

**YANGON UNIVERSITY OF ECONOMICS
DEPARTMENT OF MANAGEMENT STUDIES
MBA PROGRAMME**

**THE EFFECT OF INTERNAL SERVICE QUALITY ON
ORGANIZATIONAL PERFORMANCE OF
WEST YANGON TECHNOLOGICAL UNIVERSITY**

CHO CHO MYINT

EMBA II - 47

EMBA 19th BATCH (ONLINE)

JUNE, 2024

YANGON UNIVERSITY OF ECONOMICS
DEPARTMENT OF MANAGEMENT STUDIES
MBA PROGRAMME

THE EFFECT OF INTERNAL SERVICE QUALITY ON
ORGANIZATIONAL PERFORMANCE OF
WEST YANGON TECHNOLOGICAL UNIVERSITY

ACADEMIC YEAR (2022-2024)

Supervised By:

Dr. Thin Nwe Oo
Professor and Head
Department of Management Studies
Yangon University of Economics

Submitted By:

Cho Cho Myint
EMBA II - 47
EMBA 19th Batch (Online)
2022-2024

YANGON UNIVERSITY OF ECONOMICS
DEPARTMENT OF MANAGEMENT STUDIES
MBA PROGRAMME

THE EFFECT OF INTERNAL SERVICE QUALITY ON
ORGANIZATIONAL PERFORMANCE OF
WEST YANGON TECHNOLOGICAL UNIVERSITY

This thesis is submitted to the Board of Examiners in partial fulfillment of the requirements for the Degree of Master of Business Administration (MBA).

Supervised By:

Dr. Thin Nwe Oo
Professor and Head
Department of Management Studies
Yangon University of Economics

Submitted By:

Cho Cho Myint
EMBA II - 47
EMBA 19th Batch (Online)
2022-2024

ACCEPTANCE

This is to certify that this thesis entitled “**The Effect of Internal Service Quality on Organizational Performance of West Yangon Technological University**” has been accepted by the Examination Board for awarding Master of Business Administration (MBA) degree.

Board of Examiners

(Chairperson)

Dr. Tin Tin Htwe

Rector

Yangon University of Economics

(Supervisor)

(Examiner)

(Examiner)

(Examiner)

(Examiner)

(Examiner)

(Examiner)

JUNE, 2024

ABSTRACT

The objectives of the study are to analyze the effect of internal service quality on job satisfaction and organizational commitment as well as to analyze the effect of job satisfaction and organizational commitment on the organizational performance of WYTU. To reach the objectives, a survey was conducted based on 119 academic staff of WYTU by census sampling method. The questionnaire survey method with a five-point Likert Scale is used to collect the primary data for this study. Secondary data are collected from published theses, research papers, reference books, internet websites and academic journals. According to regression analysis, the results of the study show that non-academic aspects, academic aspects, programme design and access have significant and positive effects on job satisfaction. Non-academic aspects, programme design, physical facilities and access have a positive and significant effect on organizational commitment. Both job satisfaction and organizational commitment have significant and positive effect on organizational performance. Therefore, based on the findings, it can lead to improve performance of an organization by fostering internal service quality to enhance job satisfaction, and organizational commitment of academic staff.

ACKNOWLEDGEMENTS

Firstly, I express my deepest gratitude to Professor Dr. Tin Tin Htwe, Rector of the Yangon University of Economics, for her permission to submit this thesis as a partial fulfillment of the Master of Business Administration.

Secondly, I want to express my deepest appreciation and respect to my supervisor Professor Dr. Thin Nwe Oo, Head of Department, Department of Management Studies, Programme Director of EMBA 19th Batch Online, for her teaching, suggestions, comments, patience, guidance, cooperation, immense knowledge, and encouragement in preparing to complete this study successfully. Without her insightful words, regular feedback, and complex questions, this study would not have concluded.

Also, I would like to express my heartfelt gratitude to Professor Dr. Hla Hla Mon, Professor Dr. Than Thu Zar, Professor Dr. Khin Thet Htwe, Professor Dr. Myint Myint May, Associate Professor Dr. Kay Thi Soe and Associate Professor Dr. May Win Kyaw and all of the professors, associate professors, and lecturers who provided supervision and resilience to help me achieve the goals set out for this study.

Besides, I would like to extend my appreciation to the faculty and all the staff. They have provided me with administrative support and strength during my academic years.

I would like to express my sincere gratitude to West Yangon Technological University and the academic staff who participated in responding to my survey questionnaires, providing valuable information and data, and their support to complete this study within a short time.

At last not least, I would like to express my gratitude to my beloved family and friends in the OEMBA 19th Batch for their friendship, encouragement, and inspiration for the thesis. Furthermore, my special thanks go friends in Group 1 for their continuous support and patience throughout my study.

Cho Cho Myint

EMBA II - 47

EMBA 19th Batch (Online)

TABLE OF CONTENTS

	Page
ABSTRACT	i
ACKNOWLEDGEMENTS	ii
TABLE OF CONTENTS	iii
LIST OF TABLES	v
LIST OF FIGURES	vi
LIST OF ABBREVIATIONS	vii
CHAPTER 1 INTRODUCTION	1
1.1 Rationale of the Study	2
1.2 Objectives of the Study	3
1.3 Scope and Method of the Study	5
1.4 Organization of the Study	5
CHAPTER 2 THEORETICAL BACKGROUND	6
2.1 Internal Service Quality	6
2.2 Job Satisfaction	10
2.3 Organizational Commitment	11
2.4 Organizational Performance	13
2.5 Previous Studies	15
2.6 Conceptual Framework of Study	17
CHAPTER 3 PROFILE AND INTERNAL SERVICE PRACTICES OF WEST YANGON TECHNOLOGICAL UNIVERSITY	18
3.1 Profile of West Yangon Technological University	18
3.2 Organization Structure of West Yangon Technological University	19

3.3	Internal Service Practices in WYTU	21
3.4	Reliability Analysis	28
3.5	Demographic Profile of Respondents	29
CHAPTER 4	ANALYSIS ON THE EFFECT OF INTERNAL SERVICE QUALITY ON THE ORGANIZATIONAL PERFORMANCE OF WEST YANGON TECHNOLOGICAL UNIVERSITY	31
4.1	Internal Service Quality, Job Satisfaction, Organizational Commitment and Organizational Performance of WYTU	31
4.2	Analysis on the Effect of Internal Service Quality on Job Satisfaction	40
4.3	Analysis on the Effect of Internal Service Quality on Organizational Commitment	42
4.4	Analysis on the Effect of Job Satisfaction and Organizational Commitment on Organizational Performance	45
CHAPTER 5	CONCLUSION	47
5.1	Findings and Discussions	47
5.2	Suggestions and Recommendations	48
5.3	Needs for Further Research	53

REFERENCES

APPENDICES

LIST OF TABLES

Table No.	Particular	Page No.
Table (3.1)	Academic Aspects Activities of WYTU	24
Table (3.2)	Reliability Analysis	28
Table (3.3)	Demographic Profile of Respondents	30
Table (4.1)	Non-Academic Aspects	32
Table (4.2)	Academic Aspects	33
Table (4.3)	Programme Design	34
Table (4.4)	Physical Facilities	35
Table (4.5)	Access	36
Table (4.6)	Job Satisfaction	37
Table (4.7)	Organizational Commitment	38
Table (4.8)	Organizational Performance	39
Table (4.9)	Effect of Internal Service Quality on Job Satisfaction	40
Table (4.10)	Effect of Internal Service Quality on Organizational Commitment	43
Table(4.11)	Effect of Job Satisfaction and Organizational Commitment on Organizational Performance	45

LIST OF FIGURES

Figure No.	Particular	Page No.
Figure (2.1)	Conceptual Framework of Khalid et al.	16
Figure (2.2)	Conceptual Framework of the Study	17
Figure (3.1)	Organization Chart of West Yangon Technological University	20

LIST OF ABBREVIATIONS

DAC	Department Academic Committee
HEdPERF	Higher Education Performance Framework
HOD	Head of Department
KOICA	Korea International Cooperation Agency
ORE	Open Educational Resources
SEM	Structural Equation Modeling
WYTU	West Yangon Technological University

CHAPTER 1

INTRODUCTION

Service organizations want to make customers happy, therefore they focus on improving quality; which helps them stay competitive. They especially need to pay attention to their employees and the environment where services are provided. By doing this, they aim to make customers see them as capable of delivering better quality and meeting customers' needs well.

Internal service quality refers to the quality of services provided within an organization by one department or employee to another (Parasuraman et al., 1988). It encompasses various dimensions such as reliability, responsiveness, assurance, empathy, and communication, which collectively contribute to the efficiency and satisfaction of internal customers (Parasuraman et al., 1988). In the context of technological universities, internal service quality can be viewed through multiple dimensions including non-academic services, academic services, programme design, physical facilities, and access. Each of these plays a crucial role in ensuring the overall satisfaction and performance of faculty, staff, and students within the institution (Parasuraman et al., 1988).

Non-academic services can be defined as administrative support and student services (Cheng, 1990). The efficiency and effectiveness of administrative processes, such as enrollment, scheduling, and academic advising, are critical. High-quality administrative support ensures smooth operations and reduces stress for students and staff (Cheng, 1990). Services such as counseling, career advice, and extracurricular activities contribute to the overall student experience. Effective student services enhance satisfaction and engagement (Elliott & Shin, 2002).

Academic services can be defined by teaching quality and research support (Harvey, 2003). The competence, dedication, and availability of faculty members are key components of academic services. High teaching quality leads to better learning outcomes and student satisfaction (Harvey, 2003). The availability of resources and support for research activities, including funding, laboratory facilities, and administrative assistance, is essential for fostering a productive academic environment (Neumann, 1992).

Programme design is defined by curriculum relevance, flexibility, and innovation

(Biggs, 1999). Ensuring that the curriculum is up to date and aligned with industry standards and technological advancements is crucial for student preparedness and employability. Offering flexible program structures and incorporating innovative teaching methods, such as blended learning, can enhance the learning experience and accommodate diverse student needs (Garrison & Kanuka, 2004).

Physical facilities are defined by classrooms, laboratories, a library, and study spaces. Well-equipped and maintained classrooms and laboratories are fundamental for effective teaching and learning in technological fields (Davis, 2001). Access to comprehensive library resources and conducive study environments supports academic success and research activities (Montgomery & Miller, 2011).

According to Locke (1976), job satisfaction is a pleasurable emotional state resulting from the appraisal of one's job experiences. Job satisfaction is a multifaceted concept that refers to an individual's overall sense of contentment with their job, including various dimensions such as the nature of the work itself, pay, promotion opportunities, supervision, and co-workers. High levels of job satisfaction are often linked to increased productivity, reduced turnover, and improved mental health among employees.

Meyer and Allen (1991) described organizational commitment as a psychological state that characterizes an employee's relationship with an organization and has implications for the decision to continue membership in the organization. Organizational commitment is the psychological attachment an employee feels towards their organization, which can influence their willingness to remain with the organization and engage in discretionary behaviors that contribute to organizational success. It is often characterized by a strong belief in the organization's goals and values, a willingness to exert effort on behalf of the organization, and a desire to maintain membership.

Richard et al. (2009) stated that organizational performance is a complex construct that includes operational effectiveness, economic performance, and strategic goals. Organizational performance refers to the extent to which an organization achieves its objectives and goals. It encompasses a range of outcomes including financial performance, market performance, and shareholder return, as well as non-financial metrics such as customer satisfaction, employee satisfaction, and environmental performance.

According to recent data, the Ministry of Science and Technology has 33 technological universities. West Yangon Technological University (WYTU) is one of those 33 universities. WYTU was the second campus of Yangon Technological University (YTU) from 1998 to 2005. At that time, WYTU offered 12 Bachelor of Engineering courses which are Civil, Mechanical, Electrical Power, Electronics, Mechatronics, Information Technology, Architecture, Chemical, Textile, Metallurgy, Petroleum, and Mining. Starting from 15 December, 2005 WYTU has stood as a separate university and has offered 10 Engineering degrees as stated the previous statement except Petroleum, and Mining. WYTU became well-known for its academic performance as well as because of some alumni celebrities.

