Education Sector of Pakistan.

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ABSTRACT

Enhancement in employee service quality has drawn an unprecedented and unparalleled attention of researchers and managers over last couple of decades. The importance of service quality is further augmented and amplified when it comes to education sector and more specifically, the Higher Education Sector of Pakistan. Nonetheless the role of job satisfaction of an employee can never be undermined or diluted in the process. The current study has therefore, been carried out with the intention to gauge the role of job satisfaction in increasing the service quality of University Teachers. To empirically validate the claims, a total sample of 206 respondents was taken using convenient sampling technique from the faculty members of different Public and Private Sector universities. Analysis of the study revealed a positive and significant relationship between job satisfaction and teaching quality thus making it clear the imperative and vital role of Job satisfaction in ensuring the Enhanced Service Quality of employees in Higher Education Sector of Pakistan.

Key Words: Job Satisfaction, Service Quality.

1. INTRODUCTION

Education Sector is considered to be the vital most and imperative sector in any Country irrespective of the circumstances or condition prevailing there. Thus the role of teachers and teaching can also never be undermined as, the same profession plays its role as a foundation stone or a backbone for the whole Economy as well as for all the professions. Teaching if taken as a profession is the basic foundation for the growth of any country. Based on the essence and importance of teaching, this study is designed to analyze how a teacher's service quality can be made better or else it can be put it in a way what type of factors are responsible for service quality of a teacher. Most of the studies reveal that a teacher's job performance (JP) is a vital variable. Hanif, R. (2006) said that a teacher's performance was considered as central variable. He further checked the relationship of job stress, self efficacy with teacher's JP in the context of women secondary school teacher.

Based on Hanif, R. (2006) argument that ESQ holds the central importance and it is imperative to study it with respect to different variables that could possibly influence the ESQ. Since there are number of variables available when ESQ is considered that's why due to time and cost constraints, we can only consider a few of the most important variables as supported by the literature and two of these most important variables include perceived organisational support and job satisfaction with respect to the ESQ and these variables have been considered in this research.

In previous studies these variables have not been given a huge focus with respect to ESQ in education sector particularly higher education sector. Looked upon studies conducted in Pakistan, it

is becomes evident that job satisfaction with respect to ESQ has never been researched, so keeping in view this factor the study is being carried out to explore the same relationship..

2. LITERATURE REVEIW

2.1 Theoretical background

To attain the distinction in operations JS has been recognized as a major obligation of the organizations. As per definition given by Armstrong (2003) satisfaction is taken as the characteristics and feelings people have about their work. In other words JS is the constructive and favourable attitude in the direction of one's job, whereas job dissatisfaction is the negative and unfavourable attitude in the direction of one's job. Baron et al. (2006) narrated that only the satisfied employees made them engaged in flexible or pre-social behaviours which were very useful towards the effective operations of the organization. Why employees execute good and why they feel satisfied with work is measured as very important and frequent questions in organizational science. According to the Achievement goal theory and other researches employees' JP and JS rely on their purpose orientations (Farr, Hofmann, & Ringenbach, 1993; Phillips & Gully, 1997). According to (Bitner, 1990) employees are not simply workers but they are performers and service quality is defined by their behavioural performance that customers perceive. Therefore, in view to service encounter experiences ESQ is one of the most important variable to study which is perceived by the customers. As a behavioural performance, ESQ is possibly to mirror the measure of employee attempt exhausted in the service encounter condition. By Brown and Peterson (1994) and Walker *et al.* (1977) effort is considered as mediator between motivation and performance or as a mean of motivation into accomplished work. According to different past experimental studies there has been found a constructive association among the effort and performance (Blau, 1993; Gardner *et al.*, 1989). Also from marketing area, Brown and Leigh (1996) and Brown and Peterson (1994) stated that job-related efforts for sales persons had strong effect on their sales performance. By expanding these past findings within a service encounter and screening them from the customer perspective, service performance should be mirrored by the effort that employees place into their work.

