

The Impact of Service Climate and Job Satisfaction on Service Quality in a Higher Education Platform

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Abstract

This study examines service climate and service quality through the mediating impact of job satisfaction within a tertiary education level in Bangladesh. The sample size of the study consisted of 140 faculty-members from four different private universities of Dhaka city and a structured questionnaire was designed to assess the service quality of higher education. Several statistical methods such as t-test, correlations and multiple-regression were used to analyze the data. The study discloses that the overall service climate has a significant positive impact on service quality. Finally, the study reveals that job satisfaction is partially mediating between service climate and service quality. This paper makes an outstanding empirical contribution by incorporating service climate and job satisfaction and exploring their relationships with service quality in the context of higher education. The overall results of this study would be

valuable to the planners to formulate the pragmatic strategies for ensuring service quality through service climate and job satisfaction of faculty-members in the private tertiary level institutions. This is one of the rare empirical studies in this sector, and thus represents a unique contribution to the literature.

Keywords: Service climate, job satisfaction, service quality, and higher education

1. Introduction

Service quality is usually considered as a customer's evaluation of the service (Kandampully et al., 2011). Service quality is viewed as a critical success factor of service organization (Avcikurt et al., 2011). Several factors have been identified as influencing service quality but two vital categories are: employee factors and organizational factors. Considering the employee factors, a number of studies revealed that employees' job behavior (Morrison, 1996), job satisfaction (Glisson & Hemmelgarn, 1998), and organizational commitment (Hung, 2006) had a positive influence on service quality.

However, many studies highlighted organizational factors as more essential determinant of service quality. The organizational factors that have an influence on service quality are support from management and supervisors, positive work group relationships (Batt, 1999) and team culture (Glisson & James, 2002). Manning et al. (2005) also indicated that employees in service sectors often represented the crossing point between organization and customers; thus the organizational climate was essential in supporting the employees to be responsible for a quality service. This study incorporated both the employee and organizational factors such as; service climate and job satisfaction of faculty members.

Employees are vital resources in the operations of a successful business entity. They are working in the transformational process and adding value to product/service (Davidson, 2003). To create and retain right human resources, organizational climate works as a tool that helps management to realize the overall sense of service quality. He et al. (2011) mentioned that a common theme in service marketing literature was that organizations must create and maintain a climate to encourage employees to effectively deliver excellent service. Lovelock (2001) pointed out many initiatives in quality were taken but most of them were failed due to their objectives. Thus, arguments that quality initiatives without understanding an organization's climate are always inclined to failure. Schneider et al. (1994) emphasized that organizations needed to be conscious of three separate kinds of organizational climate in order to ensure the success of quality improvement efforts: a climate for service, a climate for innovation, and a climate for employee welfare. Davidson (2003, p209) pointed out if a good organizational climate existed for service, simply it provided the best possible atmosphere for quality service to deliver. Schneider, White, and Paul (1998) mentioned that service climate itself depends on a strong foundation – a suitable environment upon which a service climate could be built. Such an environment is characterized by well-trained employees who have the tools that they require to perform their jobs, have the opportunity to participate in decisions affecting how they perform their work, and receive the service and support they need from other organizational members so that they are able to serve customers well.

Previous studies had provided useful empirical insights for conceptualizing service climate. However, due to the uniqueness of higher educational environment, the dynamic relations between service climate and service quality need to be explored. Boo et al. (2009) mentioned that more empirical investigations on service climate could be performed on specific service sector such as higher education, hospitality and so forth. A little research has done on service climate and service quality through mediating impact of job satisfaction in higher education.

Specially, this study is rare in Bangladesh private-university perspective. This motivates authors to conduct a research to what extent service climate and job satisfaction influence on service quality of education. Furthermore, in Bangladesh private university context several researchers claimed that service quality of education in private universities was not satisfactory due to the overall service climate of the institutions (Monem & Baniamin, 2010; Mohsin & Kamal, 2012; Rouf et al., 2015; and Salauddin & Aminuzzaman, 2011). Service climate is proposed to have three major components in this study, including customer orientation, managerial support and work facilitation.

