



**EVALUATING THE MODERATING EFFECT OF JOB SATISFACTION ON THE RELATIONSHIP  
BETWEEN INTERNAL SERVICE QUALITY AND ACADEMIC STAFF PERFORMANCE IN  
CHARTERED SELECTED PRIVATE UNIVERSITIES IN BURUNDI**

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**ABSTRACT**

This study evaluated the moderating effect of job satisfaction on the relationship between internal service quality and academic staff performance in chartered private universities in Burundi. The study adopted a post-positivism which is based on the philosophy which states that researchers should use the mixture of approaches and employed cross-sectional and correlational research design. The results indicate that there is no significant direct effect of infrastructure ( $\beta = -.113$ ,  $p = .067$ ), responsiveness ( $\beta = .081$ ,  $p = .279$ ), reliability ( $\beta = -.015$ ,  $p = .873$ ) and assurance ( $\beta = -.128$ ,  $p = .119$ ) as aspects of internal service quality on academic staff performance in Burundian Private Chartered Universities. Findings however show the job satisfaction aspects with significant positive direct effects on academic staff performance as Job commitment ( $\beta = .761$ ,  $p = .000$ ) and attitude ( $\beta = .435$ ,  $p = .000$ ). Additional results show efficiency as the only job satisfaction aspect that has got a statistically direct significant positive effect on the academic staff performance within private chartered universities in Burundi ( $\beta = .253$ ,  $p = .000$ ). In relation to the indirect effects, only responsiveness ( $\beta = .134$ ,  $p = .012$ ) and assurance ( $\beta = .125$ ,  $p = .045$ ) as internal service quality aspects had a statistically significant effect on job commitment as a job satisfaction aspect. This result means that promoting responsiveness and assurance contributes to upward trend in job commitment and vice versa. Similarly, responsiveness ( $\beta = .600$ ,  $p = .000$ ) and assurance ( $\beta = .499$ ,  $p = .000$ ) as internal service quality aspects had a statistically significant effect on job involvement as a job satisfaction aspect. The results lastly indicate infrastructure ( $\beta = .250$ ,  $p = .004$ ) as internal service quality aspects had a statistically significant effect on efficiency as a job satisfaction aspect. This implies that promoting responsiveness and assurance contributes to upward trend in the job commitment and vice versa.

**Keywords:** Internal Service quality, Job Satisfaction, and Academic Staff Performance



## **I. INTRODUCTION**

The internal service quality is considered to be important for delivering superior external service quality (Frost & Kumar, 2000). It is likely that poorly delivered internal service quality will also be reflected in the delivered external service quality. In that regard, it should be acknowledged that individual employee's and departments are actually customers of one another (Boshoff & Mels, 1995). Concerning Latif, Baloch, & Rehman (2016), internal service quality is determined by the attitude's employees have towards each other and the way people serve each other within the organization. With Singh (2015), organizations need to boost the quality of their internal service so that employees may offer high quality services to external customers. Zhen-You (2003) states that to see how workers of a department provide their colleagues with services are an essential aspect of internal service quality. Then, the satisfaction of an employee depends on the quality of internal services. However, internal service quality allows the university to keep employees as long as it leads to workers satisfaction. The success of internal service quality depends on workers expectations. In case the perceived service is less than expected service, the workers won't be satisfied. On the other hand, if perceived internal service is more than expected service, the workers will be satisfied. It requires a deep understanding of Academic staff.

## **II. STATEMENT OF THE PROBLEM**

Worldwide Universities agree on their core functions such as teaching and supervision, research and innovation, publishing, consultancy and community outreach, and this is possible only when universities employ, empower, and keep quality academic staff (Mushemeza, 2016). Burundi remains one of the African countries having difficulty in offering job satisfaction to its academic staff, Mo Ibrahim Foundation (2018) argues. The world economic forum (2015) placed Burundi as one of African worst performing countries when it comes to offering better employment opportunities with a view of retaining their trained talented lecturers. The Burundian private universities faced a poor academic staff performance particularly low productivity and poor outputs in teaching and supervision, research and innovations, publication, and consultancy (Finnegan, 2014; Hatungimana, 2015). At Martin Luther King University, evidence continues to show decline in publications from academic staff. This was equally the case in University of Ngozi, and University of Lake Tanganyika. The National council for higher education report (2018) in addition confirms that private



universities offer low quality education; rarely conduct research and innovation, engage in community development activities. There are also inadequacies in teaching and research supervision and time allocated to students attributed to low capacity standing at 2.3% full-time doctors in different private higher educational institutions of learning (Ministry of Higher Education and Scientific Research, 2010). Such inadequacies in teaching and research supervision and time allocation have persisted for a long time which has hampered the quality of education. Many students complete their research without adequately being supervised due to the lack of full-time lecturers (Commission de l' Education, de la Jeunesse, des Sports et Loisirs, de Culture et de la Communication, 2017; Niyongabo, 2018). It is evidenced elsewhere that better understanding promotion of internal service quality and job satisfaction that result from better academic staff performance is still under studied in as far as Burundian Private Chartered Universities are concerned. It is from this background that this study was based to address the existing gaps with in the private chartered Universities in Burundi.

### **III. PURPOSE OF THE STUDY**

The aim of this study was to establish the contribution of internal service quality, job satisfaction on academic staff performance with a view of promoting teaching and supervision, research and innovation, publication and consultancy in Chartered Private Universities in Burundi.