In regard to level of employee's service performance JS is possibly to relate to the JP. In fact, in the organizational behaviour and marketing literatures the association between JS and performance has been widely studied. During service encounters the connection between JS and performance has been concentrated in regard to the purpose of customer contact employees in the services marketing area, (Babin & Boles, 1996; Weatherly & Tansik, 1993). The relationship between employee JS and customer perceptions of service quality has been established by Hartline and Ferrell (1996) and Schneider and his colleagues (Bowen & Schneider, Parkington & Schneider, 1979; Schneider, 1980; Schneider & Bowen, 1985). Some studies recommended that contented employees liked to connect in behaviours that helped the clients (Locke & Latham, 1990; Weatherly & Tansik, 1993). Schneider (1980) found JS as a cause for the delivery of service quality. Parasuraman et al. (1988) have found service quality as an important differentiator and the most influential competitive warhead, which most of the top service organizations like to possess. With respect to the level of service performance of the employee, JP is likely to relate to the performance. In the marketing and organizational behaviour literature it has been observed that there is a relationship between the JS and performance. Babin & Boles, (1996) and Weatherly & Tansik (1993) have observed that in service marketing area, the relation of the JS and performance has addressed with respect to the role of customer contact employees during service encounters. Relationship between employee JS and customer perceptions of service quality has been addressed by Hartline & Ferrell (1996), Bowen & Schneider (1985). According to different studies happy employees are more probable to connect in behaviours that help customers (Locke & Latham, 1990; Weatherly & Tansik, 1993). According to Hartline and Ferrell (1996), JS is clearly exhibited during service delivery and later on mirrored in customer's 'cognitive assessments of employees' service performance.

Liao, W. (2011) analysed that Positive relationship exists between internal service and JS, further he expressed positive correlation between JS and employee loyalty. It is also observed that JS could cause a mediating effect to internal-service quality. Relationship of owner-franchisee's satisfaction

and customer satisfaction (CS) is completely mediated by front-line employee satisfaction (ES), therefore, it can be concluded that the managers of service outlets can powerfully affect the satisfaction and behavioural intentions of their customer base; ES found to be moderator for the relationship of purchase intention and CS; the connection between CS and customer purchase intentions is almost double as strong when employees are satisfied than when they are not (Evanschitzky, et. al, 2011).

Another study conducted by Lee, G., Kim, B. C. P., Perdue, R., & Magnini, V. (2011) observed that decline in JS and organizational commitment had been found since 2008 and increase in job alternatives was observed when it was compared to 2009. A study related to patient care suggested that Team-level JS ratings were a potentially significant indicator for the efficiency of primary care teams in administering patient care (Mohr, et al. 2011). Bontis, N., Richards, D., & Serenko, A. (2011) studied that ES was affected by Autonomy and challenging work and that ES and information sharing communicated to superior reported competence and customer focus.

Yang, Y., Stafford, T. F., & Gillenson, M. (2011) stated that Employee relationship management could be defined as, systems which were formulated to supply entrance to benefits, other significant employee services were mainly a function of systems quality insights, as moderated by employee perceptions of system effectiveness. They observed that high degrees of ES with ERM (employee relationship management) systems through high-quality systems implementations could not produce except such systems were also found by the employee to be extremely constructive for their planned function. This highlights the significant role of precise estimations of user wants, coordinated to specific needs from human resources-based systems support in the analysis phase of system design.