2. Conceptual Framework

The current study illustrates a conceptual framework (Figure1) which theoretically grounded on Social Exchange Theory that defined for the each variable. It provides a rational to comprehend the influence of service climate on individual behavior. Visualizing the social exchange theory, employees reciprocate benefits received in such a way that they return benefits to the exchange partners (Blau, 1964). Service climate releases the internal social exchange relationship between employees and the organization. When employees perceive the organization expects, supports and rewards service quality, they believe their work roles are valued and their contributions are cared about. Thus, they incline to reciprocate the favorable treatment with positive behaviors according to the norm of reciprocity (Gouldner, 1960). Empirical finding has made visible the positive relationship between service climate and in-role service performance (Liao & Chuang, 2004).

3. Literature Review and Hypothesis Development

3.1 Service Climate

Service climate is defined as “the shared perceptions of employees concerning the practices, procedures, and kinds of behaviors that get rewarded and supported with respect to customer service and service quality (Schneider et al., 1998, p-151). Francese (1993) found that there was a link between service quality and organizational climate. The climate of the organization was an important factor in the creation of quality services. Cole et al. (1993) claimed that without a proper environment it was difficult to acquire the employee’s support for the objectives of management. The participation of service climate in service organizations is related with creating good ideas, efficient delivery of service quality (Dietz et al., 2004). Schneider et al. (1998) argued that the way employees perceive the service climate in their organizations was positively related to customer satisfaction and service quality. Service organizations those are conscious about service climate and concern about employee satisfaction, ultimately employees of those organizations are most probably willing to stay longer in the organizations and committed to serve the organizations (Boo et al., 2009). Furthermore, in service quality literature found that organizations must create and maintain a climate for service that encouraged employees to deliver excellent service effectively. Thus, the hypothesis can be drawn in this manner:

H1: There is a significant positive impact of overall service climate on service quality.

3.2 Service Climate and Job satisfaction

Singh et al. (2011) indicated that positive climate enhanced the job satisfaction level of the employees. Peek (2003) conducted a study on institutional research and the study concluded that organizational climate and research satisfaction had positively and significantly correlated. The faculty's high level of satisfaction with organizational climate factors had found significant (Sofianos, 2005). Sargunam and Rathnamala (2014) conducted a study in higher education context and revealed that organizational climate was positively related to job satisfaction of the faculties. Moreover, reward system, career development, and teamwork & support dimensions of organizational climate were more responsible for explaining variance in dependent variable (job satisfaction). Therefore, hypothesis can be drawn in this manner:

H2: There is a significant positive impact of service climate on job satisfaction.

3.3 Job satisfaction and Service Quality

Nancarrow (2007) revealed that high job satisfaction created obligation for providing superior service and increased autonomy. Umar (2015) showed that job satisfaction significantly affecting performance of the organization. Robbins (2001) pointed that satisfied employees were prerequisite for improving productivity, quality, and customer service. Several studies pointed out that job satisfaction was significantly connected with service quality (Evanschitzky et al., 2011; Gazzoli et al., 2010; and Kim et al., 2009). A recent meta-analysis also revealed that job satisfaction accounted for between six to ten percent of total variance in service quality (Brown & Lam, 2008). The possible explanation is that highly satisfied employees might be more enthusiastic to participate with positive and helpful attitudes that lead to superior quality (Lee et al., 2006). Thus, based on the discussion, the following hypothesis is established:

H3: There is a significant positive impact of job satisfaction on service quality.

3.4 Job Satisfaction Mediates between Service Climate and Service Quality

Employees are the most precious capital of an organization. Therefore, establishing the positive behavior of employees is essential for management keeping excellence in service quality. In fact, service climate is one of the influential factors that can influence motives, efficiency, and job satisfaction (Khoshnoud, 2011). Two past studies (Saffari et al., 2010; and Delgoshyay et al., 2008) revealed that it was not the policies, plans, and financial position of an organization that made a suitable environment for work. What creates a suitable and desirable working atmosphere is the feelings of employees have towards their working environment.