### **IV. LITERATURE REVIEW**

Internal service quality refers to the attitude that people have towards one another and the way people serve each other inside the organization (Dauda, Maishanu, & Mawoli, 2013). Thus, Sasser and Arbeit (1976) proposed the notion of considering employees as internal customers. Therefore, this study was guided by the Gaps Model of Service Quality developed by Parasuraman, Zeithaml, and Berry (1985). In the Gaps Model of Service Quality, customer gaps and provider gaps need to be addressed. Parasuraman and colleagues stipulate that the difference between customer expectation and the perceptions from the customers' gap with standards or reference points that customers bring into the service experience as expectations as opposed to customer perceptions are subjective assessments of actual service experience. In their conations, the theorists view expectations as consisting of what beliefs should or will happen which when counterbalanced or closed with what they perceive serves as critical in delivering quality service. Parasuraman et al. (1985) postulate provider gaps as involving listening, service design and standards, communication and ultimately that of



service performance. Whilst to the theorists listening permits company understanding of expectations, such listening permits proper service design and with customer-driven standards. The theorists then connote service performance as addressing disparity between the development of customer-driven service standards and actual service performance by company employees by designing and implementing effective human resource policies, aligning employee-technology job fit with appropriate evaluation and compensation systems, then addressing problems with service intermediaries all geared towards fulfilling customers' needs. To its proponents particularly Zeithaml et al. (2013) service design and standards result in sufficient maintenance and updating of the services as opposed to service performance which thereafter addresses rewards, controls quality and consistency while addressing mishaps in tension between empowerment and control. Whereas the Gaps Model of Service Quality fits well in the current study in that chartered private universities understand customer perceptions and expectations about standards, it remains silent on the performance of the staff members that deliver the services. Besides, in academic driven organizations, service performance is not only a disparity between the development of customer-driven service standards and actual service performance but also stipulated standards for regulatory authorities. The Gaps Model of Service Quality works best in a total free-market environment, not in those that are partially controlled like in the education sector.

### **The concepts of Internal Service Quality**

Many scholars such as Hallowell, Schilesinger, & Zirnitsky (1996) believe that an organization which wants to offer good quality, external services must first satisfy internal services to meet the needs of employees. Zhen-You (2003) states that internal service quality is how employees of each department in an organization offer services to the other internal customers. Everyone in each organizational department is supposed to provide fellow employees good quality services to achieve the performance by reducing costs. Various scholars such as Hallowell et al. (1996) agreed that good internal service quality will aid to increase labour satisfaction. They also noted that an organization must first boost internal service quality in order to provide good quality external services. The work of Jones-Alistair & Silvestro (2010) state that internal service quality is the perceived quality of the services provided by different organizational units or people who work in this unit to other employees in the organization. According to the service profit chain perspective, the achievement of internal customer (employee) satisfaction is the basis for achieving excellent external customer satisfaction



(Susanti, Sule, & Sutisna, 2015). Despite this empirical evidence of the correlation between internal customer satisfaction and external customer satisfaction, the study failed to draw the attributes of the study variables. Sometimes, an employee may be satisfied within the organization as long as he/she is well paid but fail to make external customer satisfied especially when an employee is not trained to serve properly the eternal customers. In short, internal customer satisfaction may or may not predict the satisfaction of external customers.

As Bouranta and Chirtis (2008), employees must receive good service from others within the organization in order to deliver good services to external customers. The suggestion of Cardona and Bravo (2012) state that internal service quality implementation in higher education can be achieved only if the organizations may make an appropriate environment and culture as well as the attitude of the employees' best quality to customers. Susanti, Sule, and Sutisna (2015) revealed that the most important thing is how employees are treated in institutions not only measured from a given salary, but also of the environment and conditions of working. However, management has to be aware that all employees in the institutions are not salary oriented. There is however need for clarity on what constitutes a good service from others which Bouranta and colleague remained silent about hence a content gap.

### **Measuring Job Satisfaction**

Understanding the nature of job satisfaction and its prediction on work performance may be hard. Job satisfaction is a complex concept which can denote different things to different people. It is connected with motivation even if the nature of this relationship is not clear. It is often suggested that job satisfaction is necessary in order to achieve a high level of motivation and performance (Mullins, 2010). According to Robbins and Coulter (2013), job satisfaction refers to an employee's general attitude towards his or her job. It is an attitude rather than a behaviour, it's an outcome that concerns many managers because satisfied employees are more likely to show up for work, have higher levels of performance, and stay with an organization.



A person's job satisfaction is a set of attitudes toward work. Job satisfaction is what most employees want from their jobs, even more than they want job security or higher pay (Sandberg, 2007). Employees who are more satisfied with their jobs are absent less, and they are more likely to stay on the job. Low job satisfaction often contributes to wildcat strikes, work slowdowns, poor product quality, employee theft, and sabotage (Lussier, 2010). Job satisfaction is on a continuum from low to high. It can refer to a single employee, a group or department, or an entire organization. Notice that definition of job satisfaction identifies an overall attitude towards work (Sandberg, 2007). Thus, job satisfaction refers to an employee's general attitude toward his or her job. With Griffin and Lopez (2005), job satisfaction is an attitude rather than a behavior, it's an outcome that concerns many managers because satisfied employees are more likely to show up for work, have higher levels of performance, and stay with an organization.

Organizations need to address the needs of their personnel and provide them with a convenient environment in order to make them satisfied in their jobs (Ahsan et al., 2009). Such an attitude of the employer would create positive inner feelings within the employees for their organizations who would feel motivated in performing their jobs (Kellison & James, 2011) and resulting in lower staff turnover and enhanced employee productivity at work (Santhapparaj and Alan, 2005). According to Robbins and Coulter (2012), job satisfaction is also a general attitude of an employee towards his job in an organization, a person having a higher level of job satisfaction has a positive attitude towards his job, whereas a person having lower level of job satisfaction has a negative attitude towards his job, this general attitude is very important concern for the managers in an organization, because satisfied employees show less absenteeism, have higher organizational commitment levels, and depict a higher level of performance.