WYTU emphasizes sustainable development and responsible academic practices, aiming to enhance academic performance and public well-being. WYTU supports various stakeholders; including academic staff, non-academic staff, students, industries, companies, and partner universities, to foster a resilient educational environment. A university's commitment to ethical conduct and customer satisfaction underscores its operational framework and strategic initiatives. In terms of academic performance, the ranking of WYTU can be assumed after the other significant universities such as Yangon Technological University and Mandalay Technological University. This study focuses on how internal service quality of WYTU effects on the job satisfaction and organizational commitment of its academic staff and how the job satisfaction and organizational commitment of its academic staff effect on organizational performance of WYTU.

1.1 Rationale of the Study

WYTU is a well-known for its academic performance among 33 technological universities in Myanmar. Its performance and sustainable development are very important for technological and engineering education area. With the ever-increasing importance of education in shaping global progress, it becomes imperative to ensure the quality of educational services provided. In the context of engineering education, educators who are internal customers are trusted with the responsibility of delivering high-quality services to students (Graham, 2012).

Therefore, the job satisfaction and organizational commitment of academic staff are essential for the performance of WYTU. It is crucial to acknowledge the significance

of internal customers, particularly academic staff, within the educational environment. Academic staff members are integral to the delivery of educational services and play a vital role in shaping the learning experiences of students. Therefore, ensuring their job satisfaction and organizational commitment is essential for maintaining the overall quality of education becomes pivotal. To make the academic staff satisfied with their job and commitment to their organization, high internal service quality is essential for fostering a positive work environment. When employees receive high-quality support from their internal service providers, they are more likely to be satisfied with their jobs, committed to their organization, and motivated to deliver high performance.

Consequently, it is very important to focus on internal service quality: non-academic aspects, academic aspects, programme design, physical facilities and access within WYTU. Non-academic aspects, such as support services and professional development opportunities, contribute to a positive work environment for academic staff. Academic aspects, including access to research resources and collaboration opportunities, directly effect on their ability to deliver quality education. Programme design that involves staff in curriculum development ensures the relevance and effectiveness of educational offerings. Physical facilities, such as well-equipped offices and research labs, are essential for staff productivity and satisfaction. Lastly, access to resources, including funding and technology, supports the academic staff in their professional roles and development.

This study seeks to explore how internal service quality of WYTU influences job satisfaction and organizational commitment among academic staff. Understanding these dynamics is essential for enhancing organizational performance, ultimately contributing to the broader goals of human development and environmental sustainability. This study aims to provide valuable insights into the mechanisms through which internal service quality can be optimized to foster an encouraging work environment and elevate the overall quality of education delivered by WYTU.

1.2 Objectives of the Study

The main objectives of the study are as follows:

- 1 To analyze the effect of internal service quality on job satisfaction and organizational commitment at WYTU.

- 2 To analyze the effect of job satisfaction and organizational commitment on the organizational performance of WYTU.

1.3 Scope and Method of the Study

To achieve the outlined objectives, this study embarked on a survey targeting the academic staff of WYTU. Employing a census sampling method, the research encompassed all 119 academic staff members in the academic year (2023-2024) from 16 departments; 10 departments for engineering subjects, and 6 departments for supporting subjects, ensuring a thorough and representative exploration of the internal service quality's effect. The primary data is collected using a structured questionnaire by using questionnaire survey method. Secondary data are collected from the WYTU's annual reports, human resources department's records of WYTU, textbooks, international journals, papers, research articles, reports and websites. Descriptive statistics and multiple regression analysis are used to analyze the data. Data collection period was from February to April 2024.

1.4 Organization of the Study

This study is composed of 5 chapters. Chapter 1 is the introduction section, which includes the study's introduction, the rationale of the study, the objectives of the study, the scope and method of the study, and the organization of the study. Chapter 2 describes the theoretical background of higher education service quality, job satisfaction, organizational commitment, organizational performance, and the study's conceptual framework. Chapter 3 includes the profile of West Yangon Technological University, the internal customer service, and the external customer service offered by West Yangon Technological University. Chapter 4 is the analytical part of the effect of internal service quality on organizational performance. Finally, chapter 5 is the concluding chapter which includes findings and discussions, suggestions and recommendations, and needs for further research of this study.

CHAPTER 2

THEORETICAL BACKGROUND

This chapter includes the highlights of the theoretical background of the study which consists of the concept of internal service quality, job satisfaction, organizational commitment, and organizational performance. Previous studies and the conceptual framework of the study are also described.

2.1 Internal Service Quality

The competitive environment in services places a significant emphasis on understanding and meeting customer needs and expectations and superior customer service can be a key differentiator in a competitive market (Bordoloi, 2023). Internal service quality in the context of higher education refers to the quality of services provided by an educational institution to its internal stakeholders, primarily faculty, administrative staff, and support personnel. It encompasses a range of factors that contribute to a positive, efficient, and supportive working environment, which in turn can enhance the overall effectiveness of the institution. The key components of internal service quality in higher education are non-academic aspects, academic aspects, programme design, physical facilities, and access (Khalid et al., 2021).

2.1.1 Non Academic Aspects

Focusing on non-academic aspects of internal service quality is refereed as administrative processes such as human resources management, financial management, procurement, and facilities management (Ojo & Aderonmu 2017). Sharma and Rani (2016) said non-academic aspects involves the quality and efficiency of information technology infrastructure, support services, and digital resources provided to staff. Facilities and maintenance services encompassed the maintenance of physical infrastructure, cleanliness, and safety measures within the university premises (Cohen & Kummer, 2015). Library services included access to resources, library facilities, and the assistance provided by library staff, (Akpoto & Alo, 2018). Transportation and parking

services is considered the availability and accessibility of transportation facilities for staff (Afolabi & Ojo, 2019).

2.1.2 Academic Aspects

According to Manatos et al. (2017), academic aspects concerning academic staff are professional development, instructional quality, research engagement, collaboration, and administrative responsibilities. Continuous professional development is essential for academic staff to stay abreast of advancements in their fields and improve their teaching practices. Institutions offer regular training workshops, seminars, and opportunities for attending conferences as academic aspects support for their staff.

Investing in professional development leads to improved teaching efficacy and enhances the overall educational experience. Academic staff must be proficient in contemporary pedagogical techniques, including the integration of technology in the classroom. High instructional quality is associated with better outcomes and satisfaction (Gkorezis et al., 2017). Faculty employ diverse teaching strategies to cater to various learning styles and foster an inclusive learning environment.

Engagement in research activities is a crucial aspect of an academic staff member's role. Research not only contributes to the advancement of knowledge but also informs teaching practices and enhances the institution's prestige. Faculty involvement in research helps create a vibrant academic environment, encourages critical thinking, and promotes a culture of inquiry among students (Hazelkorn, 2015).

Institutions support faculty research through funding, resources, and collaborative opportunities. Collaboration among academic staff, both within and outside the institution, is vital for academic excellence. Interdisciplinary collaboration can lead to innovative teaching methods and research projects. Collaborative efforts also provide opportunities for professional growth and enhance the quality of academic programs (Manatos et al., 2017). Institutions should foster a collaborative culture by encouraging teamwork and providing platforms for faculty interaction.

Academic staff also allow administrative responsibilities, which include curriculum development, student advising, and participation in institutional governance. Effective management of these duties is crucial for the smooth operation of academic programs and overall institutional performance. Faculty involvement in administrative

roles ensures that academic policies and practices align with the institution's mission and goals (Sarrico et al., 2010).

2.1.3 Programme Design

Ewell (2009) said that program design is a critical aspect of educational institutions, influencing both internal service quality and organizational performance. To explore into the theoretical underpinnings of program design, curriculum relevance, instructional quality, and program diversity are need to be considered. Each of these criteria plays a significant role in shaping the internal service quality and overall performance of an organization.

Curriculum relevance refers to the alignment of program content with industry standards, societal needs, and student interests. A relevant curriculum ensures that graduates possess the skills and knowledge required by employers, thereby enhancing the employability of students and the institution's reputation.

Instructional quality encompasses the pedagogical skills of faculty, the use of effective teaching methodologies, and the availability of resources to support learning. High instructional quality is essential for effective knowledge transfer and student engagement. Institutions known for excellent teaching attract more students and faculty, bolstering their reputation and competitive edge. Effective support services lead to higher graduation rates and alumni success, reflecting well on the institution's performance and appeal.

Program diversity refers to the range of academic programs and specializations offered by an institution. Diverse programs increase the institution's appeal to a broader demographic, fostering inclusivity and enhancing competitiveness in the higher education market. To address program design aspects, each criterion can be explored in terms of its effect on internal service quality and organizational performance.

The quality of academic programs directly influences institutional reputation (Ewell, 2009). Excellent programs contribute to positive perceptions of internal service quality and organizational performance. Offering diverse programs and specializations caters to a broader student base and enhances institutional attractiveness and competitiveness (McMillan & Reed, 2010).

2.1.4 Physical Facilities

Physical facilities of an institute are the quality and availability in creating an environment conducive to learning and research, directly influencing academic performance (Strange & Banning, 2001). A well-stocked and efficiently managed library and resource center is essential for supporting faculty research, serving as a critical measure of service quality in higher education (Applegate, 2009). Modern facilities, including up-to-date technology and equipment, enhance the learning experience, supporting innovative teaching and learning methods, and increasing institutional competitiveness (Oblinger, 2006). The aesthetic design of campus facilities can affect the well-being and productivity of students and staff, contributing to a positive campus experience and enhancing the institution's image (Tanner, 2008).

Specific facilities dedicated to particular fields, such as a communication building equipped with relevant technology, provide specialized learning environments that can significantly improve educational outcomes in those fields (Milne & McConnell, 2011). The adequacy of facilities and infrastructure in supporting academic and extracurricular activities is a fundamental aspect of service quality that effects retention (Douglas et al., 2006). Comprehensive learning sources, including digital and physical materials, enrich the educational offerings and support diverse learning preferences, which are essential for academic success and institutional reputation (Johnson, 2012). The professional appearance and image of physical facilities contribute to the institutional brand, affecting perceptions of potential and current faculty, which in turn effects funding opportunities influencing organizational performance (Kotler & Keller, 2016).

2.1.5 Access

Access in higher education is the availability of educational resources, including digital technologies, online platforms, and open educational resources (OER). These resources are essential for facilitating learning, teaching, and research activities within a technological university. The integration of digital resources expands the boundaries of traditional classrooms, enabling flexible learning environments that cater to the needs of a diverse student population (Martin et al., 2011).

Beyond availability, the usability of technological tools and platforms is crucial for ensuring that all academic staff can effectively utilize these resources. Usability

encompasses user-friendly design, intuitive navigation, and reliable technical support, which collectively enhance the learning experience and academic productivity (Nielsen, 1993).

Access also implies inclusivity and equity, ensuring that educational opportunities are available to all academic staff, regardless of their socioeconomic status, geographic location, or physical abilities. This includes providing adequate support services, such as adaptive technologies for staff with disabilities and targeted programs for underrepresented groups, to foster an inclusive educational environment (Thomas & May, 2010).

Equipping staff with the necessary digital literacy and competencies is another critical dimension of access. Technological universities must offer training and development programs to enhance digital skills, preparing individuals to navigate and leverage technology effectively for academic and professional success (Goodfellow & Lea, 2013). The physical and digital infrastructure of a technological university, including campus network connectivity and access to high-speed internet, underpins all aspects of access. Reliable infrastructure is essential for supporting the delivery of digital resources, online learning, and the overall operational efficiency of the university (Hazelkorn et al., 2018).

2.2 Job Satisfaction

Job satisfaction, as defined by the American Psychological Association (2020), refers to an individual's overall contentment and fulfillment derived from their job and work environment. It encompasses various factors such as the quality of relationships with colleagues and supervisors, the intrinsic value of the work itself, compensation and benefits adequacy, and opportunities for career growth and development. Job satisfaction is crucial as it influences employee productivity, job performance, and retention within organizations. Employers often seek to enhance job satisfaction through measures aimed at improving workplace conditions, providing fair compensation, fostering positive relationships, and offering opportunities for professional advancement (American Psychological Association, 2020).