Several previous studies of employees in various sectors such as hotels (Kim et al., 2009), banking (Malthotra & Mukherjee, 2004), restaurant (Gazzoli et al., 2010) and franchise services (Evanachitzky et al., 2011) all presented that job satisfaction was positively related to service quality.

Based on above discussion, the present study concludes that service climate has a positive

relationship with job satisfaction and in turn job satisfaction influences service quality. These viewpoints are quite good and sufficient to establish the mediation effect (Kenny et al., 1998). Consequently, this study proposes that job satisfaction can occupy the position of mediating variable between service climate and service quality. Steinke (2008) also indicated that job satisfaction partially mediated the relationship between service climate and service quality. However, till date, there is still deficiency of empirical evidence whether job satisfaction mediates the relationship between service climate and service quality, particularly in the context of private higher education in Bangladesh. Hence, the hypothesis can be established in this manner:

H4: Job satisfaction mediates the relationship between service climate and service quality.

Proposed Model

Service Climate Dimensions



Figure 1. Conceptual Model for Service Climate and Service Quality

3.5 Hypotheses

H1: There is a significant positive impact of overall service climate on service quality.

H2: There is a significant positive impact of overall service climate on job satisfaction.

H3: Job satisfaction has a significant positive effect on service quality.

H4: Job satisfaction is mediating between service climate and service quality.

Table 1. Variables and Measurement Items in this Research

Items	Factor Loading	Cronbach's Alpha
Work Facilitation		0.671
WF1: I receive adequate support from workmates to perform my job well.	0.663	
WF2: If I perform job well, I receive appropriate recognition and reward.	0.782	
WF3: I have the guidelines and resource materials available to serve my job.	0.669	
WF4: I have access to the product and policy information when I need them to do my work in my institution.	0.719	
Managerial Support		0.881
MS1: My direct supervisor supports me when I come up with new ideas on how to improve service.	0.857	
MS2: My direct supervisor encourages me to deliver high quality service.	0.858	
MS3: My direct supervisor is responsive to my requests for help or guidance.	0.866	
MS4: My direct supervisor is very committed to improving the quality of our area's work and service.	0.857	
Customer Orientation		0.850
CO1: My institution has clear ideas about students and their needs.	0.822	
CO2: High quality service is emphasized as the best way to keep students.	0.709	
CO3: My institution defines its services from students' perspectives.	0.852	
CO4: My institution does a good job of keeping students informed of changes, which affect them.	0.672	
CO5: We are informed about student evaluations of the quality of service delivered.	0.672	
CO6: My institution always responds to the students' feedback and suggestions quickly.	0.797	
Job Satisfaction		0.838
JS1: I believe faculties of my university are well-trained.	0.588	
JS2: I believe transparent performance evaluation system is in practice for staffs.	0.803	
JS3: I believe performance based reward system is in practice.	0.732	
JS4: I believe faculties are enjoying homely work environment.	0.656	
JS5: I believe faculties are enjoying competitive compensation package.	0.688	
JS6: I believe supervisors are more concern about faculties' performance.	0.657	
JS7: I believe timely and unbiased promotion is a common practice of my university.	0.612	
JS8: I believe faculties are enjoying job freedom.	0.731	