Previous empirical studies confirmed that morality, relationship between co-workers, students, sense of community, university atmosphere and work stress affect job satisfaction among academic staffs (Kyzyltepe, 2008). Evidence also exists providing supervision, authority, interpersonal relationships, organizational commitment, facilities, policies, income, workload and the work itself, contribute towards satisfaction of academics in their jobs (Rubaish et al., 2011). Other previous studies revealed factors such as remuneration, duties, work environment, management, decision-making styles and hygiene of the university affect job satisfaction of academic staff (Amazt & Idris, 2011; Mohamad, 2013). Moreover, social status, compensation,



liberty of selecting teaching methods and opportunity to utilize abilities have been found to influence job satisfaction among academics' staff (Chua, 2010; Ssesanga & Garrett, 2005; Toker, 2011). As from the earlier definition, job satisfaction refers to a person's general attitude toward his or her job. A person with a high level of satisfaction has a positive attitude towards his or her job. A person who is dissatisfied has a negative attitude. With people attitude, we refer to job satisfaction.

### **Academic Staff Performance**

The academic staff members are the prior asset in higher education institutions and exercise a big role in the accomplishment of the universities' goals. The production of competent academic staff requires the university to ensure that the academic staff members are consistently motivated (Alfagira et al., 2017). Performance is simply the production of valid results, in other words employees produce the results expected of them. Lloyd and Leslie (2004) defined performance as the degree of accomplishment of the task that makes up an employee's job. Performance of individuals has its great importance both for organizations and individual workers.

Moreover, Khan (2011) perceived that teaching is one of the most persuasive and dignified profession in society and lecturers are always expected to be the lifeblood of any education system. Lecturers' performance in any university is as crucial as the pillars of buildings which stand the whole of it. Lecturers are thought to be the nation builders and they are always given the great position in educated and dignified societies but in recent years stakeholders are complaining about the academic performance of academic staff in the universities and people think that academic staff are less motivated and dedicated (Shaheen et al., 2013). However, the motivation of academic staff in Burundian private universities was not yet discussed.

In order to guarantee the success of the institution, Wiley (1997) recommended that managers must recognize factors that motivate their staffs despite genders and age, because such understanding is crucial to improve productivity for the organization. Then, Su and Wood (2012) highlighted the good academic staff at the university are those who reflect on what they do to boost a greater awareness of themselves and their students; they also involve students in dialogue motivated by a desire to know and understand them and their own practice better; and they are expected highly qualified for the position and have the expertise in the subject area which they teach, as well as, the necessary skills to pass on this knowledge to students. This study



measures the academic staff performance based on teaching and supervision, research and innovation, publication, and consultancy.

### **Internal Service Quality and Job Satisfaction**

As many scholars found out worldwide, an organization that wishes to deliver good quality external services must primarily provide satisfying internal services to reach the needs of employees as stated by Hallowell, Schilesinger, and Zornitsky (1996). The important part of internal service quality is how workers of each institution unit offer services to other internal worker/ customer (Zhen-You, 2003). To achieve better performance, each worker in an institutional unit has to provide fellow workers good quality services. With the conceptual pattern of Service-Profit Chain developed by Heskett, Jones, Loveman, Sasser and Schlesinger (1994), they noted that a good internal service quality enhances the satisfaction of employees. According to Hallowell et al. (1996), various scholars stress that an institution must first ameliorate the internal service quality in order to render good quality external services, and it is crucial that an institution offers satisfying instruments, policies and procedures, management, goal-oriented cooperation and training, and further increases employees' job satisfaction. Thus, Meng-Xia (2003) highlighted the relationships between internal service quality, employees' job satisfaction, organizational commitment and customer-oriented behaviours. The author concludes that a part of the internal service quality significantly affects employee's job satisfaction.

There are some factors that affecting job satisfaction such as internal service quality as agreed by Tsai (2004), and Shi-Ping (2005) extended Tsai's argument to insert factors such as the internal marketing, gender, education background, seniority and remuneration. Other scholars such as O' Fallon and Rutherford (2010) also supported the idea that the quality of internal work affects employee's job satisfaction. Internal service quality was considered extremely important by Hallowell, Schlesinger, and Zornitsky (1996) as a satisfying internal service helps to boost the service rendering competency and job satisfaction of labours, which in turn affects the quality of external services. They mentioned also the strong correlation between internal service quality and job satisfaction, and state how that correlation is paramount important that the employee's satisfaction with remuneration and benefits. Li-Jun (2008) highlighted on the positive and significant relationship between internal service quality and job satisfaction.

### **Job satisfaction and academic staff performance**



Job satisfaction is an important factor about employee's performance and the predictors of work behaviour. The benefits of job satisfaction for an organization are to reduce complaints and grievance regarding workers, better turnover and absenteeism and reducing cost of training as termination of employees and improved punctuality and work morale of the workers (Aftab, 2012). The most important dependent variable in industrial and organizational psychology is job performance. One of the major concerns of companies has focused on improving worker productivity, which is one of the key job performance elements (Borman, 2004). According to Frye (2004), when you expect the best from your employees, they will give you their best. On the other hand, when you expect little from employees, they will give you low performance in return. Many people feel that they are not recognized or appreciated by their employers for their hard work and in turn, they feel dissatisfied. Employee satisfaction is one of the strategies managers employ to enhance effective job performance among workers in the work place. For effective work performance to thrive in the work place, job satisfaction has to be managers' top priority. Different scholars found the relationship between job satisfaction and performance of institutions. The findings of Li-Ru (2006) showed that employee's job satisfaction has a significant positive influence on organizational performance. Ming-Hong (2006) also noted that employee's job satisfaction has a positive and significant influence on organizational performance. Qin-Nan (2009) also believes that employee satisfaction has a positively significant influence on job performance. In the results of the research conducted by Zi-long (2010) assessed the relationships among the hierarchy of needs, pay-level satisfaction, job satisfaction and organizational performance before reaching the conclusion that job satisfaction has a significant and positive influence on organizational performance. Content gaps however exist as the former study report aggregate organizational performance not staff performance which was the case in this study.