Xu, Y., & Geodegebuure, R. (2011) narrated that there existed a positive relation between the ES and CS and this in turn enhanced the profitability, furthermore it was observed that satisfied employees delivered the best services to the customers and became more loyal to company and this graded superior in return on employee investment. So, by getting better the ES, CS and amplified profitability can be attained. According to Pelit, E., Öztürk, Y., & Arslantürk, Y. (2011) relations with the colleagues and physical conditions are the most positive features related to the JS. Another study by Robinson Jr, et al. (2011), indicated positive relationship among the JS and perceived self-efficacy, as well as the associations between JS and self-efficacy and service recovery. Hang, et al. (2011) analysed the considerable outcome of the organization factors on service quality and corporate performance measures. Wells, J. E. (2010) noted that relationship between leadership behaviours and voluntary turn over intentions is negative. Wickramasinghe, V., & Jayaweera, M. (2011) argued that JS and turnover intentions are negatively but significantly related. (Aryee and Chen, 2006; Kuo et al., 2008; Wang and Lee, 2009) found a strong prominence on the relationship of psychological empowerment and JS in the studies performance. Employees with behavioural empowerment, suitable communications, an impression of trust and motivational tools supplied by employer lead to a positive effect on JS. The positive and significant determinants of JS are fringe benefits. Employees, who recognize diversity training to be effective, were more committed and hence were more contented with their careers than those employees who perceived diversity training as ineffective. A causal link cannot be sustained among diversity training effectiveness, and accessibility with organizational commitment and relationship between diversity training, organizational commitment and CS, the noteworthy links found pointed out that the concepts are related, it is, therefore, suggested that research should be conducted to analyse these associations to identify the reason of the differences (Yoon et al., 2001). Yap, M., Holmes, M. R., Hannan, C. A., & Cukier, W. (2010) have proposed that in accumulation to the demographic, humane capital, subjective and objective factors used in this study, upcoming studies should think about including organizational environment factors.

(Tordera, et al., 2008) narrated that considering the above argument it was established that psychological climate or, employees' perceptions and interpretations of their routine place of work, environment was the nearest reliant feature that had a similar contact with workers' intensity of satisfaction and performance as transformational leadership; employees were enforced to attain higher objective than before and this was because of the mounting contest and supervisor levels of performance expectations.

In service-based industries, human resource issues such as JS have been found to be antecedents of customer-oriented behaviour (Hoffman & Ingram, 1992). The degree of internal CS largely determines the profits of the company through external CS and customer retention (Reichheld & Sasser, 1990). Alamgir, S. S. (2011) found that in the context of the real estate sector of Bangladesh, the condition of high standards in service climate, healthy supportive management, effective work effort and consistent JS will guide to enhance employee service performance. To enhance internal marketing programs managers should develop a more detailed system of which the main starting focus is employees in terms of their JS, commitment, and performance. In this context, the findings are rather steady with the service-profit chain model (Heskett *et al.*, 1997), according to which the firm's financial performance is derived from employee performance.

The above literature so far throws light on a better relationship between JS and ESQ and the mixed results found in the above mentioned studies warrant further study, hence the current research is going to be focused on the relationship between JS and ESQ in the context of higher education sector in Pakistan.

Ha: There is a positive relationship between the job satisfaction and teaching quality (TQ).

3. RESEARCH METHODOLOGY.



3.4. Population and sampling:

Study population is all lecturers, assistant professors, associate professor and professors of public and private sector universities of Pakistan.

In order to complete the research on fast track and also to assure the adequate representation of smaller groups, convenient sampling was used to collect data. A total 206 useable email addresses of faculty were found from the websites of universities in four provinces and federal area of Pakistan. Gilgit Baltistan province was having only one university "Karakorum International University Gilgit, Gilgit Baltistan" and website of the university did not contain the relevant information required for the study that is why "Gilgit Baltistan" was not included in the study. A total sample of 106 survey forms was gathered from the faculty members from all selected universities through questionnaire using the self assessment criteria. Initially 206 questionnaires were e-mailed to the faculty members working in the universities under different provinces and federal area but only 106 responses were received producing the response rate 51.45% out of which 03 questionnaires were not considered in the analysis because the information provided in them was not sufficient. Then it was left with 103 Questionnaires, actual response rate of 50% and this was used for further analysis. According to Sheehan, K. (2001), response rate for email is as under:

40% average,

50% good,

60% very good

So 50% response rate for this study comes under the category of good response rate.