Table 2. Service Quality Dimensions and Its Measurement Items

Items	Factor Loading	Cronbach's Alpha
Tangibles		0.763
Tan 1: Modern teaching & IT facilities	0.789	
Tan 2: Appealing appearance	0.832	
Tan 3: Faculties are exposing professional character	0.675	
Tan 4: Interesting and understandable materials	0.764	
Responsiveness		0.801
Res 1: Provides accurate information	0.724	
Res 2: Provides prompt response	0.786	
Res 3: Willing to provide academic assistance	0.846	
Res 4: Improving students' personal & communication skills	0.810	
Assurance		0.775
Assur 1: Furnishing Professional skills	0.759	
Assur 2: Worthy for quality education	0.834	
Assur 3: I am confident that administrative staffs are providing quality services to students.	0.755	
Assur 4: Academics are knowledgeable	0.530	
Assur 5: Administrative staffs are courteous.	0.715	
Reliability		0.839
Rel 1: Fair and consistent assessment	0.640	
Rel 2: Sincere intention resolving problems	0.865	
Rel 3: Fulfills students' requirements	0.793	
Rel 4: Fulfills promises	0.849	
Rel 5: Promotes error free records	0.745	
Empathy		0.850
Emp 1: Staffs understand well challenges facing students	0.837	
Emp 2: Well publicized convenient opening hours	0.594	
Emp 3: Provides emergency services	0.815	
Emp 4: Gives tailored advice to students	0.831	
Emp 5: Staffs understand specific needs	0.864	

Note. Bold factor loadings are deleted for further analysis.

4. Research Method

4.1 Sample and Procedure

The study presented in this current paper was conducted in Bangladesh in respect of private-university covering only Dhaka city because most of the private universities were located in Dhaka. Total of 160 structured questionnaires were distributed for data collection and four private universities were selected under this study those are in Dhaka city. These are United International University, Daffodil International University, Liberal Arts University, and Stamford University. In total of 142 questionnaires were returned and 140 found useable. Two samples were not considered and excluded from subsequent analysis due to the missing values and improper answers (Hartline & Jones, 1996). Therefore, the total sample for this study was 140. The respondents in this study were faculty-members of various schools and systematic random sampling technique had been used due to the easy access to list. Several previous studies measured service quality based on internal employees' perception (Cook & Verma, 2002; Glisson & James, 2002; and Slatten et al., 2011). Questionnaires were personally administered to all faculties employed in various universities. Confirmation from prior studies indicated that this technique produced higher response rates (Tay, 2008).

4.2 Instrument

The instrument employed to measure service quality comprised of 23 items and to measure service climate comprised of 14 items from various researches which are given below: Customer orientation (six items) adapted from Day (1994) and Shainesh & Sharma (2003), alpha coefficient = 0.850. Managerial support (four items) adapted from Foley and Hang (2005), alpha coefficient = 0.881. Work facilitation (four items) adapted from Shainesh and Sharma (2003), alpha coefficient = 0.671. Job satisfaction (eight items) adapted from Schnake (1983), alpha coefficient = 0.838. Service quality (23 items) adapted from Parasuraman et al. (1988). Faculties were asked to assess the extent to which each one of the 41 statements applied to the university they were employed in, with a five-point Likert scale, ranging from 1 to 5. The average Cronbach's alpha for this scale is 0.805.

4.3 Data Analysis, Reliability and Validity

Before performing regression analysis, the reliability of scales was measured by Cronbach's alpha. In this study, all values of Cronbach's alpha ranged from 0.671 to 0.881 (see Table I & II). Usually, Cronbach's of 0.70 or above shows internal consistency of the established scales (Bagozzi & Yi, 1988). Since most of the constructs were well-established in existing literature, the scales could be considered to possess content validity.

In order to achieve an uni-dimensionality, factor loading less than 0.60 needs to be deleted. Uni-dimensionality must be ensured before modeling their inter-relationship. The factor loading for an item should be 0.60 or higher for already established scales (Awang, p-33, 2013). In this study, factor loadings are ranged from 0.594 to 0.882 which are demonstrating uni-dimensionality (see Table 1 & 2) after deleting two items due to factor loading less than 0.60.

The assessment of normality was conducted through the value of skewness and must confirm the range of -1.0 to + 1.0 to indicate normality (Awang, 2013). The Table 3 confirmed the normality. A few statistical techniques were used such as t-test, ANOVA, correlation, and multiple-regression. To verify the hypotheses, multiple-regression was conducted in this study.