With Mawoli and Babandako (2011), poor performance of the academic staff can be affected negatively by poor working conditions which provoke the absenteeism, lower levels of effort, less effectiveness in the classroom, low morale, lower job satisfaction and low motivation. The scholars highlighted also that good working conditions are very encouraging and boost levels of academic staff contentment on the job. The conditions of work and motivation of employees have benefited the university in the form of high academic staff performance and productivity. However, Rowland and Hall (2014) stated that different sort of fears and anxiety, for instance an unfamiliar office environment, face academic staff when they join a university if not handled with appropriateness by the management of the university, should lead to demotivation and result in high staff turnover.



### **Internal Service Quality and Academic Staff Performance**

Many scholars worked on some factors that can affect employee performance such as low incentives, over workload, conducive class environment, lack of library facility, lack of modern technological aspects, socio-economic status, respect in society, professional attitude, moral standards, responsibilities at home, distance of residing area, examination stress, political interference, student power, discriminatory practices, lack of cooperation, and working relations with colleagues and heads, employment security, recruitment of the right people, effectiveness of teams, compensation on organizational performance, training, commitment, and sharing of information (Pfeffer and Veiga, 1999; and Rynes, Gerhart, and Minette, 2004 cited in Alfagira, 2017). There was however need to report on the performances of individual employees which was not the case in the reviewed studies hence a content gap. Most scholars found the relationship between internal service quality and organizational performance. Concerning Yue-Xia (2009), internal service quality and internal customer satisfaction both have a direct and positive influence on external customer satisfaction, and subsequently affect a company's operating profits/growth in a direct and positive manner. Then, Qin-Nan (2009) scrutinized the relationships among internal service quality, employee satisfaction and job performance, and concluded that the quality of internal service has a positive influence on job performance. However, all the findings are related to hospitality. Different scholars found the relationship between internal service quality and performance of employees in the organization. Thus, Vandermerwe and Gilbert (1991); Marshall, Baker, and Finn, (1998) noted that a customer-centered internal service quality management system that aims at providing high internal service quality by satisfying the internal customers' needs helps organizations to be competitive and facilitates higher levels of performance coupled with lower wastage and operating costs. However, Heskett, Jones, Loveman, Sasser, and Schlesinger (1994) state that the satisfaction of employees with their jobs, their commitment to the organization as well as their performance and productivity levels may be damaged by poor internal service quality.

### **The moderating effect of Job Satisfaction on the relationship between Internal Service Quality and Academic Staff Performance.**

Moreover, performance of individuals has its great importance both for the organizations and from individual employees. Various researchers agree that higher-performance leads to achievement of tasks and duties that result in high satisfaction level, feeling and developing self-efficacy and mastery among employees (Kanfer



and Ackerman, 2005). Effective and performing workers are encouraged, endorsed with awards and privileged through benefits and rewards, having more career opportunities as compared to low performance (Nazeer, Zahid, and Azeem, 2014). The findings of the work done by Wat and Shaffer (2005) indicated that when employees observe fair treatment from their superior, they are more likely to reciprocate by displaying a positive attitude towards their superiors. However, the indecent behaviour by management towards the employees can also lead to hostile relations between the co-workers, resulting in retaliation from employees in the form of delays in completion of tasks, sharing of incorrect information, lack of willingness to help and cooperate with co-workers. All of this can significantly hamper the human interaction and provision of service quality. Various scholars found the relationship between the study variables. Meng-Xia (2003) found that internal high-quality services increase employee satisfaction, which results in external customers' satisfaction and increased organizational performance. The latest empirical researches lead to a positive connection between internal service quality, job satisfaction and work performance like satisfaction of internal customers has a positive influence on the quality of internal services, which leads to better job performance, and the staff who have higher levels of internal service quality offered by organizations are more satisfied like employees desired and equitable working environment generate more satisfaction as Nazeer, Zahid, & Azeem (2014) argue.

The study probed how internal service quality can contribute positively to the academic staff performance in Burundian private chartered universities through job satisfaction. The literature surveyed indicated that this will be the first study of its kind in Burundi to the best of the researcher's knowledge. The literature surveyed revealed no scholarly work concerning internal service quality and academic staff performance in Burundi. The reviewed theories portray the interrelationships underlying internal service quality, job satisfaction and academic staff performance. But other than all suffering contextual mishaps as they were based in more industrial environments, and remain silent on individual personnel performance. In addition, while a trend in the reviewed studies show internal service quality having a positive effect of satisfaction and thereafter performance, methodological gaps exist as some reviewed studies did not provide deeper insights in the relationships as they were particularly quantitative (Yue-Xia, 2009; - O' Fallon and Rutherford, 2010; Qin-Nan, 2009). Knowledge gaps as well exist in the reviewed studies as some studies report job satisfaction without providing what relationship it has with academic staff performance (Ehiamentalor, 2001; Subair et al., 2012). This is in addition to content gaps with limited clarity on what constitutes good services and other



report organizational performance not academic staff performance as intended by the current study (Zammuto et al., 1996; Parasuraman et al., 1990; Bouranta and Chirtis, 2008; Li-Ru, 2006; Pfeffer & Veiga, 1999). Of all the gaps, contextual gaps majorly existed as none of the reviewed studies were particular to the private chartered universities in Burundi. In the light of the highlighted gaps, this study adopted a mixed methods design. Therefore, there is a need to conduct such studies within the Burundian context, to assess the kind of relationship between internal service quality, job satisfaction and academic staff performance of private chartered Universities in Burundi. So, this will contribute to previous literature. The study seeks to look at what can be done to ameliorate the internal service quality to enhance job satisfaction and eventually cement academic staff performance with the universities focusing on private chartered Universities.