Barkhuizen and Rothmann (2008) said that job satisfaction among academic staff in higher education institutions is a multifaceted issue influenced by various factors,

including work environment, institutional support, career development opportunities, workload, and interpersonal interactions. Understanding these elements is essential for improving the work experience of faculty members and, consequently, enhancing the overall quality of education.

The work environment plays a significant role in determining job satisfaction. A positive work environment, characterized by supportive management, collegial relationships, and adequate resources, can enhance job satisfaction among academic staff (Barkhuizen & Rothmann, 2008). Institutions that provide clear communication channels, foster a culture of respect, and offer professional development opportunities tend to have higher levels of job satisfaction among their faculty members (Hagedorn, 2000).

Career advancement opportunities are another critical factor influencing job satisfaction. Academic staff members who perceive that they have opportunities for career growth and professional development are more likely to be satisfied with their jobs (Oshagbemi, 1999). Institutions that invest in training programs, offer sabbaticals, and support research activities contribute positively to job satisfaction (Johnsrud & Rosser, 2002).

Workload is a significant determinant of job satisfaction among academic staff. Excessive workload, characterized by high teaching loads, administrative responsibilities, and research pressures, can lead to stress and burnout, negatively affecting job satisfaction (Winefield et al., 2003). Conversely, institutions that promote work life balance by providing flexible work arrangements and reasonable workload expectations tend to have higher job satisfaction levels among their faculty (Bell et al., 2012).

Interpersonal relationships within the workplace also significantly effect job satisfaction. Positive relationships with colleagues, supportive mentoring, and a collaborative work culture contribute to higher job satisfaction (Santoro, 2013). On the other hand, conflicts, lack of support, and poor communication can lead to dissatisfaction and decreased motivation (Bland et al., 2006).

2.3 Organizational Commitment

Organizational commitment is a psychological state that characterizes an employee's relationship with their organization and has significant implications for their decision to remain with or leave the organization. The concept is numerous and has

been extensively studied to understand its components and effects on organizational outcomes. Meyer and Allen (1991) proposed Three Component Model of organizational commitment. This model identifies three distinct components: affective commitment, continuance commitment, and normative commitment.

Affective commitment refers to the emotional attachment, identification, and involvement that an employee has with their organization. Employees with strong affective commitment stay with the organization because they want to. This form of commitment is influenced by factors such as job satisfaction, organizational support, and work experiences that align with the employee's values and goals (Meyer & Allen, 1991).

Continuance commitment is based on the costs that employees associate with leaving the organization. It develops when employees feel that they need to stay with the organization because of the perceived losses they would incur, such as loss of income, benefits, or career stability. This type of commitment is influenced by factors such as lack of alternative employment opportunities and personal investments in the organization (Meyer & Allen, 1991).

Normative commitment reflects a feeling of obligation to remain with the organization. Employees with high normative commitment stay because they feel they ought to, often due to personal values, social norms, or a sense of loyalty and responsibility. Factors that influence normative commitment include cultural and familial socialization, organizational socialization processes, and the receipt of benefits that create a sense of indebtedness (Meyer & Allen, 1991).

Organizational commitment is a critical aspect of workplace dynamics, reflecting the psychological attachment and loyalty an employee feels towards their organization. This commitment manifests in the employee's willingness to remain with the organization and work towards its success. High levels of organizational commitment are associated with numerous positive outcomes, including increased job satisfaction, reduced turnover rates, and enhanced job performance (Mowday et al., 2013).

The benefits of high organizational commitment extend beyond individual employees to the organization as a whole. Committed employees are more likely to go above and beyond their job requirements, contributing to higher overall productivity and organizational performance (Mowday et al., 2013). They are also less likely to leave the organization, reducing the costs associated with recruitment and training new staff.

Organizational commitment has significant implications for employees, such as heightened morale, reduced stress, and enhanced productivity (Jyoti, Kour, & Sharma, 2015). Through the implementation of service quality, employees are given opportunities to participate in setting goals, developing measures, and establishing rules, which encourages their commitment. This involvement allows employees to express their constraints and requirements regarding task performance. Consequently, employees are provided with favorable work designs, enhancing their job clarity (Jyoti et al., 2015). Employee involvement has been shown to significantly impact their commitment to their jobs and organizations (Guimaraes, 1996). Additionally, it has been argued that when employees become emotionally committed, they will work harder to achieve the organization's goals and targets and exhibit greater loyalty to their organization (Trivellas & Santouridis, 2022).

Embracing organizational commitment involves creating a supportive work environment, providing opportunities for career advancement, ensuring supportive leadership, and promoting work life balance. By addressing these factors, organizations can cultivate a dedicated and productive workforce, ultimately leading to enhanced organizational success.

2.4 Organizational Performance

Organizational performance is a complex concept that reflects an organization's ability to achieve its strategic objectives and excel in competitive markets (Kaplan & Norton, 1996). Organizational performance is the measurable outcomes achieved by an organization in relation to its strategic goals and objectives. It encompasses various dimensions such as financial performance, operational efficiency, customer satisfaction, employee engagement, and innovation. Effective organizational performance indicates the extent to which an organization has successfully utilized its resources and capabilities to achieve sustainable competitive advantage and deliver value to stakeholders.

One key aspect in understanding organizational performance is the Balanced Scorecard (BSC) framework. Developed by Kaplan and Norton, the BSC offers a holistic approach to measuring and managing organizational performance across four key perspectives: financial, customer, internal business processes, and learning and growth.

This framework enables organizations to evaluate their performance not only based on financial metrics but also on indicators related to customer satisfaction, process efficiency, and the development of human and organizational capabilities (Kaplan & Norton, 1996).

Internal service quality significantly influences the organizational performance of educational institutions. Many researchers investigated how internal service quality affects organizational performance through various dimensions, including compliments and recognition, suggestions for change, product/service improvements, continuous study and improvement, and service enhancement. These dimensions collectively create an environment conducive to learning, motivate staff, and improve customer satisfaction, ultimately enhancing organizational performance. Recognition and compliments are crucial for fostering a positive work environment. According to Jyoti et al. (2015), acknowledging employees' efforts can boost morale and productivity, leading to improved performance. At an organization, recognizing staff achievements can motivate them to contribute more effectively, enhancing overall organizational performance.

Encouraging employees to suggest changes or modifications is vital for continuous improvement. Guimaraes (1996) argues that employee involvement in decision-making processes can lead to better solutions and innovations. Fostering a culture where staff feel comfortable proposing changes can lead to more efficient and effective operational practices.

Continuous improvement of products and services is essential for maintaining high-performance levels. Meyer et al. (2002) highlight that continuous improvement practices lead to sustained organizational success. Regular updates and enhancements to educational services ensure that the institution remains competitive and meets the evolving needs of its stakeholders.

Creating an environment that encourages continuous education is fundamental for academic institutions. As Trivellas and Santouridis (2022) note, a supportive learning environment enhances both staff and student satisfaction, which is critical for organizational performance. An organization can benefit from promoting lifelong learning and professional development opportunities for its staff.

Effective service delivery and positive interactions with both internal and external customers are key indicators of high ISQ. According to Allen and Meyer (1990), good

service delivery practices lead to higher customer satisfaction and loyalty by ensuring that employees deliver quality services which can improve the institution's reputation and performance.

A work environment that encourages performance and motivates staff is crucial for achieving organizational goals. Meyer et al. (2002) suggest that a supportive and motivating work environment can enhance employee commitment and performance. An organization can improve organizational outcomes by creating a positive work atmosphere that encourages staff to excel.

Customer satisfaction is a direct outcome of high ISQ. Satisfying customers, meeting their expectations, understanding their needs, and effectively handling complaints are all essential for maintaining a positive reputation and achieving high performance (Trivellas & Santouridis, 2022). Focusing on these aspects can lead to improved satisfaction among students and other stakeholders, thereby enhancing overall performance.

The effect of internal service quality on the organizational performance is multifaceted. By focusing on key areas such as compliments and recognition, suggestions for changes, continuous improvement, creating a learning environment, effective service delivery, and customer satisfaction, an organization can significantly enhance its performance. Implementing strategies that address these dimensions will not only improve employee morale and productivity but also ensure that the institution meets and exceeds the expectations of its stakeholders.

2.5 Previous Studies

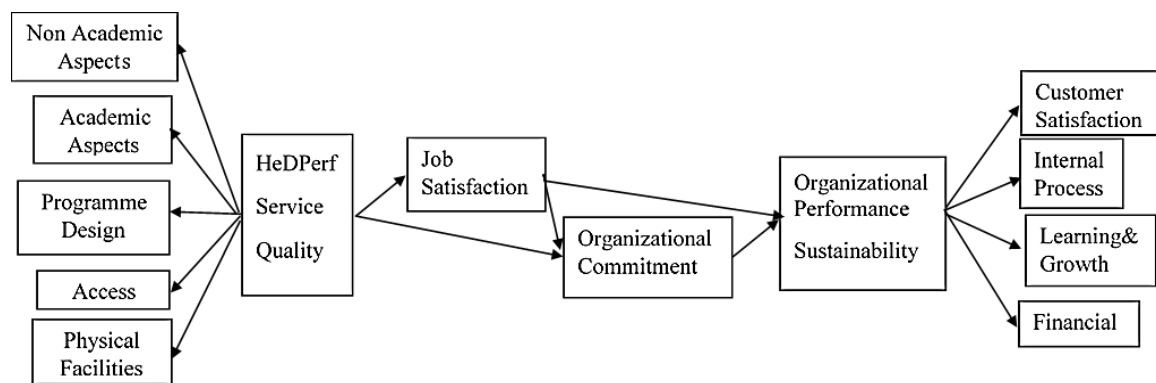
Mang'anyi and Govender (2015) investigated the relationship between service quality and customer satisfaction, specifically examining the perceptions of employees in Kenyan private universities. The study evaluated several dimensions of service quality, including tangibility, reliability, responsiveness, assurance, and empathy, and assessed their effect on customer satisfaction.

Khalid et al. (2019) studied to assess the effect of higher education service quality on job satisfaction among lecturers in premier polytechnics in Malaysia to determine how different dimensions of the HEdPERF (Higher Education Performance) model influence

the job satisfaction levels of lecturers. The HEdPERF model assessed service quality across several dimensions: academic aspects, non-academic aspects, reputation, access, and programme issues.

As in Figure (2.1), the study of Khalid et al. (2021) aimed to explore the effect of a modified higher education performance service quality model on the organizational sustainability of Malaysian polytechnics. It sought to understand how this model affected various aspects of organizational performance and sustainability within the context of Malaysian higher education institutions.

Figure (2.1) Conceptual Framework of Khalid et al.,



Source: Khalid et al. (2021)

The research employed a quantitative approach, utilizing a structured survey to gather data from stakeholders within Malaysian polytechnics. The survey was administered to a sample of 500 respondents, including students, faculty, and administrative staff. The modified service quality model was assessed through various dimensions, including tangibility, reliability, responsiveness, assurance, and empathy. Statistical analyses, such as regression analysis and structural equation modeling (SEM), were used to evaluate the relationships between service quality dimensions and organizational sustainability indicators. The study found that the modified service quality model significantly influenced organizational sustainability in Malaysian polytechnics. Specifically, reliability and responsiveness have a strong positive effect on sustainability outcomes. The results indicated that improving these aspects of service quality could lead to better organizational performance, increased stakeholder satisfaction, and enhanced sustainability.