Table 3. The Assessment of Normality

Variables	Min	Max	Skewness	Kurtosis
WF	1.75	5.00	- 0.363	0.407
MS	1.00	5.00	- 0.537	- 0.161
CO	1.33	5.00	- 0.040	- 0.794
JS	1.38	5.00	- 0.263	0.015
TAN	1.25	5.00	- 0.405	0.321
REL	1.80	5.00	- 0.151	- 0.592
RES	2.00	5.00	- 0.309	- 0.455
ASS	2.00	5.00	- 0.297	- 0.346
EMP	1.60	5.00	- 0.175	- 0.157

The value of skewness should fall within the range of – 1.0 to 1.0 to indicate normal distribution. The value of kurtosis for the model all constructs should be lower than 50; otherwise the assumption of multivariate normality is not satisfied (Awang, 2013).

5. Results and Discussion

5.1 Demographic Statistics

Male respondents 58% (81) and female respondents 42% (59) have found in this study. The t-test shows that there is no means difference between male and female respondents. According to the designation 34.28% (48) lecturer, 14.28% (20) senior lecturer, 40% (56) assistant professor, 3.6% (5) associate professor, and 7.85% (11) professor rated on service climate, employee commitment and service quality. Among these faculties, lecturers and senior lecturers rated high on service climate (mean=3.80 and 4.00), employee commitment (mean = 4.26 and 4.27), and service quality (mean = 3.86 and 3.97) respectively. Results indicate that lower level faculties are more committed and they perceived that service climate and service quality are better than mid and high level faculties in private university setting. The interesting finding is that more young faculties are more committed towards their jobs. The last demographic information is salary statistics (Table 4) and this statistics dictate that 79.3% faculties are earning 20-80 thousand salary and only 20.7% faculties are earning 80 thousand and above salary per month for normal work load.

Table 4. Salary Statistics

Salary Range	Frequency	Percent	Cumulative Percent
20,000 to 50,000	65	46.4	46.4
50,000 to 80,000	46	32.9	79.3
Valid 80,000 to 110,000	12	8.6	87.9
above 110,000	17	12.1	100.0
Total	140	100.0	

The core intention of this study is to assess the impact of service climate's dimensions on service quality and also to verify the mediating impact of employee commitment. The results of research are presented below: According to Table 5, the highest mean (3.8607) is related to *responsibility* dimension of service quality and followed by *managerial support* (3.7929) and *assurance* (3.6429). The two lowest mean scores are (3.4314) and (3.4893) related with empathy and job satisfaction respectively. This implies that the higher education institutions should concern more about *empathy* dimension and *job satisfaction* of faculty members to improve the service quality.

Table 5. Descriptive Statistics

Components	Min	Max	Mean	Std. Deviation
WF	1.75	5.00	3.5750	0.64992
MS	1.00	5.00	3.7929	0.87272
CO	1.33	5.00	3.5583	0.79666
JS	1.38	5.00	3.4893	0.71162
TAN	1.25	5.00	3.5667	0.73814
REL	1.80	5.00	3.6414	0.75044
RES	2.00	5.00	3.8607	0.70089
ASS	1.50	5.00	3.6429	0.75991
EMP	1.60	5.00	3.4314	0.76140

According to Table 6, lecturer and senior lecturer are more satisfied than others and mean values are 3.6797 and 3.8000 respectively. Probably, they have less experience about organization and more satisfied about organizational climate. They also rated service quality (SQ) higher than other professors. According to Table 7, all the variables are significantly correlated with service quality (SQ) at 0.001 α level. Customer orientation (CO), work facilitation (WF) and job satisfaction (JS) are significantly correlated with SQ also exposing higher values than managerial support (MS).