There are so many reasons to choose the education sector and particularly the universities of Pakistan. Some of them can be as under.

1. The Universities are the main source to prepare and provide the employees to the different sectors of the country.
2. The TQ is the most important factor which has to be studied because TQ contributes to the learning of the students.
3. The education sector of Pakistan has become one of the chief employment providing sectors of Pakistan in the last few years.
4. The education sector of Pakistan has become one of the main contributors to Pakistan's Economy over the last few years.

3.5. Reliability analysis:

The analysis is done at the collected responses, data was coded and also the data maintenance was made by excluding responses with missing information. After this the reliability was checked.

Cronbach's α (**alpha**) is a coefficient of reliability. It is usually employed as a measure of the internal consistency or reliability of a psychometric test score for a sample of given examinees. Most of the

Table 2	
Dimensions	Cronbach's Alpha
JS	.719
TQ	.798

studies have revealed that the value of Cronbach alpha above .7 indicates that the reliability is strong among the items which are included in the questionnaire. And according to the (Cuieford, 1965) cronbach alpha beyond ($\alpha = .7$) are acceptable.

Reliability of TQ is ($\alpha = .822$), and reliability of JS is ($\alpha = .798$) which are more than .700. Therefore data is reliable and further analysis is rationally allowed

The above results show that for the 10 items which were included in the questionnaire for the measurement of US of the faculty members had a Cronbach's Alpha value .822 which means that there is a strong reliability among the items included under the head of US. To measure the JS total 13 items were added and their Cronbach's Alpha value is .719, which also shows the reliability among the items. The Cronbach's Alpha value for the 9 items used for TQ is .798 which means that strong reliability exists amongst the items of this particular variable.

3.6. Procedures

It is worth mentioning here that this particular research is a unique research for the public and private sector universities in Pakistan and secondary data was not available for such kind of research therefore primary source of data collection i.e. "questionnaire" was used. The lecturers, Assistant professors, Associate professor and professors working in the different departments of public and private sectors universities were provided with the questionnaire through e-mail and they were given a specific time span to complete within that span of time. The total span of 30 days was taken to complete the survey. All the respondents were assured that any information that they might submit through the survey questionnaire will be kept confidential.

3.7 Measures

For this study descriptive statistics correlation regression analysis was used to find out the relationship among the variables. This correlation analysis was used to find out what type of relationship between the dependent and independent variables exists. There were three types of variables which were measured; first was the demographic variable i.e. gender, income, experience, province and second was of two independent variables teacher JS and the second one was the single dependent variable (TQ).

3.7.2 Job satisfaction

This was measured by using a 13 items (Q11 to Q 23) with 5 point Likert scale which is containing 5 items from Cook et al. (1981) and Spector, P.E. (1985) containing eight items. This scale ranged from 1 = Strongly Disagree to 5 = Strongly Agree. Sample items include "I am often bored with my job", "I feel fairly well satisfied with my present job", "Most of the day I am enthusiastic about my work", "Overall, I am satisfied with the financial rewards I receive.", etc. The reliability analysis exposed the value of Cronbach alpha ($\alpha = .719$) for this data.

3.7.3 Teaching Quality

This variable was measured by 09 items which is developed by Parasuraman et al. (1988) having 4 items and other 5 items were added after taking the expert opinion of five professors about those items. This scale ranged from 1 = strongly Disagree to 5 = Strongly Agree. The sample items included "I use to deliver updated knowledge", "I have Adequate knowledge to answer students' questions", "I understand about the learning approach of my students" etc. The reliability analysis gave the value (.798) for this data.