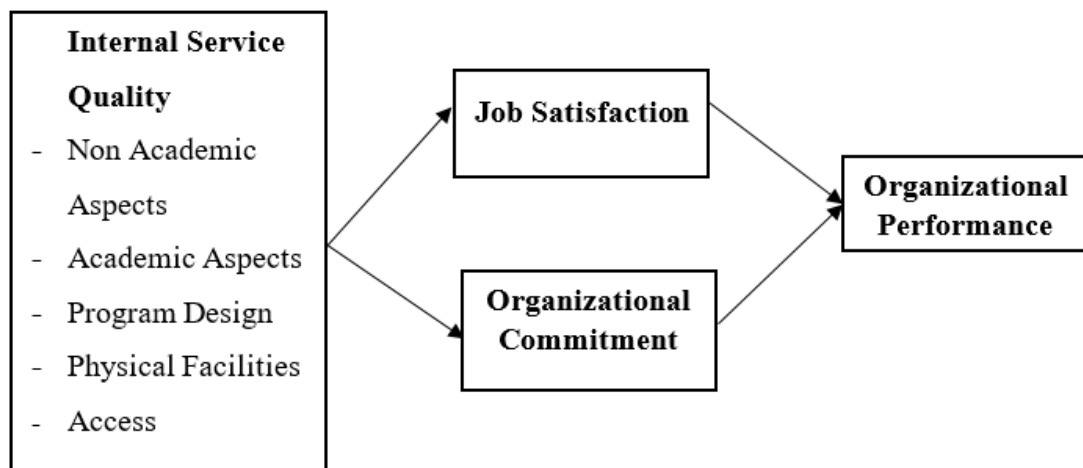
Based on the findings, the researchers stated that Malaysian polytechnics should prioritize enhancing the reliability and responsiveness of their services to improve

organizational sustainability. The authors recommended continuous training for staff to better meet stakeholders' needs and the implementation of feedback mechanisms to ensure service quality improvements. Additionally, future research could explore the longitudinal effects of service quality improvements on sustainability and extend the study to other types of higher education institutions for broader generalizability.

2.6. Conceptual Framework of the Study

Based on the literature reviews in the above sections, the conceptual framework for this research study is developed by adapting the conceptual framework of Khalid et al., (2021). The conceptual framework of this study is shown in Figure (2.2).

Figure (2.2) Conceptual Framework of the Study



Source: Adapted from Khalid et al. (2024)

In the conceptual framework of study, the correlation of internal service quality and job satisfaction, organizational commitment and organizational performance are created by adapting the conceptual framework of Khalid et al. (2021). The internal service quality; non-academic aspects, academic aspects, programme design, physical facilities and access are independent variables, and job satisfaction and organizational commitment are dependent variables for the analysis of the first object of the research. Job satisfaction and organizational commitment are independent variables and organizational performance is a dependent variable for the analysis of the second objective. The priority of variables is arranged based on the existing facts of the research environment; WYTU.

CHAPTER 3

PROFILE AND INTERNAL SERVICE PRACTICES OF WEST YANGON TECHNOLOGICAL UNIVERSITY

This chapter involves three parts. In the first part, the Profile of WYTU is stated which consists of its vision, mission and organizational policy. In the second part, the organizational structure and internal service quality of WYTU are mentioned. The last part presents about profiles of respondents who are working as academic staff at WYTU and a reliability analysis of their response.

3.1 Profile of West Yangon Technological University

Established on December 15, 2005, WYTU is a non-profit public higher education institution located in the urban setting of the medium city of Hlaingthaya (population range of 250,000-499,999 inhabitants), Yangon. Officially recognized through the initiative of key individuals from the Ministry of Science and Technology. Its governance transitioned to the Ministry of Education for the period from 2016 to 2020, before reverting to the Ministry of Science and Technology in 2021. Located near Kampyo village in Hlaingthaya Township of Yangon Region, WYTU spans an expansive campus of 220.32 acres.

WYTU is a medium-sized coeducational Burmese higher education institution. WYTU offers courses and programs leading to officially recognized higher education degrees in several areas of study. WYTU also provides several academic and non-academic facilities and services to students and staff including a library, as well as administrative services.

In a significant achievement, WYTU was awarded the ISO 9001:2008 certification in July 2015 and ISO 9001:2015 in July 2019 by the prestigious Bureau Veritas of France, highlighting its commitment to maintaining international standards in quality management.

WYTU's vision is to generate qualified engineers in various fields of study in aid the national socio-economic development by generating qualified engineers in various fields of study and to establish an international recognized university by taking a lot of

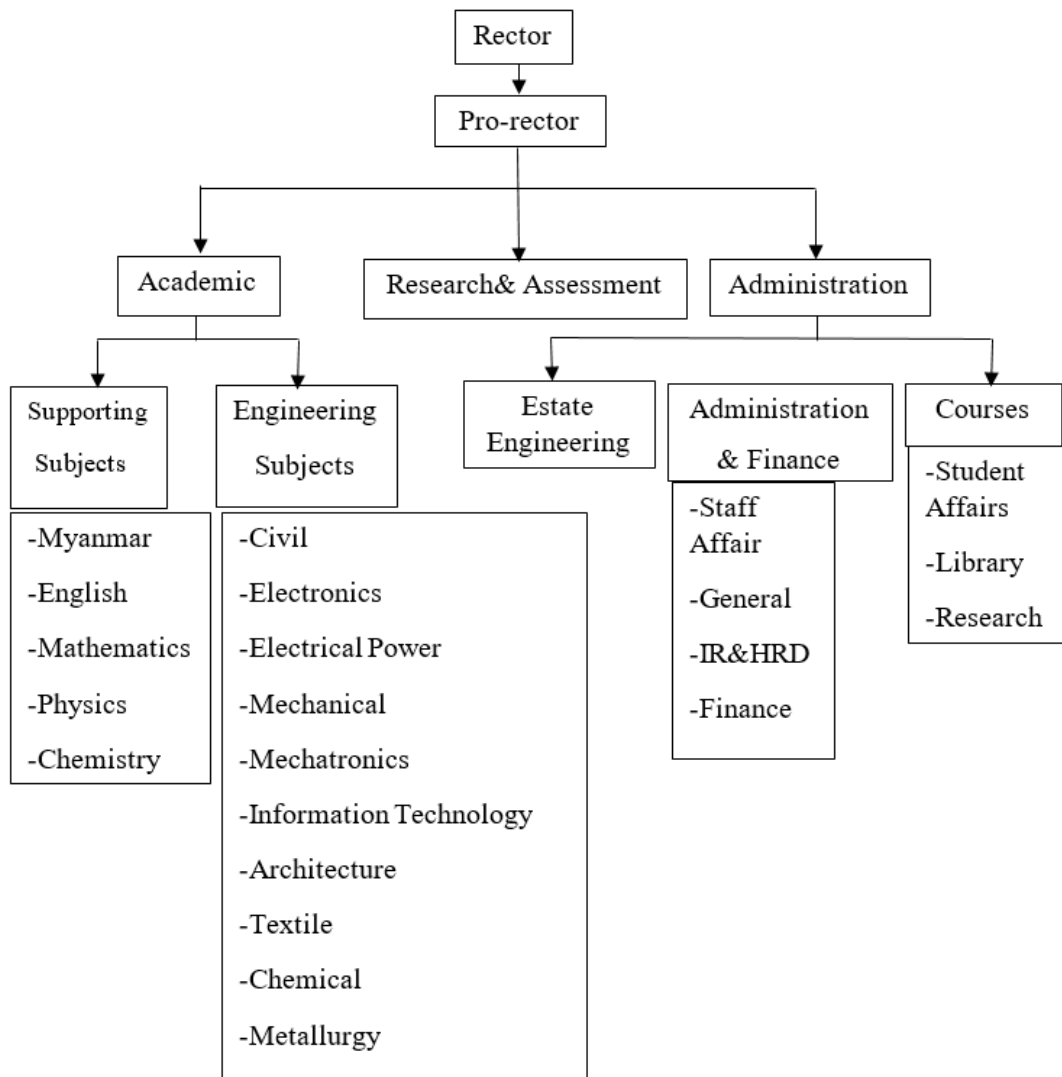
practice in teaching, research and creativity through its missions. WYTU's mission is to educate and nurture the students to become the qualified graduate engineers who can effectively contribute to the development of the nation, who are committed to assuming ethical responsibilities and making continual improvement of their engineering professionals, who can approach and solve problems in systematic and rational ways, who can take a good leadership role and get effective communication skill through teamwork, collaboration and co-operation with those multi-engineering area work.

To implement the mission and vision, the operation information of WYTU and the organization and administration system of WYTU are structurally organized. The structure at WYTU is comprehensive, featuring 10 engineering departments, 6 departments for supporting subjects, and 4 departments dedicated to administration and maintenance. The engineering departments include Architecture, Civil Engineering, Mechanical Engineering, Electrical Power Engineering, Electronic and Communication Engineering, Mechatronics Engineering, Information Technology, Chemical Engineering, Textile Engineering, and Metallurgy and Materials Science. To support these core areas, WYTU also offers courses in Physics, Chemistry, English, Mathematics, Myanmar, and Geology. The administrative and maintenance facets of WYTU are managed by departments focusing on Maintenance Engineering, Student Affairs, Staff Affairs, and Finance and Budget. With a dedicated faculty of 119 academic staff members, WYTU is committed to delivering high-quality education and support to its students, ensuring that they are well-equipped for their future careers. This robust framework not only underlines WYTU's role as a key player in technological education within the region but also sets a benchmark for academic excellence and operational quality in higher education.

3.2 Organizational Structure of West Yangon Technological University

Organizational structure of WYTU including related departments with detail functions are described in this section. The organization chart of WYTU as stated in Figure (3.1), the departments and offices are categorized as academic and administration; both of them are led by a pro-rector under the control of a rector. The Rector is the top management and serves as the academic and administrative head of the WYTU. Rector is also responsible for implementing the National Educations Strategic Plan and policy of Ministry of Science and Technology.

Figure (3.1) Organization Chart of West Yangon Technological University



Source: West Yangon Technological University (2024)

The Pro rector is to assist the rector and performs as a delegation person of rector in some situations. Administration and Finance department is a representative unit for processing of managerial tasks by efficient operation in WYTU. Staff affair, International Relation and Human resources development (HRD), and Campus (clean & security) are divisions of administration department. Financial statistic, cashier, and stock (purchasing) are divisions of finance department. It is a representative unit for processing of financial tasks (e.g. budget, incomes, expenses, purchasing) by effective and efficient operation in WYTU.

Estate Engineering department is a representative unit for providing technical support on maintaining tasks of infrastructures. Maintaining tasks are divided on civil,

machinery, electrical, and water supply.

Courses department is a representative unit for processing of registration, examination, library, and sport activities. Student affair, library, examination, convocation, and sport are division of training department.

Academic teaching departments are responsible for conducting effective teaching processes to get respective learning outcomes. And then curriculum reviews and research activities are also involved.

3.3 Internal Service Practices in West Yangon Technological University

West Yangon Technological University is trying to be a good performed university by implementing the following service quality practices.

3.3.1 Non-Academic Aspects

Administration team always try to improve both the infrastructure of the university and ability of human resources through continuous educational trainings, personal development sessions, customer service excellence training for the staffs and assessment of each individual. University Development Committee is the advisory committee for the university development. The committee holds face-to-face meeting twice in a semester. Management Committee is the governing body of the University and administers in accordance with the rules and regulations of the Ministry of Science and Technology. Committee is also responsible for the implementation of the National and University policy. Committee subjects to the policy, planning and development of the University. The committee holds meeting on weekly basic to resolve all the administrative matters of the university.

3.3.2 Academic Aspects

Academic Committee (Senate) is subject to the provisions of rules and regulations and has control over the determination, development, and delivery of academic programmes, research, student admission, examinations, the award of degrees, and other academic distinctions. The committee considers all matters concerning the academic development within WYTU, including academic and non-academic resource allocation.

WYTU established the procedure for recruitment and which complies with Ministry of Science and Technology (MOST)'s recruitment policy. WYTU recognizes the importance of human resources and therefore constantly strives to ensure that a systematic and comprehensive development programmes for academic staff are implemented. The HR department conducts the programmes such as teaching methodologies, languages, computer application, and curriculum development and research methodologies on need basis in cooperation with academic departments periodically based on the requirements.

At the department level, HODs of the programmes are responsible for briefing new academic staff on their duties and responsibilities and conducting on job training. OJT encompasses preparation of coursework materials, preparation of lecture/tutorials, teaching practice, and class management.

New academic staffs also have access to other senior staffs for guidance on teaching and handling of students. In addition, they have access to the unit files which contain information on teaching materials, coursework and assessment of the units concerned for reference. They shall have industrial training for effective teaching and learning. WYTU supports academic staff for short courses or training to enable staff to broaden their horizons and update their knowledge and skills so that they can assist in developing new and innovative teaching tools/ curriculum or courses.

WYTU also encourages active participation of academic staff at symposiums, forums, meetings, workshops and conferences. Dissemination of research findings at national and international levels and the building of research collaborative links with other institutions are some of the ways to develop a research culture within WYTU, which concurrently help to enhance its image. WYTU also encourages staffs to continue master and doctoral degree studies to ensure that the staffs attain the highest academic qualifications.