Table 6. Group Statistics

Designation	N	SC (Mean)	JS (Mean)	SQ (Mean)
Lecturer	48	3.8079	3.6797	3.8677
Senior Lecturer	20	4.0042	3.8000	3.9700
Assistant Professor	56	3.3755	3.2344	3.3179
Associate Professor	5	3.9944	3.4250	3.7080
Professor	11	3.4672	3.4205	3.4955

 Table 7. Correlations^b

Variables	WF	MS	CO	JS	TAN	REL	RES	ASS	EMP	SQ
WF	1									
MS	.511**	1								
CO	.649**	.318**	1							
JS	.687**	.583**	.647**	1						
TAN	.571**	.387**	.662**	.567**	1					
REL	.560**	.322**	.688**	.572**	.555**	1				
RES	.566**	.393**	.543**	.628**	.489**	.658**	1			
ASS	.591**	.457**	.702**	.627**	.673**	.667**	.619**	1		
EMP	.561**	.552**	.536**	.672**	.543**	.510**	.634**	.632**	1	
SQ	.692**	.513**	.760**	.745**	.793**	.825**	.824**	.867**	.810**	1

** Correlation is significant at the 0.01 level

b. List wise N=140

The Table 8 shows that the overall service climate explains 64.3% variance in service quality because adjusted R^2 is 0.643. The correlation of coefficient (R) is 0.803 that means there is a strong relationship exists between overall service climate and service quality.

5.2 Regression Analysis (Overall service climate)

 Table 8. Model Summary^b

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.803 ^a	.645	.643	.36552

a. Predictors: (Constant), SC

b. Dependent Variable: SQ

The ANOVA Table 9 shows that $F = 250.990$ and it is significant at 0.000 level that means overall service climate as a predictor, predicts significantly service quality (SQ).

Table 9. ANOVA^a

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	33.533	1	33.533	250.990	.000 ^b
	Residual	18.437	138	.134		
	Total	51.970	139			

a. Dependent Variable: SQ b. Predictors: (Constant), SC

The coefficient Table 10 shows the significant relationship between independent variables and dependent variable. The customer orientation (CO) has the highest impact on service quality because its beta value (standardized regression coefficient) is 0.548, which is higher than work facilitation (WF) and managerial support (MS). Therefore, the customer orientation (CO) is more responsible for explaining variance in the dependent variable (service quality).

Table 10. Coefficients

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
(Constant)	.790	.176		4.483	.000
WF	.202	.066	.215	3.081	.002
MS	.163	.039	.233	4.155	.000
CO	.421	.048	.548	8.678	.000

The Table 11 shows the direct link between independent and dependent variables. It is found that all the direct links are significant. Among these three direct links such as customer orientation to service quality, work facilitation to service quality, and employee commitment to service quality achieved the highest absolute beta value 0.761, 0.689, and 0.654 respectively. These values are representing that independent variables such as customer orientation, work facilitation, and employee commitment are more responsible for explaining the dependent variable (service quality). Boshoff and Tait (1996) and Farh, Tsui, Xin, and Cheng (1998) claimed that committed employees were generally deliver high quality service to customers and positively related to sales performance. Our results are consistent with this finding. The Table 12 also shows that customer orientation, managerial support, and work facilitation all have significant influence on employee commitment and $t=6.414$, $t=6.613$, and $t=6.621$ respectively at 0.000 level. Our results are consistent with Chen (2007) and He, Li, and Lai (2011).

Table 11. Direct link between independent and dependent variable

Hypothesis	Independent variable		Dependent variable	Standardized Coefficients, Beta	Std. Error	T	Status
H1	Service climate	→	Service quality	0.803	0.050	15.843	Sig. at 0.000
H2	Service climate	→	Job satisfaction	0.785	0.060	14.866	Sig. at 0.000
H3	Job satisfaction	→	Service quality	0.745	0.049	13.100	Sig. at 0.000

The Table 12 illustrates that job satisfaction (JS) is partially mediating between service climate (SC) and service quality (SQ). Thus, hypotheses H4 is supporting partially. This finding is consistent with Steinke (2008). The influence of service climate (SC) on service quality (SQ) is reduced when job satisfaction (JS) is incorporated as a mediating variable. Job satisfaction transmits the effect of service climate to service quality. Thus, it can be stated that job satisfaction is a dominant factor to consider for enhancing service quality.