## V. METHODOLOGY

The study adopted a post-positivism which is based on the philosophy which states that researchers should use the mixture of approaches as Andrew, Pedersen, & McEvoy (2011) argue. The study also employed a cross-sectional and correlational research design with both quantitative and qualitative approaches. The combined total population of 126 lecturers from University of Ngozi, University of Martin Luther King, and University of Lake Tanganyika has sample size of 96. This has been arrived at using Sloven's sample size determination formula and follows a confidence level of 95% which gives a margin of error of 5%.

In this study, the data collection instruments were analysed in order to establish internal consistency and validity. This was done using of external experts to vouch for the factors on the instruments. The content validity index (CVI) was then used before the instruments were administered to respondents. External experts were targeted and requested to rate each of the factor using four codes (VR: Very Relevant; R: Relevant; I: Irrelevant; VI: Very Irrelevant). The factors that were rated as irrelevant by external experts were revised. The reliability of the research instrument was explored using the Cronbach Alpha Coefficient.

**Table 1. Validity and Reliability of the Instruments**

Variable	No of Items	CVI	Cronbach Alpha Coefficient
Internal service quality	20	0.80	0.8380
Job Satisfaction	20	0.85	0.8640
Academic staff performance	20	0.75	0.7490



<b>Overall</b>		<b>0.80</b>	<b>0.817</b>
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*Source: Primary data, (2019)*

The items/questions selected for the study were deemed relevant to the study variables since all the corresponding Content Validity indices for all experts and Alpha coefficients were above 0.7. This indicated that the research instruments were both valid and reliable. This rendered the instruments appropriate for use. The data collected from the field was edited, coded, tabulated, and analysed using statistical package for social science version 25.0 (SPSS). As a way of evaluating the moderating effect of job satisfaction on the relationship between internal service quality and academic staff performance in chartered private universities in Burundi, Structural Equation Modelling involving several regression analyses simultaneously was undertaken.

## VI. RESULTS AND DISCUSSION

The study findings examining the moderating effect of job satisfaction on the relationship between internal service quality and academic staff performance in chartered private universities in Burundi are provided. In order to address that, a hypothesized model based on the literature reviewed was first illustrated.

**Figure 1. Hypothesized Path Analysis Model of Internal Service Quality, Job Satisfaction and Academic Staff Performance**

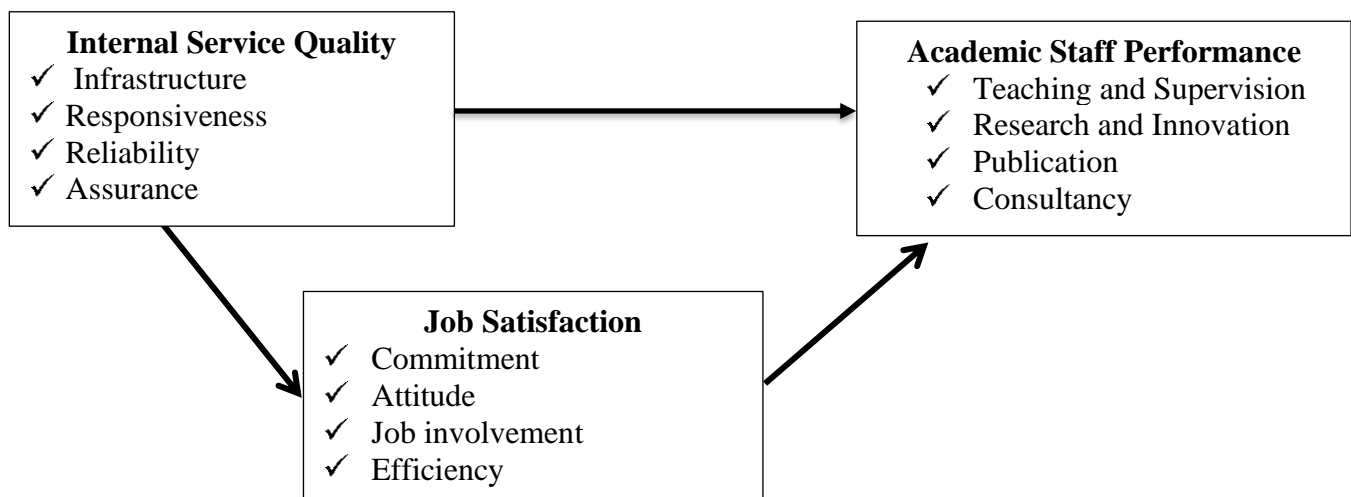


Figure 1 above, shows that internal service quality portrayed in terms of infrastructure, responsiveness, reliability and assurance influences academic staff performance. But such academic staff performance



influence by the different aspects of internal service quality is partly moderated by job satisfaction portrayed in terms of commitment, attitude, job involvement and efficiency. In order to test the hypothesized model that job satisfaction moderates the influence of the relationship between internal service quality and academic staff performance a Full Structural Equation Model was fitted as in Table 2 and paths illustrated in Figure 2.

**Table 2. Coefficient and standard error of the Full SEM model of interrelationships between internal service quality, job satisfaction and academic staff performance in chartered private Universities in Burundi**