WYTU recognizes the important of research activities, aspires to develop a strong research culture among academic staff. WYTU has established the procedure to apply for the research fund granted by the Ministry of Science and Technology. It has conducted academic staff appointment and promotion in accordance with the policy of the Department of Higher Education under the Ministry of Science and Technology and Civil Service Regulations. The policy details how academic staff who can demonstrate

sustained excellence in research, publication, postgraduate supervision, teaching, consultancy and service may be promoted to the appropriate substantive post in WYTU. Applications for promotion shall be made on the Academic Staff Promotion Application Form which can be obtained from the staff affairs department and forwarded to the Head of Department (HOD) before the closing date for application.

Applicants are required to present clear and concise data and provide evidence to substantiate claims of quality and effect of contributions made. The HOD will then return the application for promotion to the staff affairs department with the evidence, any supporting documentation such as a certificate for publications and other relevant evidence should be cross-referenced within the application. An applicant has the right to withdraw an application.

The Head of Department/ Dean of Faculty would be expected to address the areas such as Research, Publication and Patent, Postgraduate Supervision, Teaching, Consultancy and Administrative Services in their reports.

The course training department arranges the training according to the targeted schedule for students and teachers by cooperating with respective departments. For students, there are two semesters for one academic year December to April and June to October. There are two academic programmes for students; Bachelor Degree programme and Master Degree programme.

Throughout the academic year as shown in Table (3.1), there are some trainings for academic staff based on the requirements of the organization performance according to time and circumstance. Whenever the new lab equipment is delivered to WYTU, there is lab equipment training for academic staff. During this year only Mechatronics Engineering Department got the new lab equipment and the supplier company and the department held lab training together at the Department of Mechatronic Engineering, WYTU. Attending staff is rewarded if the attendance record meets the target frequency. By doing the above training, academic staff can share their experience and knowledge to get the necessary training and skills.

By doing refresher course training, new appointment academic staff can prepare for their lectures to deliver their students very well. And all academic staff have the knowledge and wisdom concerning their subject matters.

Table (3.1) Academic Aspects Activities Table of WYTU

Sr. No.	Training Name	Offered Department	No. of Attendee	Start Date	End Date
1	Lab Equipment Training	Mechatronic Department	8	1.3.2024	10.3.2024
2	Refresher Courses	All Engineering Departments	50	1.11.2023	15.11.2023
3	Refresher Courses	All Supporting Departments	10	1.11.2023	15.11.2023
4	Civil Service Training Course	Civil Service Academy (Lower Myanmar)	13	Every 3 Months	
5	M.E (Course work)	C, EcE, EP, Mech, IT	18	2023	2024
6	ME(Thesis)	EcE, EP	6	2023	2024
7	Oversea Training	Oversea Universities	5	2023	2024
8	Accreditation Training	MEngC	30	1.8.2023	3.8.2023
9	QMS Training	QMS Office	30	2.10.2023	3.10.2023
10	Pedagogy Training	Yangon University of Education	50	1.7.2023	3.7.2023

Source: WYTU (2024)

By doing civil service training, academic staff can get knowledge about national policy and management concepts as well as new friends from other staff of different universities and different ministries. To get foreign exposure, the academic staff are selected and sent to study advance courses to other countries; especially India and China in 2023-2024 Academic Year. Normally international conferences are held at WYTU every two years. However, the academic year 2023-24, there was no international conferences since 2020.

3.3.3 Programme Design

Quality assurance and control of academic programmes is an integral part of the management process of ensuring high quality and relevant programmes are offered and delivered by the WYTU. Besides the important moderating role performed by external examiners and the department, WYTU is also working with professional bodies to acquire professional recognition and accreditation for its courses, where applicable.

The process to offer a programme starts from the planning stage and proceeds to the curriculum evaluation stages under the control of the University Academic Committee. Each programme is responsible to the University Academic Committee for planning courses, preparing, evaluating and approving curriculum, coordinating and supervising the preparation of teaching and assessment materials, coordinating and following-up on the improvement of teaching and assessment materials, and evaluating the teaching process and activities in class.

All subjects and programmes is reviewed at regular intervals. The process of review is documented for audit purposes. To enable a review of subjects offered, documents on each subject concerned has to be compiled in files. Documents in files are syllabus for the subject, lesson plans, table of specifications, coursework material, assessment material, examination paper and making scheme, analysis of candidate results, outcome matrix, and action plan for improvement which is based on analysis of the outcome matrix. The programme review is carried out by a Department Academic Committee (DAC), which comprises the Head of Department, and appointed academic staffs. It considers the materials in files, the views and feedback from candidates, follow lecturers, external examiners and the industry. It checks if action points of the previous year have been carried out, and recommends action points for the future.

3.3.4 Physical Facilities

There are eight two-stories buildings, one community hall, four engineering workshop housings, one main library, 10 department libraries, four canteens, two male hostels, one female hostel, thirty-two officer housing apartment in WYTU compound, twenty-four two-stories housings in Nawaday Garden housing estate for Professors and Heads. For financial resources, WYTU has been fully funded by the government since it was established. The University Management Committee regulates and monitors the

finances of the university. The Committee shall work on financial matters according to Ministry's financial policies and practices. The HOD of Finance is responsible for the efficient and effective management of the university's financial resources. She is also responsible for the implementation of all financial and accounting policies, financial management, financial reporting, budgetary planning and control of the university.

The University used annual budgeting process to allocate the funds. The process commences in July each year with each department submitting its financial resource requirements for the coming year. The HOD is required to present the proposed budget with the department plans or justifications to the Budget. The management committee considers the annual budget and makes recommendations to the Rector. The Rector reviews the proposed annual budget and submits it to the Finance Committee the Department of Higher Education under Ministry of Science and Technology. Supplementary budgets where additional financial provision is required in any year, the University may request form the Department of Higher Education. It shall be the responsibility of every HOD to deliberate and submit requests of budget allocation for each laboratory of the programme.

3.3.5 Access

Most academic staff are staying at the accommodations provided by the university, they can reach to the university by ferry or public transportation. WYTU has resourceful website <https://www.wytu.edu.mm> for communication and understanding about it. The staff are mostly use Viber, telegram, and messenger group to communicate via social media. Officially the organization use email to communicate its staff. When necessary; especially in pandemic period such as Covid 19 crisis, the organization used Zoom digital application to communicate the staff and made online meeting. Therefore, they can get the information and orders from the organization instantly using digital resources. There is campus Wi-Fi for data access to study. A resourceful library is also upgraded by the help of KOICA. Library Committee priorities for provision of library services to support teaching, learning and research, oversee the implementation of and to review the provision of library services, advise the University Academic Committee on the needs, plans, budget, functions and operational procedures of the Library, carry out other duties and directed by Academic Committees. Examination Disciplinary Committee makes

decision on disciplinary action to be taken against and student found cheating or being dishonest, in breach of the examination regulations or instructions given by the invigilators during the University examinations.

Strategies, structure and activities of the Department are planned and implemented to complement and support the vision, missions and strategic goals of the University 5 years (2021-2026) strategic plan aims to steer the university to succeed in providing quality education are also distributed to the academic staff. University's strategic directions forces to promote holistic development and sustainable growth, foster outcome based education, promote research and collaboration, adopt quality culture. In order to achieve the vision and mission of the university, efforts shall be placed on the governance, academic programme, research and development, collaborations and internationalization, staff development, student development, facilities and services.

Staff Disciplinary Committee recommends new or amendments of rules of staff discipline to the University Management Committee, hears, judges and delivers sentence to the defendant. Deliberate on the recommendations made by the Domestic Inquiry Panel consisting of the three members appointed by the President who shall not be lower in rank than the defendant concerned University Development Committee is the advisory committee for the university development. The committee holds face-to-face meeting twice in a semester. Departmental Academic Committee is formed in each department, the Committee shall ensure documentation and procedures relating to academic course and unit accreditation and review are of appropriate content, meet guidelines and criteria and standards of the relevant professional bodies, carry out other duties as directed by University Academic Committee, Study, report and recommend to University Academic Committee on all matters relating to planning and implementation of teaching, learning and research activities in the department, Monitor academic performance and discipline of students and report to University, Recommend to the University on appointment of industry advisors, external examiners and external assessors, Consider all academic matters relating to development, and implementation of courses in department. Department Academic Committee (DAC) shall consist of the Head of Department (HOD) as chairman, Senior academic staff members.

Student Disciplinary Committee consider all matters related to student disciplines, report to the Rector on any student disciplinary, disputes and grievance matters, establish

procedures in relation to appeals and hearing panels on student disciplinary matters for approval of relevant authority.

3.4 Reliability Analysis

The process of evaluating whether a scale produces consistent results to assess its quality is known as reliability analysis. Analyzing reliability is essential to assess the internal consistency of variables within a questionnaire.

In this research, Cronbach's Alpha is utilized to measure the internal consistency of the variables. Cronbach's Alpha serves as a confidence coefficient for evaluating internal consistency in scales with multiple items. This analysis determines the reliability of a scale by adding up the scores of several items to calculate a total score. Internal consistency can be explained using Cronbach's Alpha, which provides a specific value. A Cronbach's Alpha value of 0.9 and higher indicates excellent reliability, between 0.8 and 0.9 is considered good, between 0.7 and 0.8 is acceptable, between 0.6 and 0.7 is questionable, between 0.5 and 0.6 is poor, and below 0.5 is deemed unacceptable. The reliability of the variables in the study is shown in Table (3.2).

Table (3.2) Reliability Analysis

Sr.No.	Category	No. of Items	Cronbach's alpha	Interpretation
1	Non-Academic Aspects	10	0.939	excellent
2	Academic Aspects	8	0.969	excellent
3	Program Design	7	0.903	excellent
4	Physical Facilities	8	0.970	excellent
5	Access	9	0.964	excellent
6	Job Satisfaction	8	0.838	good
7	Organizational Commitment	8	0.945	excellent
8	Organizational Performance	13	0.965	excellent

Source: Survey data (2024)

According to Table (3.2), the most Cronbach's alpha coefficients were excellent, exceeding 0.9, except job satisfaction which indicates a high level of reliability as

proposed by Hair et al., (2006; 2010). The Cronbach's Alpha values for non-academic aspects, academic aspects, program design, physical facilities, access, job satisfaction, organizational commitment, organizational performance (internal process, learning and growth and customer satisfaction) in this study surpass 0.8. Therefore, it is appropriate to characterize the data as reliable and valid to use.

3.5 Demographic Profile of Respondents

This study examines the demographic profile of academic staff such as professors, associate professors, lectures, assistant lecturers and tutors in WYTU. A total of 119 questionnaire sets were distributed in the university and 119 academic staff fully answered the questionnaires. The profile of respondents is described in Table (3.3).

Based on the gathered data, WYTU exhibits a notable gender distribution, with a higher number of female academic staff compared to male academic staff. It means that most of academic staff at WYTU is female. The age distribution among them reveals that the majority fall within the 41 to 50 years range, indicating that a significant portion of Professor and Associate Professor are in the middle stages of their careers. In terms of educational background, the major 68 respondents hold Master degrees, with 22 respondents having Doctorate Level and another 29 respondents holding bachelor degrees.

In examining the employees' work experience, the data highlights that the highest number, 90 respondents have a tenure more than 4 years of service. Following these 10 respondents are within 3 to 4 years of service and another 10 respondents are 1 to 2 years of services. Following this, 9 respondents have accumulated with less than 1 year of experience. This data provides valuable insights into the demographic and professional characteristics of WYTU, offering a foundation for further analysis and strategic decision making within the organization.

In examining the distribution of academic staff is 87 in Engineering subjects teaching departments and 32 in Supporting subjects teaching departments. It is 27% staff in the departments which teach supporting subjects and 73% staff in the departments which teach engineering subjects. This data shows that more staff who teach supporting subjects are needed to fulfill the requirement 35% of the total academic staff according to standard credit distribution.