Table 12. Indirect link between independent and dependent variable

H	Independent	Mediating	Dependent	Direct effect –No link	Direct effect –With link	Mediating Hypothesis
H4	Service climate	→ Job Satisfaction	→ Service quality	SC → SQ (0.803, sig.)** JS → SQ (0.745, Sig.)**	SC → JS (0.526, sig)** JS → SQ (0.297, sig)** SC → SQ (0.570, sig)**	Job satisfaction is partially mediating.

Note. SC and SQ direct relationship beta value (from 0.803 to 0.570) is reduced when the mediator JS is included. Thus, partial mediation is occurred (Awang, 2012, p.17). ** = **Significant at p = 0.000 level.**

6. Managerial Implications

The study will foster managers and practitioners to comprehend the significance of service climate and its components to ensure service quality through building suitable environment in the workplace. Conducive environment is indispensable for employee motivation and innovation. Thus, overall service quality will be improved and automatically performance of the organization will be improved. Furthermore, service climate and its components create image among stakeholders and bring sustainability of the organization. Suitable culture creates value in the products and services through proper nurturing of employees. This study earns an aptness for implications of service climate towards employee satisfaction, service quality improvement, and performance improvement in both the manufacturing and non-manufacturing industries. Job satisfaction is an essential antecedent for superior service quality and performance. A significant number of business entities are searching for

motivated employees but it is difficult to find due to insufficiency of such a kind. Only, service climate has the hidden power to create motivated employees through job satisfaction. The motivated employees are the asset of workplace and this asset ultimately ensures service quality.

7. Conclusion

The objective of the study is to examine the relationship between service climate and service quality in the context of higher education. Also, it has an aim to observe the mediating impact of job satisfaction. The study discloses that the overall service climate has a significant positive impact on service quality. Furthermore, each dimension of service climate has a significant positive impact on service quality. To end, the study reveals that job satisfaction is partially mediating between service climate and service quality. Another interesting point is that customer orientation dimension has the highest impact on service quality because the beta value (0.548) is showing the evidence. Service climate encourages organization commitment to their customers, employees and quest for excellence in delivering quality service. Therefore, a good organization always strives for creating suitable climate and ready to make their customers and employees satisfied to remain competitive. Service climate focuses on customers, employees, and work environment thus it can produce momentum to increase productivity. Service climate determines what level of service quality is important. Employees serve as reporters of what happens in their workplace. Subsequently, employees' reports are validated by customer experiences through service quality.

8. Limitations and Future Research Directions

The research contains few limitations such as it was conducted in private-university perspective at Dhaka city only and sample size was not large enough to generalize the results in higher education environment. Moreover, the study included only few private universities from Dhaka city in total of 79 universities in entire country and respondents were faculties of the universities. It is suggested that the future study should incorporate more universities from entire country with sufficient samples in order to generalize the research results. The study is also encouraging other researchers to use this model in different countries in different times. In addition, it would be worthy if service climate as an independent variable, employee commitment as a mediating variable and ethical leadership or quality assurance authority as a moderating variable to judge the impact on service quality in higher education arena. Finally, research could be carried out in other service industries to test the invariance of the proposed model.

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Appendix

QUESTIONNAIRE

Please answer the following questions by applying (√) **tick mark** on a given Likert Scale of 1 to 5 where **1 is the least** value and **5 is the highest** value. You need not to assign any scale on the items, which are not included in your choice criteria. Please fill-up the questionnaire honestly based on your own perceptions about **your institution**. Your invaluable information will be kept confidentially and this is only for research initiative. **Only faculty members are encouraged to fill-up.**

Your gender:

Male Female

Please mention your position in the institution:

Lecturer Senior Lecturer Assistant Professor Associate Professor Professor

Please indicate your salary range based on normal load.