Variables	Coefficient	S.E.	Sig.	95% C. I	
				Lower	Upper
<b>Direct Effects</b>					
<b>Academic staff performance</b>					
<b>Job Satisfaction</b>					
Job commitment	.761	.131	<b>0.000**</b>	.505	1.019
Attitude	.435	.088	<b>0.000**</b>	.262	.608
Job involvement	.0411	.061	0.498	-.0779	.160
Efficiency	.253	.070	<b>0.000**</b>	.115	.391
<b>Internal Service Quality</b>					
Infrastructure	-.113	.061	0.067	-.233	.008
Responsiveness	.081	.075	0.279	-.066	.228
Reliability	-.015	.091	0.873	-.194	.1645
Assurance	-.128	.082	0.119	-.289	.033
<b>Indirect Effects</b>					
<b>Job Satisfaction</b>					
<b>Job commitment</b>					
Infrastructure	.076	.048	0.115	-.018	.170
Responsiveness	.134	.053	<b>0.012**</b>	.029	.2389
Reliability	.055	.075	0.466	-.092	.201
Assurance	.125	.063	<b>0.045**</b>	.003	.248
<b>Attitude</b>					
Infrastructure	.064	.071	0.369	-.076	.204
Responsiveness	-.141	.079	0.076	-.297	.015
Reliability	-.032	.111	0.776	-.249	.186
Assurance	.170	.093	0.067	-.012	.353
<b>Job involvement</b>					
Infrastructure	-.135	.103	0.189	-.336	.066
Responsiveness	.600	.114	<b>0.000**</b>	.377	.824
Reliability	-.252	.159	0.115	-.565	.061
Assurance	.499	.134	<b>0.000**</b>	.237	.761
<b>Efficiency</b>					



Variables	Coefficient	S.E.	Sig.	95% C. I	
				Lower	Upper
Infrastructure	.250	.088	<b>0.004**</b>	.078	.423
Responsiveness	.074	.098	0.450	-.118	.266
Reliability	.163	.137	0.234	-.105	.432
Assurance	.021	.115	0.853	-.203	.246

*SEM structural equation modeling, SEM model endogenous variables are Job Satisfaction Aspects; exogenous variables are Internal Service Quality Aspects, CI confidence interval*

Table 2 and Figure 2 results shows that  $p$  - values  $> 5\%$ , there is no significantly direct effect of infrastructure ( $\beta = -.113$ ,  $p = 0.067$ ), responsiveness ( $\beta = 0.081$ ,  $p = 0.279$ ), reliability ( $\beta = -0.015$ ,  $p = 0.873$ ) and assurance ( $\beta = -0.128$ ,  $p = 0.119$ ) as aspects of internal service quality on academic staff performance in Burundian Private Chartered Universities. Findings however show the job satisfaction aspects with significant positive direct effects on academic staff performance as Job commitment ( $\beta = .761$ ,  $p = 0.000$ ) and attitude ( $\beta = .435$ ,  $p = 0.000$ ). Additional results show efficiency as the only job satisfaction aspect that has got a statistically direct significant positive effect on the academic staff performance within private chartered universities in Burundi ( $\beta = 0.253$ ,  $p = 0.000 < 0.05$ ). This result implies that upwards trends in creating an environment for better efficiency results in better academic staff performance. These results are much similar to one earlier established by Navarro (2005) found that indicated service tangibility and customer satisfaction linked to performance as depicted by loyalty of the clientele. The study findings are also in line with those found by Kurtz and Clow (1998) that service quality as having a bearing performance. This result is indicative of the need that management of private chartered universities to rethink strategies geared towards promoting efficiency for stronger improvements in their academic staff performance within Burundian Private Chartered Universities.

In relation to the indirect effects, only responsiveness ( $\beta = 0.134$ ,  $p = 0.012$ ) and assurance ( $\beta = 0.125$ ,  $p = 0.045$ ) as internal service quality aspects had a statistically significant effect on job commitment as a job satisfaction aspect. This result means that promoting responsiveness and assurance contributes to upward trend in job commitment and vice versa. Similarly, responsiveness ( $\beta = 0.600$ ,  $p = 0.000$ ) and assurance ( $\beta = 0.499$ ,  $p = 0.000$ ) as internal service quality aspects had a statistically significant effect on job involvement as a job satisfaction aspect. This finding means that the emphasis of responsiveness alongside assurance by



management staff of private chartered universities is pertinent in promoting satisfaction among the academic staff.

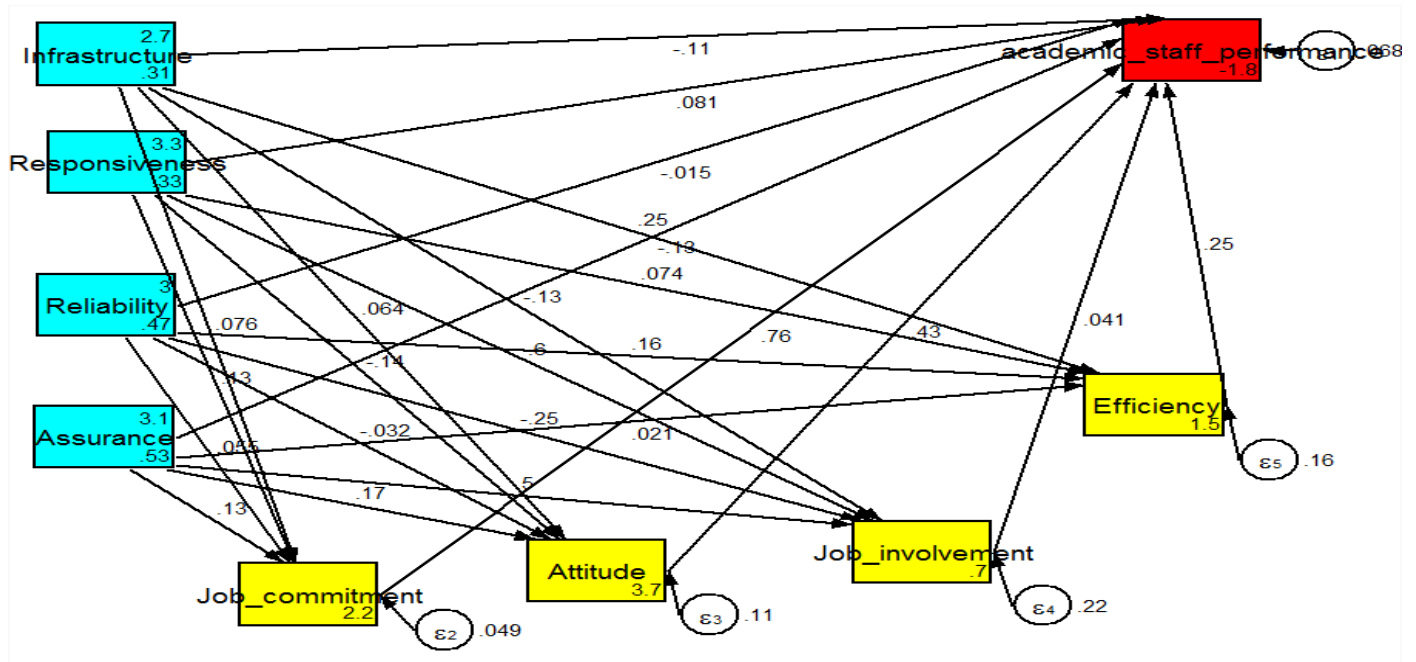
Table 2 results lastly indicates infrastructure ( $\beta = 0.250$ ,  $p = 0.004$ ) as internal service quality aspects had a statistically significant effect on efficiency as a job satisfaction aspect. This result demonstrates the fact that less costs and time are spent by the academic staff members when there is appropriate state of art tangibles in place. The indirect positive effects of internal service quality were highest through raising responsiveness that highly promotes job involvement but most pertinently job commitment which has got a significantly positive direct contribution to academic staff performance.