Table (3.3) Demographic Profile of Respondents

Sr. No.	Demographic data		No. of respondents	Percentage
	Total respondents			
1	Gender	Male	9	8.0
		Female	110	92.0
2	Age	Under 30	10	8.4
		31-40 years	43	36.1
		41-50 years	60	50.4
		51-60 years	6	5.0
3	Education	Bachelor	29	24.3
		Master	68	57.1
		Doctorate	22	18.4
4	Position	Tutor	29	24.3
		Assistant Lecturer	10	8.4
		Lecturer	33	27.7
		Associate Professor	29	24.3
		Professor	6	5.0
		Professor and Head	12	1.0
5	Year of Services	Less than 1 Year	9	7.5
		1-2 Years	10	8.4
		3-4 Years	10	8.4
		Above 4 Years	90	75.6
6	Departments	Engineering	87	73.0
		Supportive	32	27.0

Source: Survey Data (2024)

The demographic data highlights that WYTU's academic staff is mainly female, primarily in their mid-career stage. They have diverse educational backgrounds, with many holding Master's degrees. Most staff members have been employed for over four years. There is a noticeable gap between the number of engineering and supporting subject staff which needs to increase staff in supporting subjects to meet standard credit distribution requirements. This analysis is essential for strategic planning at WYTU.

CHAPTER 4

ANALYSIS ON THE EFFECT OF INTERNAL SERVICE QUALITY ON ORGANIZATIONAL PERFORMANCE OF WEST YANGON TECHNOLOGICAL UNIVERSITY

This chapter examines the effect of internal service quality on job satisfaction and organizational commitment, as well as the effect of job satisfaction and organizational commitment on organizational performance.

4.1 Internal Service Quality, Job Satisfaction, Organizational Commitment and Organizational Performance of West Yangon Technological University

This section presents the internal service quality (non-academic aspects, academic aspects, programme design, physical facilities, and assess) is regarded as the independent variable and job performance and organizational commitment are dependent variables. Job satisfaction and organizational commitment are independent variables and organizational performance is the dependent variable. The structured questionnaire includes different number of items which are measured with 5-Point Likert scale (1 is strongly disagree, 2 is disagree, 3 is neutral, 4 is agree and 5 is strongly agree). According to Best (1977), the level of mean values can be interpreted as 1-1.80 (strongly disagree), 1.81-2.60 (disagree), 2.61- 3.40 (neither agree or disagree), 3.41-4.20 (agree) and 4.21-5.00 (strongly agree). The research data are analyzed based on the reference and described them in the following sessions.

4.1.1 Internal Service Quality

Internal Service Quality includes non-academic aspects, academic aspects, programme design, physical facilities, and assess. Descriptive statistics (mean values and standard deviations) of internal service quality are described as follows.

(1) Non-Academic Aspects

Non-Academic Aspects is measured with 10 statements. The mean values,

standard deviations and overall mean value are described in Table (4.1)

Table (4.1) Non Academic Aspects

Sr. No.	Description	Mean	Std. Deviation
1	Solving problem with sincere interest	3.70	0.642
2	Giving individualized attention	3.58	0.786
3	Effective dealing with complaints	3.66	0.741
4	Having accurate and retrievable records	3.82	0.743
5	Keeping promises	3.55	0.766
6	Having positive attitude	3.82	0.646
7	Having good communication	3.73	0.633
8	Having clean and understandable knowledge of the systems and procedures	3.67	0.625
9	Having and environment of equal treatment and respect	3.47	0.734
10	Having confidentiality of information	3.73	0.744
	Overall mean	3.68	

Source: Survey Data (2024)

As per Table (4.1), according to mean values (including the overall mean) between 3.41 and 4.20 for non-academic aspects is at agree level. Academic staff generally agree with the non-academic aspects based on their needs. The academic staff agree that there is sincere interest in solving problems, positive attitude, and good communication in WYTU. They also agree that WYTU pays attention to personal concerns, handles complaints in efficiently, prepares and maintains accurate and retrievable records, keeps promise, shares its system and procedure to academic staff, focuses on equal treatment to academic staff, keeps confidential of information. Therefore, it can be concluded that academic staff recognize that WYTU has good management practices and mutual respect.

(2) Academic Aspects

Academic Aspects is measured with 8 statements. The mean values, standard deviations and overall mean value are described in Table (4.2).

Table (4.2) Academic Aspects

Sr. No.	Description	Mean	Std. Deviation
1	Having knowledgeable guidebooks about course content	3.73	0.889
2	Being a workplace of caring and courteous in academic issues	3.73	0.799
3	Solving academic problems with sincere interest	3.74	0.915
4	Having positive attitude in academic issues	3.71	0.884
5	Good communication in academic field	3.60	0.922
6	Feedback on the progress of academic records	3.55	0.789
7	Having educated and experienced academicians	3.77	0.896
8	Sufficient and convenient consultation on academic issues	3.55	0.889
	Overall mean	3.67	

Source: Survey Data (2024)

As per Table (4.2), according to the mean values (including overall mean) between 3.41 and 4.20 for academic aspects is at an agree level. Academic staff generally agree that WYTU has the academic aspects based on their requirements. Additionally, they agree that WYTU has educated and experienced academicians reflecting their confidence in the qualifications of their colleagues. Moreover, they agree that WYTU is a technological university which has the knowledgeable guidebooks about course content, a caring and courteous workplace in academic issues, and sincere interest in solving academic problems. Furthermore, academic staff agree that WYTU gives the feedback on the progress of academic records and the sufficient and convenient consultation on academic issues. Overall, academic staff agree that WYTU meets their academic needs and provides a supportive environment for their professional growth.

(3) Programme Design

Programme design is measured with 7 statements. The mean values, standard deviations and overall mean value are described in Table (4.3).

Table (4.3) Programme Design

Sr. No.	Description	Mean	Std. Deviation
1	Designing excellent quality programmes	3.79	0.632
2	Having a wide range of programmes with various specializations	3.73	0.730
3	Having counselling services in programmes	3.49	0.687
4	Conducting reputable academic programmes	3.70	0.668
5	Being designed by highly educated academic staff	3.77	.669
6	Having minimal class sizes	3.65	0.775
7	Offering a variety of well-designed programmes and specializations	3.63	0.620
	Overall mean	3.68	

Source: Survey Data (2024)

As per Table (4.3), according to the mean values (including overall mean) between 3.41 and 4.20 is at an agree level. Academic staff generally agree that WYTU has the programme design which meets their needs. Additionally, they agree that the university designs excellent quality programmes and showed their preference for the programmes offered by WYTU. Moreover, they agree that WYTU has accessible counselling services as well as minimum class size for class control. The academic staff agreed that WYTU offers a well-designed variety of programmes and specializations which are designed by the academic staff who have highly education in their respective field. Overall, academic staff agree that the university's programme design is aligned with their needs and expectations.

(4) Physical Facilities

Physical facilities are measured with 7 statements. The mean values, standard deviations and overall mean value are described in Table (4.4).

Table (4.4) Physical Facilities

Sr. No.	Description	Mean	Std. Deviation
1	Having facilities and equipment	3.31	0.997
2	Having library and resource centre	3.36	0.880
3	Equipping with modern facilities	3.41	0.847
4	Being aesthetic view of facilities	3.37	0.920
5	Having a well-equipped communication building	3.42	0.970
6	Having adequate facilities and infrastructure to render service	3.24	0.982
7	Having comprehensive learning sources	3.33	0.985
8	Being professional appearance and image	3.52	0.998
	Overall mean	3.37	

Source: Survey Data (2024)

As per Table (4.4), according to the 5 mean values (including overall mean) between 2.61 to 3.40, physical facilities of WYTU are at a neutral level for academic staff. Having facilities and equipment, having library and resource centre, being aesthetic view of facilities, having comprehensive learning sources and the aspect of having adequate facilities to render services have neutral level of satisfaction among academic staff. Academic staff generally neither agree nor disagree that the physical facilities meet their needs.

They agree that WYTU is equipped with modern facilities, maintains a professional appearance equipped with modern facilities, and has a well-equipped communication building. Therefore, it can be concluded that while the academic staff recognize the presence of some well-equipped facilities, they also see a need for WYTU to improve and add more adequate and modernized facilities to support its functions.

(5) Access

Access is measured with 9 statements. The mean values, standard deviations and overall mean value are described in Table (4.5).

Table (4.5) Access

Sr. No.	Description	Mean	Std. Deviation
1	Responding to requests for assistance	3.28	0.893
2	Having sufficient time for consultation	3.23	0.789
3	Being easily contactable	3.47	0.919
4	Knowledgeable responding	3.51	0.842
5	Expressing opinions	3.46	0.800
6	Having nearby physical location	3.44	0.997
7	Giving feedback for improvement	3.56	0.869
8	Having service delivery procedures	3.54	0.890
9	Having convincing website	3.84	0.944
	Overall mean	3.50	

Source: Survey Data (2024)

As per Table (4.5), according to the 7 mean values (including overall mean) between 3.41 and 4.20 for access is at agree level. Academic staff generally agree that the access provided by WYTU meets their needs. They agree that the university has convincing and updated websites. Moreover, aspects such as being easily contactable, knowledgeable responding, expressing opinions, having nearby location, giving feedback for improvement, and having service delivery procedures all have mean values indicating an agreement level among academic staff.

However, responding to requests for assistance and the aspect of having sufficient time for consultation have the mean value of showing a neutral level (2.61-3.4). Therefore, it can be concluded that while academic staff are generally agreed with many aspects of access, WYTU needs to improve in managing sufficient time for consultation and responding to requests for assistance.

4.1.2 Job Satisfaction

Job satisfaction is measured with 8 statements. The mean values, standard deviations and overall mean value are described in Table (4.6).

Table (4.6) Job Satisfaction

Sr. No.	Description	Mean	Std. Deviation
1	Satisfying with salary	2.41	0.877
2	Satisfying with promotion	3.15	0.863
3	Satisfying with the nature of the job	4.18	0.812
4	Satisfying with colleagues	4.11	0.666
5	Satisfying with supervisor	4.01	0.770
6	Enjoying work very much	3.94	0.866
7	Feeling to recommend this job	3.77	0.694
8	Having improvement work community	3.57	0.731
	Overall mean	3.64	

Source: Survey Data (2024)

As per Table (4.6), the 6 mean scores (including overall mean score) of job satisfaction between 3.41 and 4.20 indicates an agree level among academic staff. They generally agree with the job satisfaction based on their needs. This indicates that the university offers a positive working environment for academic staff. Additionally, aspects such as enjoying work very much, feeling inclined to recommend the job, having a supportive work community, being satisfied with promotion opportunities, having satisfying with colleagues, and being satisfied with the with supervisors all have mean values indicating agreement among academic staff. Respondents neutralize with promotion. Its mean value range (2.61-43.40) indicates that the academic staff express agree nor disagree about promotion. However, satisfaction with salary has the mean value of disagree level (1.81-2.60) among academic staff. Therefore, it is evident that academic staff feel that they need for adequate salaries, and WYTU should prioritize the well-being of its staff by considering salary adjustments.

Overall, while there are areas for improvement, academic staff generally express satisfaction of their job with various aspects.

4.1.3 Organizational Commitment

Organizational commitment is measured with 8 statements. The mean value, standard deviation and overall mean value are described in Table (4.7).

Table (4.7) Organizational Commitment

Sr. No.	Description	Mean	Std. Deviation
1	Planning to spend the rest of their career at the institution	3.74	0.865
2	Feeling enjoy discussing the engineering and technology	3.80	0.846
3	Feeling as academic staff's own problems to the organizational problems	3.78	0.723
4	Feeling attached to organization	3.88	0.738
5	Feeling part of the family	3.55	0.697
6	Feeling emotionally attached	3.45	0.620
7	Feeling personally attached	3.58	0.752
8	Having strong sense of belonging to the organization	3.73	0.755
	Overall mean	3.69	

Source: Survey Data (2024)

As per Table (4.7), according to the mean values (including the overall mean) for organizational commitment between 3.41 and 4.20, indicating that academic staff generally agree that their commitment to the organization aligns with them. Particularly, planning to spend the rest of their career at the institution, the feeling of attachment to the organization, enjoying to discuss about engineering and technology, feeling the organization's problem as their own problem, feeling themselves as part of university's family by the academic staff demonstrated that they are content and feel a strong connection to WYTU. Having a strong sense of belonging to the organization the aspect of feeling emotionally attached still falls within the agree level. Overall, it demonstrates they are enthusiastic about potentially spending their careers at WYTU.