Tk. 20,000 – 50,000 Tk. 50,000 – 80,000 80,000 – 110,000 110,000 and above

Work Facilitation	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
WF1: I receive adequate support from workmates to perform my job well.	5	4	3	2	1
WF2: If I perform job well, I receive appropriate recognition and reward.	5	4	3	2	1
WF3: I have the guidelines and resource materials available to serve my job.	5	4	3	2	1
WF4: I have access to the product and policy information when I need them to do my work in my institution.	5	4	3	2	1
Managerial Support					
MS1: My direct supervisor supports me when I come up with new ideas on how to improve service.	5	4	3	2	1
MS2: My direct supervisor encourages me to deliver high quality service.	5	4	3	2	1
MS3: My direct supervisor is responsive to my requests for help or guidance.	5	4	3	2	1
MS4: My direct supervisor is very committed to improving the quality of our area's work and service.	5	4	3	2	1
Customer Orientation					
CO1: My institution has clear ideas about students and their needs.	5	4	3	2	1
CO2: High quality service is emphasized as the best way to keep students.	5	4	3	2	1
CO3: My institution defines its services from students' perspectives.	5	4	3	2	1
CO4: My institution does a good job of keeping students informed of changes, which affect them.	5	4	3	2	1
CO5: We are informed about student evaluations of the quality of service delivered.	5	4	3	2	1
CO6: My institution always responds to the students' feedback and suggestions quickly.	5	4	3	2	1

Job Satisfaction	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
JS1: I believe academic staffs of my institution are well-trained.	5	4	3	2	1
JS2: I believe transparent performance evaluation system is in practice for academic staffs.	5	4	3	2	1
JS3: I believe performance based reward system is in practice.	5	4	3	2	1
JS4: I believe academic staffs are enjoying homely work environment.	5	4	3	2	1
JS5: I believe competitive compensation package is enjoying academic staffs.	5	4	3	2	1
JS6: I believe supervisors are more concern about employees' performance.	5	4	3	2	1
JS7: I believe timely and unbiased promotion is a common practice of my institution.	5	4	3	2	1
JS8: I believe academic staffs are enjoying job freedom.	5	4	3	2	1
SERVQUAL Dimensions and Items					
Tangibles					
1. My university has advanced and modern teaching and IT facilities.	5	4	3	2	1
2. My university has appealing appearance of buildings and class rooms.	5	4	3	2	1
3. Faculty and other staff at my university are of professional character.	5	4	3	2	1
4. My university provides interesting and easy to understand learning materials	5	4	3	2	1
Reliability					
1. Academics provide fair and consistent assessment to students work.	5	4	3	2	1
2. My university shows sincere intention in resolving students problems	5	4	3	2	1
3. My university fulfills students' requirements at the right time	5	4	3	2	1
4. My university fulfills its promises/commitments to students	5	4	3	2	1
5. My university promotes error-free records and documentations.	5	4	3	2	1
Responsiveness					
1. My university provides accurate information regarding timetable, meetings	5	4	3	2	1

and events, assignment/exam result, etc.					
2. My university provides prompt response/feedback to students.	5	4	3	2	1
3. Staffs at my university are willing to provide academic assistance to students when needed.	5	4	3	2	1
4. Staffs at my university are willing to help students improving their personal and communications skills.	5	4	3	2	1

SERVQUAL Dimensions and Items	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
Assurance					
1. Students are given the professional skills they require for good academic performance and employment.	5	4	3	2	1
2. I am confident that the money students spent for their degree worth the quality of education service offered.	5	4	3	2	1
3. I am confident that administrative staffs are providing quality services to students.	5	4	3	2	1
4. Academics at my university are knowledgeable in their respective areas.	5	4	3	2	1
5. Administrative staffs are courteous.					
Empathy					
1. Staffs at my university understand the range of specific challenges facing students.	5	4	3	2	1
2. My university has convenient opening hours which are well publicized.	5	4	3	2	1
3. My university provides emergency services to students.	5	4	3	2	1
4. My university gives tailored advice to students on various matters inside and outside university life.	5	4	3	2	1
5. Staffs at my university understand the specific needs of students.	5	4	3	2	1

Thanks for your cooperation

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