### **Hypothetical model**

The hypothetical model was carried out to prove whether Academic Staff Performance resulted from Internal Service Quality. In the analysis process of the study, the hypothetical model was used to establish whether Internal Service Quality could affect Academic Staff Performance in Chartered Private Universities in Burundi. The model considered the loadings of all hypotheses that were tested in this research at hand. This indicated that there is a relationship between Internal Service Quality and Academic Staff Performance.



**Figure 2 Full SEM model of the interrelationships between internal service quality, job satisfaction and Academic staff performance**



The Goodness of Fit analysis was thereafter conducted to establish the extent to which the model is fit to predict academic staff performance. The resulting statistics were as presented in Table 3 below;

**Table 3. Goodness-of-fit statistics for the Full SEM Model**

Goodness-of-fit statistics	Value
Root mean squared error of approximation	0.080, 95% CI (0.000–0.174)
Pclose	0.263, < 0.05
Comparative fit index (CFI)	0.983
Tucker-Lewis index (TLI)	0.916
Standardized root mean squared residual (SRMSR)	0.044
Coefficient of determination (CD)	0.766

Table 3 findings presented show a diversity of goodness of fit test statistics. This result shows an acceptable fit for the Full SEM based on the Root mean squared error of approximation (RMSEA) (RMSEA = 0.080 < 0.10). There is equally a good fit for the model based on the Standardized root mean squared residual (SRMSR) (SRMSR = .044 < .05). The Comparative Fit Index (CFI) of .983 in addition illustrates an acceptable



fit of the model in predicting academic staff performance since it is greater than .90. On the overall internal service quality alongside job satisfaction are combined predictors of academic staff performance explaining 76.6% of the variation in academic staff performance based on the Coefficient of determination test results (CD = .766). The factors that were not statistically significant in the full SEM model were then excluded from the model resulting in a reduced SEM model.

**Table 4. Coefficient and standard error of the Reduced SEM model relating internal service quality and academic staff performance in presence of job satisfaction**

Variables	Coefficient	S.E.	Sig.	95% C. I	
				Lower	Upper
<b>Direct Effects</b>					
<b>Academic staff performance</b>					
Efficiency	.194	.066	<b>0.003**</b>	.064	.323
Job commitment	.655	.109	<b>0.000**</b>	.442	.868
Attitude	.371	.089	<b>0.000**</b>	.197	.546
<b>Indirect Effects</b>					
<b>Job Satisfaction</b>					
Tangibles	.368	.083	<b>0.000**</b>	.206	.531
<b>Job commitment</b>					
Responsiveness	.177	.0478	<b>0.000**</b>	.083	.271
Assurance	.169	.038	<b>0.000**</b>	.094	.244
<b>Job Involvement</b>					
Responsiveness	.477	.103	<b>0.000**</b>	.274	.679
Assurance	.316	.082	<b>0.000**</b>	.155	.477

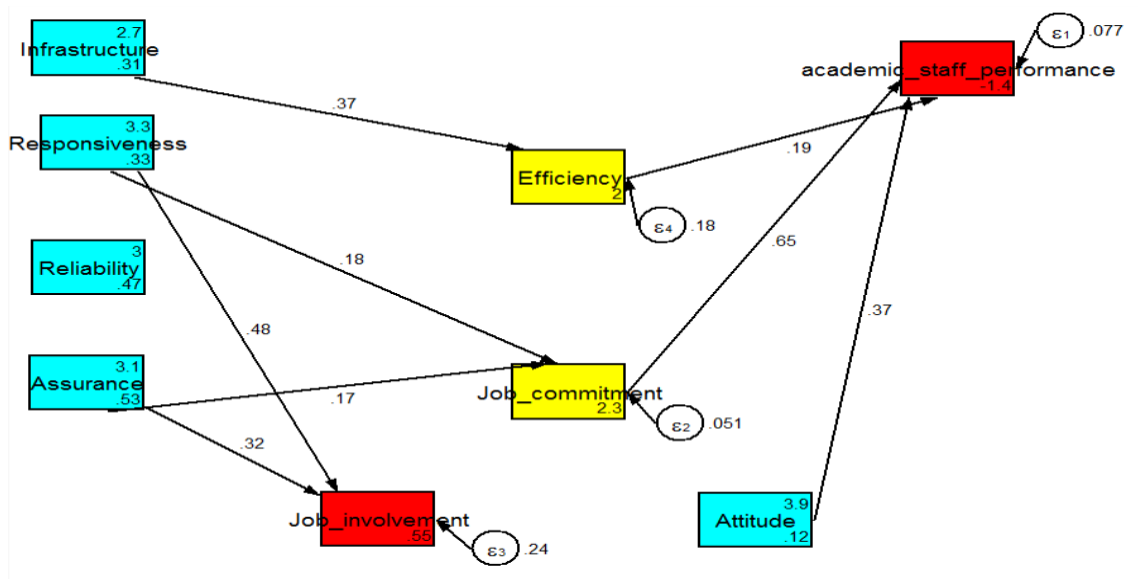
*SEM; Structural Equation Modeling, SEM model endogenous variables are Job Satisfaction Aspects; exogenous variables are Internal Service Quality Aspects, CI confidence interval*