4.1.4 Organizational Performance

Organizational performance is measured with 13 statements. The mean values,

standard deviations and overall mean value are described in Table (4.8).

Table (4.8) Organizational Performance

Sr. No.	Description	Mean	Std. Deviation
1	Giving compliments and recognition	3.57	0.617
2	Giving a chance to advice for changes	3.69	0.631
3	Having products and services improvement	3.80	0.654
4	Having continuous study and improvement	3.68	0.780
5	Doing services are improved continuously	3.82	0.672
6	Being an environment that encourages continuous education	3.93	0.733
7	Delivering services and deals with employees or external customers	3.84	0.684
8	Being a work environment that encourages employees to perform	3.81	0.700
9	Motivating staff and encouraging a positive performance	3.78	0.832
10	Satisfying our customers	3.78	0.584
11	Satisfying customers and meeting expectations	3.83	0.667
12	Knowing what customers expect	3.77	0.559
13	Handling customer complaints	3.73	0.603
	Overall mean	3.77	

Source: Survey Data (2024)

As per Table (4.8), according to mean values (including the overall mean) for organizational performance between 3.41 and 4.20, indicating an agree level among academic staff regarding the university's performance. The aspect of being an environment that encourages continuous education receives the mean value that academic staff agree that WYTU has well-planned strategies for sustainable educational development. Furthermore, aspects such as giving a chance to advice for changes, improving services, continuously improving services, maintaining a work environment that encourages employee performance, motivating staff, satisfying customers and meeting expectations,

understanding customer needs, giving compliments and recognition and handling customer complaints all have mean values indicating agreed level among academic staff.

Overall, academic staff generally agree that WYTU has a good performance and feel respected and rewarded to some extent, there is room for improvement in acknowledging and appreciating their contributions.

4.2 Analysis on the Effect of Internal Service Quality on Job Satisfaction

This part is the regression analysis of the internal service quality on job satisfaction of academic staff in WYTU. In the regression model, the elements of internal service quality including non-academic aspects, academic aspects, programme design, physical facilities, and access are used as independent variables and job satisfaction is used as the dependent variable. The results of regression analysis are presented in Table (4.9).

Table (4.9) Effect of Internal Service Quality on Job Satisfaction

Variable	Unstandardized		Standardized	t	Sig.	VIF
	B	Std. Error	Beta			
(Constant)	0.535	0.236	-	2.266	0.025	-
Nan-Academic Aspects	0.201**	0.088	0.212	2.296	0.024	2.267
Academic Aspects	0.306***	0.098	0.499	3.130	0.002	6.426
Programme Design	0.630***	0.091	0.635	6.895	0.000	2.644
Physical Facilities	0.089	0.059	0.142	1.498	0.137	2.786
Access	0.391***	0.117	0.566	3.347	0.001	8.896
R square	0.637					
Adjusted R square	0.621					
F value	39.725***					
Durbin Watson	1.493					

Source: Survey Data (2024)

*** Significant at 1% level, **Significant at 5% level, *Significant at 10% level

As presented in Table 4.9, the R-squared value is 0.637, and the adjusted R-squared value is 0.621. The adjusted R-squared indicates that approximately 62.1% of the

variance in the dependent variable (job satisfaction) is explained by the independent variable (internal service quality, which includes non-academic aspects, academic aspects, program design, physical facilities, and access), after accounting for the number of predictors in the model.

According to the variance inflation factors (VIF), it is found that there is no multi collinearity. The value of F test, the overall significance of the model is highly significant at 1 % level. This specific model can be said valid.

Among five variables, non-academic aspects, academic aspects, programme design, and access have positive and significant effect on job satisfaction and physical facilities has no significant effect on job satisfaction.

It is found that non-academic aspects have a positive effect on job satisfaction at 5% significant level. The increase in non-academic aspects will lead to a rise in the effect on job satisfaction of the academic staff of WYTU. Consequently, the academic staff will enhance job satisfaction and morale, as their personal and professional concerns are addressed effectively.

Their trust in the university increase due to reliable and confidential handling of information. The academic staff will have better problem solving and conflict-resolution skills, supported by a positive and communicative work environment. They improved ability to perform critical work functions due to clear communication and shared procedures. And they practice greater equality and fair treatment, leading to a more cohesive and motivated team. They will make more innovation and proactivity in their roles, as they feel supported and valued by the institution. As a result, the academic staff at WYTU will be better equipped to navigate challenges, demonstrate initiative, and contribute to the organization's development and success.

Academic aspects have positive and significant effect on job satisfaction at 1% significant level and it means that the increase in academic aspects will also raise up the effect on the job satisfaction of the academic staff. Therefore, they have proper opportunities to freely decide how to do the job and their decision and choices are based on their own. Their responsible leaders allow the academic staff to throw the challenges of the workplace by self-determination. Therefore, they are self- confident and more innovative on their workplace.

Programme design has positive and significant effect on job satisfaction at 1%

significant level and it means that the increase in programme design will also raise up the effect job satisfaction of the academic staff. It states that academic staff feel their efforts to their work can be great accomplishments to the organization. They can also perform better for their academic business. Therefore, their achievement to their job has larger effect on success of the university.

Access has positive and significant effect on job satisfaction at 1% significant level and it means that access provided by WYTU meet the expectations of the staff since there is a correspondence between the access available and the actual usability of that access. Academic staff agree that they have access to resources which has the quality of those resources might be satisfactory. They have access which is leading to convenient environment for job satisfaction

According to the results, the standard coefficient (Beta) of programme design has the largest value of 0.635 among five variables of job satisfaction. It indicates that programme design is the greatest contribution to increase the job satisfaction of the academic staff because academic staff have chances to manage their times, job priorities and can determine what important for their job. The academic staff are freely making own decision for the job without judging of their respective supervisors. Consequently, it encourages to raise the job satisfaction of the academic staff. They can find out new working methods and ideas that also contribute to work done of the university efficiently. Therefore, internal service quality of WYTU makes the academic staff job satisfaction to some extent.

In conclusion, among five variables for internal service quality, non-academic aspects, academic aspects, programme design, and access have positive and significant effect on job satisfaction and physical facilities has no significant effect on job satisfaction.

4.3 Analysis on the Effect of Internal Service Quality on Organizational Commitment

This part is the regression analysis of the internal service quality on organizational commitment of academic staff in WYTU. In regression model, the elements of internal service quality including non-academic aspects, academic aspects, programme design, physical facilities, and access are used as independent variables and organizational commitment is used as the dependent variable. The results of regression

analysis are presented in Table (4.10).

Table (4.10) Effect of Internal Service Quality on Organizational Commitment

Variable	Unstandardized		Standardized	t	Sig.	VIF
	B	Std.Error	Beta			
(Constant)	0.221	0.281	-	0.786	0.433	-
Non-Academic Aspects	0.170*	0.104	0.152	1.632	0.100	2.267
Academic Aspects	0.159	0.116	0.197	1.365	0.175	6.426
Programme Design	0.778***	0.109	0.663	7.158	0.000	2.644
Physical Facilities	0.171***	0.071	0.230	2.418	0.010	2.786
Access	0.337**	0.139	0.411	2.421	0.017	8.896
R square	0.633					
Adjusted R square	0.617					
F value	39.011***					
Durbin Watson	1.409					

Source: Survey Data (2024)

*** Significant at 1% level, **Significant at 5% level, *Significant at 10% level

As presented in Table 4.10, the R-squared value is 0.633, and the adjusted R-squared value is 0.617. The adjusted R-squared indicates that approximately 61.7% of the variance in the dependent variable (organizational commitment) is explained by the independent variable (internal service quality, including non-academic aspects, academic aspects, program design, physical facilities, and access), after accounting for the number of predictors in the model.

According to the variance inflation factors (VIF), it is found that there is no multi collinearity. The value of F test, the overall significance of the model is highly significant at 1 % level. This specific model can be said valid.

Among five variables, non-academic aspects, programme design, physical facilities and access have positive and significant effect on organizational commitment and academic aspects has no significant effect on organizational commitment.

Non-academic aspects have positive effect on organizational commitment at 10% significant level. Therefore, the increase in non-academic aspects, it will lead to raise the effect on organizational commitment of the academic staff. The academic staff in the organization have related knowledge, skills and ability to perform their critical work functions. They are self-assured to clarify the problems and difficult situation in the workplace skillfully and proficiently. As a result, they are initiative and innovative to contribute the organization's development.

Programme design has positive and significant effect on organizational commitment at 1% significant level and it means that the increase in programme design will also raise up the effect on organizational commitment of the academic staff. According to the results, the standard coefficient (Beta) of programme design has the largest value of 0.663 among five variables of internal service quality. It indicates that programme design is the greatest contribution to increase the organizational commitment.

Physical facilities have positive and significant effect on organizational commitment at 10% significant level. Therefore, the increase in physical facilities will be also higher the effect on organizational commitment of the academic staff. It states that academic staff feel their efforts to their work can be great accomplishments to the organization. They can also perform better for their academic business. Therefore, their achievement to their job has larger effect on success of the university.

Access has positive and significant effect on organizational commitment at 5% level. It generally means that the increase in access will also raise up the effect on the organizational commitment of the academic staff. It states that the academic staff at the university collectively agree on a certain level of access to internal services, which are crucial for their work and overall service quality. It also indicates a mutual understanding and agreement on maintaining a certain quality and accessibility of internal services that support the academic staff in their roles within the university and support the desire to stay longer at the university.

Therefore, it is evident that while there is a strong base of commitment of academic staff to WYTU, there remains room to enhance the emotional connections that staff feel towards the institution. This could involve initiatives that foster a more inclusive and supportive work environment, which may further strengthen these emotional bonds.

In summary, non-academic aspects, programme design, physical facilities and

access have positive and significant effect on organizational commitment and academic aspects has no significant effect on organizational commitment.

4.4 Analysis on Effect of Job Satisfaction and Organizational Commitment on Organizational Performance

This part is the regression analysis of job satisfaction and organizational commitment and organizational performance using a multiple regression model. The results of the simple regression analysis are detailed in Table (4.11).

Table (4.11) Effect of Job Satisfaction and Organizational Commitment on Organizational Performance

Variable	Unstandardized		Standardized	t	Sig.	VIF
	B	Std. Error	Beta			
(Constant)	0.556	0.188	-	2.962	0.004	-
Job Satisfaction	0.722***	0.106	0.690	6.782	0.000	4.386
Organizational Commitment	0.159*	0.090	0.180	1.769	0.080	4.386
R square	0.726					
Adjusted R square	0.722					
F value	153.982***					
Durbin Watson	1.409					

Source: Survey Data (2024)

*** Significant at 1% level, **Significant at 5% level, *Significant at 10% level

A beta value represents the standardized coefficient derived from regression analysis, offering insights into the magnitude of the effect of an independent variable (in this case, job satisfaction) on a dependent variable (organizational performance).

In the analysis, the beta value of job satisfaction 0.690 indicates the strong and positive effect of job satisfaction of academic staff on organizational performance of WYTU. This means that as job satisfaction of the academic staff increases, the likelihood of the organizational performance increases substantially. Furthermore, the significance level of 1 % indicates that this is statistically significant, reinforcing the strength of the

findings. This beta value underlines the critical role of job satisfaction in influencing the performance of the organization, highlighting the importance of fostering a positive work environment and addressing factors that contribute to job satisfaction to enhance the organizational performance.

A beta value represents the standardized coefficient derived from regression analysis, offering insights into the magnitude of the effect of an independent variable (in this case, organizational commitment) on a dependent variable (organizational performance).

In the analysis, the beta value of 0.180 indicates the strong and positive connection between organizational commitment and organizational performance. With a beta value of 0.180, the analysis indicates a strong positive effect of organizational commitment of the academic staff on organizational performance of WYTU. This means that as organizational commitment of the academic staff increases, the likelihood of the organizational performance increases substantially. The significance level of 10 % indicates that this is statistically significant, reinforcing the strength of the findings. This beta value underlines the critical role of organizational commitment to remain with the good performance of the organization, highlighting the importance of fostering a positive work environment and addressing factors that contribute to organizational commitment to enhance organizational performance.