DATA ANALYSIS

The data was collected from private and public sector universities from the four provinces and federal area in Pakistan. The total 103 useable responses out of 206 were collected and used for analysis. Sample was containing 80.6% male and 19.4% female. From Blochistan 3.9%, from federal area 22.3 %, from KPK 32%, from Punjab 34% and from Sindh 7.8% complete responses were received. Qualification of the respondents was measured in years by giving three close ended options. 59.2% respondents were above 18 years qualification, 34% respondents were lying in 17-18 years Qualification range and 6.8% were in the 16 years qualification range. Salary of the respondents was measured by giving 5 options in the form of salary ranges per month. 67% were earning above Rs. 60,000, 22.3% respondents have salary range 46,000-60,000, 3.9% were earning Rs.36000-Rs.45000, 3.9% respondents' earning was Rs. 26000-36000 and 2.9% respondents were earning less than Rs. 25000 per month. Work experience of the respondents with the current university was measured by providing the 4 options in years. Above 3 or 3 years experience holders respondents were 69.9%, 14.6% respondents were having 2 years experience, 1 year experience holders were 9.7% and 5.8% were those respondents which were having experience less than a year.

4.1. Control Variables:

One-way analysis of variance (ANOVA) were conducted to check the control variables in the study, the demographic variables did not demonstrate any significant control on results that is why they were not controlled for the intention of analysis.

4.2. Demographic variables:

Gender, experience, qualification, income etc. has been used as demographic variables in different studies e.g. Naem, M. (2011). This study also focuses on the gender, experience, qualification, income and province as demographic variables. The reason to use these variables for this study is given under the head of each variable along with their coding used for analysis.

4.2.1 Gender

Table 3: Gender

Gender	Frequency	Percent %
Male	83	80.6
Female	20	19.4
Total	103	100.0

The very first question given in the questionnaire as a demographic variable is the gender. And this was basically done to find out that what percentage of the male and female is working in the sampling frame. This variable was measured against the two close-ended alternatives or classes. "1" was used for the coding of Male and "2" was used for the female. Out of 103 respondents the number of male was 83 making the percentage of 80.6 of the total respondents and female were 20 making the percentage of 19.4 of the total responses. Valid percentage column is used to adjust the percentage in case of missing data. To make this study unbiased responses having missing data were eliminated.

4.2.2 Qualifications:

Table- 4: Qualifications.

Qualification	Frequency	Percent %	Valid percentage
Above 18 years	61	59.2	59.2

17-18 years	35	34.0	34.0
16 years	7	6.8	6.8
Total	103	100.0	100.0

Information regarding the Qualification of the respondents was gathered by dividing this variable into three categories which are as under:

Qualification above 18 years, 17-18 years and 16 years

Above 18 years qualification was coded as 1, 17-18 years qualification was coded as 2 and 16 year was coded as 3. As mentioned in the above table that 61 out of 103 respondents are qualified above 18 years making the percentage of 59.2%, 35 out of 103 respondents are those having 17-18 years qualification i.e. 34% of the 103 respondents, 7 out of 103 respondents are having 16 years qualification and they were the 6.8% of the total respondents. In order to find out the impact of Qualification on the TQ the qualification as a demographic variable was added in this study. This variable was used to identify that what qualification level is most likely to exist in the university sector of Pakistan and according to this study first two categories have more respondents. It was observed that 59.2% respondents are more than 18 years qualified and 34% respondents are those having 17-18 years of Qualification. So, according to this study, most of the University faculty members are above 18 years qualified and second major portion of faculty members is 17-18 years qualified.

4.2.3 Income/Salary Range:

Table-5: Income/Salary Range.

Income		
Salary per Month	Frequency	Percent %
Above Rs 60000	69	67.0
Rs 46000 – 60000	23	22.3
Rs 36000 – 45000	4	3.9
Rs 26000 – 35000	4	3.9
Rs. 25000 or Less than Rs 25,000	3	2.9
Total	103	100.0

To measure the salary it was divided into the 5 different categories as under:

Above Rs.60, 000, Rs. 46000-60,000, Rs. 36000-46000, Rs. 26000-36000 and Rs. 25000 or less than Rs.25000.