Findings as can be seen in Table 4 and illustrated in Figure 3 shows only job satisfaction aspects particularly efficiency ( $\beta = 0.194$ ,  $p = 0.003$ ), job commitment ( $\beta = 0.655$ ,  $p = 0.000$ ) and attitude ( $\beta = 0.371$ ,  $p = 0.000$ ) as having direct positive effects on academic staff performance in Burundian private chartered Universities. This result particularly shows that improving the satisfaction of academic staff members in terms of efficiency, job commitment and attitude is followed by improvements in academic staff performance and vice versa. As a direct effect infrastructure as an internal service quality dimension has got a statistically significant positive effect on efficiency as job satisfaction dimension ( $\beta = 0.368$ ,  $p = 0.000$ ).



Similarly, in the reduced SEM model, responsiveness ( $\beta = 0.177$ ,  $p = 0.000$ ) and assurance ( $\beta = .169$ ,  $p = 0.000$ ) as internal service quality dimensions have got a positive significant effect on job commitment. Results additionally show that responsiveness ( $\beta = 0.477$ ,  $p = 0.000$ ) and assurance ( $\beta = 0.316$ ,  $p = 0.000$ ) have got a significant positive effect on job involvement in the reduced SEM model. This result is quite similar to one earlier found by Daljeel et al. (2011) that state of art infrastructural development was crucial satisfying employees to work better as they ease delivery of services. It is also in line with earlier results by Eskildsen and colleagues who found that workers who reported internal service quality as good were more satisfied and demonstrated excellent performances in their respective work. This result is really consistent and illustrates the need for the management of private chartered universities to remain sensitive to support needs of the academic staff.

**Figure 3. Reduced SEM model relating internal service quality and academic staff performance in presence of job satisfaction in chartered private universities in Burundi**





### Evaluation of the Different Paths

As a way of deciding on most appropriate path to be adopted for better academic staff performance, multiplicative model was applied to get the different paths. The results in this regard were as presented in Table 5.

**Table 5. Direct, Indirect and Total Effects on Academic Staff Performance in chartered private Universities in Burundi**

Path	Effect Value	Effect Value	Total Effects	Interpretation
1 Infrastructure → Efficiency	0.37	Efficiency → Ac. Staff Performance 0.19	0.0703	Low
2 Responsiveness → Job Commitment	0.18	Job Commitment → Ac. Staff Performance 0.65	0.117	High
3 Assurance → Job commitment	0.17	Job commitment → Ac. Staff Performance 0.65	0.1105	Average

Table 5 indicates the total effects of infrastructure to efficiency to academic staff performance as high as 0.0703 following a multiplicative model. In the same way for path 2, responsiveness to job commitment to academic staff performance showed a total effects score of 0.117. Lastly Path 3, that's assurance to job commitment to academic staff performance, showed a total effects score of 0.1105. This result demonstrates that it's better to adopt path 2 constituting of responsiveness as an internal service quality dimension to job commitment as a job satisfaction dimension to better academic staff performance in Burundian chartered private universities since it is characterized with the highest total effects score.

### VII. CONCLUSION

The study evaluated the moderating effect of job satisfaction on the relationship between internal service quality and academic staff performance. The result showed that there is no significantly direct effect of infrastructure ( $\beta = -0.113$ ,  $p = 0.067$ ), responsiveness ( $\beta = 0.081$ ,  $p = 0.279$ ), reliability ( $\beta = -0.015$ ,  $p = 0.873$ ) and assurance ( $\beta = -0.128$ ,  $p = 0.119$ ) as aspects of internal service quality on academic staff performance in Burundian Private Chartered Universities. In relation to the indirect effects, only responsiveness ( $\beta = 0.134$ ,  $p = 0.012$ ) and assurance ( $\beta = 0.125$ ,  $p = 0.045$ ) as internal service quality aspects had a statistically significant



effect on job commitment as a job satisfaction aspect. This implies that promoting responsiveness and assurance contributes to upward trend in the job commitment and vice versa.

### **VIII. RECOMMENDATIONS**

This analysis was premised on the fact that job satisfaction is vital for academic staff performance and that it is a key moderating factor in the relationship between internal service quality and academic staff performance. From the findings of the study, the researcher recommends the following:

- (i) There is need for universities to involve lecturers in their internal service quality improvement campaigns because it was generally agreed that elements like responsiveness and assurance had a positive significant effect on job satisfaction across all the Universities and should inform employees when services will be provided and deal efficiently and promptly on employees' queries.
- (ii) There is need for universities to enhance the commitment of the academic staff by creating training and development opportunities such as leadership and management support improvement, promoting accountability, and staff involvement in decision making and Universities ought to establish research, publication and consultancy bureaus.
- (iii) There is a need to emphasize on responsiveness that highly promotes job involvement but most pertinently job commitment which has got a significantly positive direct contribution to academic staff performance in Burundi.
- (iv) The government of Burundi should support the quality assurance board technically and financially to carry evaluation and give recommendations to those private universities.
- (v) The Government should enhance the monitoring and evaluation program on the contract of staff members and their status, and their workload.

### **AUTHORS DECLARATION**

We declare that this study is an original research by our research team and we agree to publish it in the journal.

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