According to the above table 69 respondents i.e. 67.0% of the total sample has Salary more than Rs. 60,000 per month. 23 i.e. 22.3% employees have salary range Rs. 46000-60,000. 4 respondents which were 3.9 % of the sample were those who were earning Rs. 36000-45000 per month and also the 4 i.e. 3.9% of respondents mentioned their salary as Rs.26000-35000 per month. And 3 responses making the percentage of 2.9 % were received for Rs. 25000 or less than Rs. 25000 range. The reason to use the income range as demographic variable for this study was to check out the relation or impact of income on the TQ of the faculty members. In this study most of the respondents i.e. 69% are having salary above Rs. 60,000 per month and 23 % are having salary range Rs. 46,000-60,000, which shows that this sector is containing salary ranges Rs. 46000 to Rs. 60,000 or above.

4.2.4 Experiences:

Table-6: Experiences.

Experience	Frequency	Percent %
Above 3 years	72	69.9
2 years	15	14.6
1 year	10	9.7
Less than a year	6	5.8
Total	103	100.0

The fourth and very important demographic variable is the experience. This variable was divided into 4 different categories in order to find out the experience of the respondents with the current university and those categories are given below;

Above 3 years, 2 years, 1 year, Less than 1 year. 72 out of 103 respondents (69.9%) were those having more than 3 years experience with the current university, 15 (14.6%) respondents were with 2 years of experience, 1 year experience was observed for just 10 respondents making the 9.7% of total respondents and 6 respondents (5.8%) were those having less than 1 year experience with the existing university. According to the different studies the relationship of experience is very strong with satisfaction and some other variables. In this study this variable was used to identify that which experience level range is most likely to exist in the university sector of Pakistan and according to this study it was observed that most of the faculty members (69.9%) are having above 3 years of experience with the current university. Moreover some studies have suggested that Qualification is much important for perceived service quality of the employees.

4.2.5 Province:

Table-7: Province.

Province	Frequency	Percent %
Balochistan	4	3.9
Federal	23	22.3
KPK	33	32.0
Punjab	35	34.0
Sindh	8	7.8
Total	103	100.0

As for as this demographic variable is concerned, this is very much important variable for this study as it was used to depict that which province has given the more response and hence was making the major portion of the sample because for this study population for the sample are universities in different provinces of Pakistan. The major representation of the sample was from Punjab 35 out of 103 making 34% of the sample, KPK 33 with percentage of 32% and Federal area responses were 23 which were 22.3% of the total sample. The number of respondents from Sindh were 8 i.e. 7.8% of the total population. Blochistan's responses were 4 with 3.9% of the sample.

4.3. Descriptive Statistics (Correlation):

To identify the level and intensity of relationship Pearson correlation analysis method is used and values are analysed. According to the Oxford Dictionary of Geography correlation is a link or relationship among two variables. There are two types of correlations, where positive correlation is found the amplification or reduction in one variable is matched with the same change in other variable and in case of negative relationship between two variables, there is decline in one variable and increase in other variable.

Table-8: (Descriptive Statistics) Means, Standard Deviation and Correlations

Correlations

	Mean	SD	TQ	JS
TQ	3.97	.582	1	.325**
JS	3.59	.531	.325**	1
* Correlation is significant at the 0.05 level (2-tailed)				
** Correlation is significant at the 0.01 level (2-tailed)				
*** Correlation is significant at the 0.000 level (2-tailed)				

In order to operationalize the hypothesis developed

earlier on correlation analysis was conducted. The correlation for the formulated hypothesis "There is a positive relationship between the JS and TQ" proven as Positive between JS and TQ (Mean = 3.59, $\sigma = .531$, $r = .325$; $P < .01$) and the relationship between JS and TQ is significant.

5. DISCUSSIONS AND CONCLUSIONS

5.1. Discussions:

This study was conducted with the aim to see the impact of job satisfaction on teaching quality (employee service quality) of the university faculty members of Pakistan.

According to Alamgir, S. S. (2011) a thorough system should be organized through managers that can influence the internal marketing programs, of which the major initiating focus is employees with respect to their JS, Commitment and Performance. Moreover, studies conducted by different researchers (e.g. Reichheld & Sasser, 1990; Hartline and Ferrell, 1996) concluded positive relation between the JS and service quality of the employees. Findings of current study give evidence in favour of the above mentioned studies that JS has a tendency to make TQ (Service Quality) better. However Chapman and Chapman (1969) expressed that perceived interrelation between JS and employee's performance did not survive.

The basic reason which makes this study unique is that this type of research has not been conducted in the context of Pakistan and especially with reference to University sector. So this research will be able to give the new directions to the higher educational institutes to find out the importance of JS with relation to the TQ (Service Quality). This will guide the higher management of University sector to enhance their TQ by focussing on the JS of Faculty members.

5.2. Implications of Study:

Along with implications for theory and practicality research findings for this study also added some future directions to researchers. The first and foremost, it is worth mentioning here that this study fills the gap in the literature which was focused to investigate the service quality with different variables. Previously study conducted by Andaleeb, S. S. (2006) was focused to find the relationship of POS, supervisory support and work climate and the relevant study was done by the Alamgir, S. S. (2011) to find out the relationship of Service Climate, Supportive Management, Work Effort and JS with ESQ.

Previous researches have not separately and individually studied so far the impact of JS on Service Quality in a single isolated study. So this study is focused to fill that gap by studying the impact of JS on the TQ.

Thirdly it is also important to mention here that it is evident from literature that study with respect to the Service Quality especially in the University context of Pakistan has not been studied and even the literature regarding these variables found to be very rare. From the above mentioned two studies, one was conducted in the context of real estate sector of Bangladesh and other one was conducted in the context of British American Tobacco Bangladesh. This type of study has not been conducted in Pakistan previously, so need was felt to fill this gap.

5.3. Managerial Implications:

As per experimental evidence JS is a significant determinant to affect the TQ. Moreover it is important to notice here that this variable is very important in enhancing the TQ of the faculty of their respective University and should be included in the strategies to enhance the TQ of the Faculty. As mentioned earlier universities of Pakistan mainly consist of experienced and higher qualified personals with handsome salaries ranging from Rs46000-60,000 per month, so this study pave the way for university management to recognize the nature of JS, its implementation and in the end its impact on the teaching quality. Moreover this study is helpful for the universities' management a way about how to grip the higher qualified and well paid faculty members in order to manage JS to enhance the teaching quality

5.4. Limitations of the Study:

Due to the certain restrictions like shortage of time and cost, cross sectional study was conducted; otherwise the best way to conduct such study could be the longitudinal study. Moreover the data collection is done from universities of Pakistan but it could be more appropriate study if data was collected from all developing countries like Pakistan.

Only two variables have been studied. Some other directions like work environment and work effort have not been discussed here.

5.5. Conclusion:

This study aimed to explore the relationship among JS and TQ. Only one directional Hypothesis were formulated after the literature review. This mentioned hypothesis made for this study is supported by the results.

As far as this hypothesis is concerned it has received strong support from the results as predicted by the literature earlier on and therefore it helps in accepting the only hypothesis of the study anticipating the well-built relationship between the JS and TQ of the University faculty members of the Universities of Pakistan. This also justifies the previous studies and shows that the JS of the University faculty members is significantly and successfully related to their TQ and therefore JS enhances the TQ of the Faculty members.

5.4. Future Research:

As it is evident from the findings that along with JS there can be other variables which can influence the TQ (service Quality). This can be extended by adding some mediator in the model of this study like work effort can be used as a mediator to check the effect of these independent variables on dependent variable after mediating effect of work effort. This same model can also be applied in other contexts like cellular industry.

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