Therefore, the findings of this analysis emphasize the significant effect of both job satisfaction and organizational commitment on the performance of WYTU. The strong positives, as indicated by the beta values of 0.690 and 0.180 respectively, demonstrate that improving job satisfaction and organizational commitment among academic staff can substantially enhance the university's overall performance. These results highlight the necessity for WYTU to invest in creating a supportive and engaging work environment, ensuring high-quality programme design, and addressing the needs and well-being of academic staff. By doing so, WYTU can achieve sustained organizational success and foster a more committed and satisfied workforce.

In brief, job satisfaction of academic staff and organizational commitment significantly influence WYTU's performance. These factors combined contribute positively to the university's reputation, student satisfaction, and academic achievements.

CHAPTER 5

CONCLUSION

This chapter is the conclusion of the study. It is composed of three parts according to the analysis results of the previous chapter. They are findings and discussions, suggestions and recommendations and needs for further research for the researchers who are interested in service quality of WYTU as well as the whole organizational management and service providing for higher education institutions.

5.1 Findings and Discussions

This study aimed to examine the effect of internal service quality on job satisfaction and organizational commitment including the analysis of the effect of job satisfaction and organizational commitment on the organizational performance of WYTU. The data are analyzed based on 119 target respondents of academic staff in WYTU. Multiple regression analysis is applied to analyze the data of respondents.

The results showed that the demographic number of female respondents is 110 out of 119 respondents in WYTU. Hence, female academics are more than male academics. The majority of the respondents are lecturers, Associate professors, Tutors, Professors and, Professors and Head of Departments. Furthermore, academic staff in the age group between 41-50 years old are more than any other age group and it can be expressed as most of the academic staff are considered as middle-aged. The service experiences of most respondents are more than 4 years, and hold Master degrees which is the most important factor for education services.

According to the descriptive analysis, the overall mean value of non-academic aspects is at agree level. Academic staff generally agree with the non-academic aspects based on their needs. The overall mean value of academic aspects is at an agree level. Academic staff generally agree that WYTU has the academic aspects based on their requirements. The overall mean value of programme design is at an agree level. Academic staff generally agree that WYTU has the programme design which meets their needs. The overall mean value of physical facilities of WYTU are at a neutral level for academic staff. Academic staff generally neither agree nor disagree that the physical facilities meet

their needs. The overall mean of access is at an agree level. Academic staff generally agree that the access provided by WYTU meets their needs. The overall mean value of job satisfaction indicates an agree level among academic staff. They generally agree with the job satisfaction based on their needs. The overall mean value of organizational commitment indicates that academic staff generally agree that their commitment to the organization. The overall mean of organizational performance indicates an agree level among academic staff regarding the university's performance.

According to the regression result, among five variables for internal service quality, non-academic aspects, academic aspects, programme design and access also have significant and positive effect on job satisfaction. This indicates that improvements in these areas can substantially enhance the overall job satisfaction of the academic staff. Focusing on these variables in organizational strategies can lead to a more motivated and content workforce, ultimately benefiting both staff and students at WYTU.

Moreover, non-academic aspects, programme design, physical facilities and access have significant and positive effect on organizational commitment. This indicates that enhancing these factors can foster a stronger sense of loyalty and dedication among the staff. By prioritizing improvements in these areas, WYTU can build a more committed and cohesive academic community, leading to better institutional performance and staff retention.

In addition, job satisfaction and organizational commitment have significant and positive effect on organizational performance. This relationship highlights the importance of fostering a supportive and satisfying work environment, as it directly contributes to the overall effectiveness and success of the organization. By enhancing job satisfaction and commitment, WYTU can achieve higher performance levels, ensuring better educational outcomes and institutional growth.

5.2 Suggestions and Recommendations

Based on the findings from the previous chapter, some relevant suggestions and recommendations are submitted to emphasize on internal service quality to improve job satisfaction and organizational commitment of academics in WYTU.

WYTU should continue the recent practices and culture for the non-academic aspects, academic aspects, programme design, and access and it should try to encourage

to improve them for more job satisfaction of the academic staff. Consequently, academic staff have proper working culture environment and acceptable programme design which can be updated according to their knowledge and experience for better teaching learning process.

Higher quality programmes and reputable academic programmes will likely increase job satisfaction as staff take pride in being associated with top-tier educational offerings. A wide range of programmes with various specializations and a variety of specializations provide academic staff with opportunities to teach and research in areas that align with their interests, fostering greater engagement. Improved counselling services contribute to the overall well-being of academic staff, helping them manage professional and personal challenges more effectively. Minimal class sizes enable more effective teaching and stronger relationships with students, which can enhance the academic staff's commitment to the institution. By having admission to a variety of specializations, academic staff can experiment with new teaching methods and innovative ideas, contributing to the university's efficiency and effectiveness. As these elements of programme design improve, academic staff will likely feel more valued, supported, and capable in their roles, leading to a significant increase in their organizational commitment. Therefore, an increase in any of these programme design factors is expected to positively influence the organizational commitment of academic staff, enhancing their satisfaction, engagement, well-being, and overall effectiveness in their roles. The academic staff feel that their effect on job satisfaction properly effective. Thus, WYTU should increase the practices about non-academic aspects and programme design to enlarge the job satisfaction and sustain the performance of the organization.

In order to encourage job satisfaction of the academic staff of WYTU, the university should notice staff perspectives of physical facilities. The university should continuously monitor and emphasize non-academic aspect and programme design process with the way of academic staff perception to how they can find improvement area for their teaching service and then how effect of the employee contribution for the organization. Moreover, WYTU should try to add more physical facilities which is the weak point among five variables. Physical facilities supporting concern is a very wide and long-term process, high in cost. WYTU should prioritize supplying them within budget. In this way, the university has good performance among the customers.

There are many rooms to improve about access of WYTU while the finding about the access is positive effect on job satisfaction of academic staff. For the long distances from home to work, the university should consider exploring for remote work policies where feasible by allowing the academic staff to work from home, at least part of the time, which can mitigate the stress and time constraints associated with traveling. Otherwise, the university should arrange flexible work arrangements such as surprise work hours or compressed workweeks to alleviate the burden of traveling during peak hours. This can help the academic staff manage their schedules more effectively and reduce the effect of long travels.

WYTU should find sponsor for improvements in internet connectivity and digital infrastructure within the organization is needed to be high speed Wi-Fi campus. Reliable internet access is crucial for effective communication, collaboration, and accessing necessary resources, especially in today's digital age. WYTU should provide resources and support for the academic staff who face challenges related to distance and connectivity. This could include subsidies for transportation costs, access to co-working spaces closer to home, or providing technical assistance to improve internet connectivity.

More quantitative research should be conducted to understand the specific effect of factors such as distance from home and WYTU, as well as internet connectivity, on job satisfaction, organizational commitment, and organizational performance. Besides it should gather qualitative insights through interviews or focus groups to understand the lived experiences of employees dealing with these challenges. Qualitative data can provide rich contextual information that complements quantitative findings and helps identify potential solutions. By addressing the challenges related to long distances from home and university, as well as poor internet connectivity, the university can improve internal service quality and ultimately enhance job satisfaction, organizational commitment, and organizational performance. These efforts not only benefit individual employees but also contribute to the overall success and competitiveness of the organization.

WYTU should continue the current practices and culture for the non-academic aspects, programme design, physical facilities and access and it should try to improve them since they are positively and significantly effect on the organizational commitment of academic staff in that university. Suggestion and recommendation for non-academic aspect, programme design and access for organizational commitment improvement is

same as mentioned above section for job satisfaction since the increase in those variable may increase the organizational commitments too.

Additionally, WYTU should increase in providing physical facilities for academic staff since its increment consequently increase in organizational commitment of the academic staff. While the academic staff are somewhat agreed with the current facilities, they recognize the need for modernization and increased availability. Modern and adequate facilities are essential for enhancing the effectiveness and efficiency of teaching and learning. WYTU's ongoing efforts to upgrade these facilities each year foster a sense of hope and patience among the academic staff, reinforcing their commitment to the institution. These continuous improvements demonstrate the university's dedication to creating a supportive and high-quality work environment. As the academic staff witness tangible investments in their infrastructure, their loyalty and commitment to WYTU are strengthened. The anticipation of future enhancements further motivates them to remain engaged with the university's long-term objectives. By focusing on the development and modernization of physical facilities, WYTU reinforces the organizational commitment of its academic staff. This commitment is evident in their increased willingness to contribute to the university's growth and success, fostering a more cohesive and dedicated academic community. Thus, the ongoing enhancement of physical facilities plays a crucial role in bolstering the organizational commitment of WYTU's academic staff. WYTU should provide opportunities for professional development and career advancement for the academic staff. It could also contribute to a deeper sense of commitment. WYTU should recognize and celebrate staff 's achievements which can play a crucial role in bolstering organizational loyalty and satisfaction.

Job satisfaction and organizational commitment positive and significantly effect on organizational performance of WYTU. There are many room to increase job satisfaction and organizational commitment of academic staff. To address the issue of academic staff dissatisfaction with their salary at WYTU, it is imperative to adopt a comprehensive and strategic approach that not only enhances their remuneration but also fosters a more supportive and motivating work environment. WYTU should practice the following to make academic staff satisfied which leads the better performance of WYTU.

Firstly, conducting a thorough compensation benchmarking study is crucial. WYTU should compare its salary structure with those of similar institutions, both within the region and internationally. This will help identify any significant gaps and provide a

basis for adjusting salaries to a competitive level. Transparent communication of the findings and the subsequent salary adjustments will help in managing staff expectations and enhancing their trust in the administration.

Secondly, implementing a performance-based pay system can motivate academic staff to achieve higher levels of performance. This system should be designed to reward excellence in teaching, research, and service to WYTU. Clear criteria and transparent processes for performance evaluations must be established to ensure fairness and objectivity. Additionally, providing opportunities for professional development and career advancement can enhance job satisfaction. Offering workshops, conferences, and training programmes that help staff upgrade their skills and knowledge will not only improve their performance but also their sense of value and recognition within the institution.

Moreover, improving non-monetary aspects of the work environment can significantly effect job satisfaction. Enhancing the physical work environment, providing adequate resources, and fostering a collegial and supportive culture are critical. Creating a platform for open communication where staff can voice their concerns and suggestions can lead to a more inclusive and participative work environment. This can be facilitated through regular meetings, surveys, and feedback mechanisms.

Furthermore, considering the introduction of flexible work arrangements could also benefit staff satisfaction. Flexibility in work schedules, remote working options, and sabbatical leaves for research can help staff balance their professional and personal lives better. This can lead to increased job satisfaction and reduced burnout, thereby enhancing their commitment to WYTU.

Additionally, recognition and reward programmes can play a significant role in boosting morale and motivation. Instituting awards for outstanding teaching, research, and service can provide public acknowledgment of staff achievements. Such programmes should be well-publicized and celebrated within WYTU to foster a culture of appreciation and excellence.

Lastly, engaging in regular dialogue with the academic staff about their compensation and benefits can lead to more tailored and effective solutions. Forming a committee with representation from various departments to discuss and review compensation policies can ensure that the administration is in tune with the needs and expectations of the staff. This committee can also work on developing long-term

strategies for sustainable salary increments and benefits enhancements.

In conclusion, addressing salary dissatisfaction among the academic staff at WYTU requires a multi-faceted approach that goes beyond mere salary increments. By benchmarking salaries, implementing performance-based pay, enhancing the work environment, offering professional development opportunities, introducing flexible work arrangements, establishing recognition programmes, and engaging in regular dialogue, WYTU can significantly improve job satisfaction, organizational commitment, and overall performance. These measures will not only help in retaining talented staff but also in attracting new talent, thereby positioning WYTU as a leading institution in the academic community.

5.3 Needs for Further Research

This study mainly focuses on the relationship among internal service quality, job satisfaction, organizational commitment of academic staff, and organizational performance of WYTU. This study essentially emphasized on the academic staff, it can be studied other staff in terms of service quality to satisfy them for organizational performance in further research. For further research, service quality of WYTU to students also can be studied to satisfy the customers and to sustain the development and performance of the organization. Besides, this study is a cross-sectional research for the 2023-2024 academic year of WYTU; which is a part of Ministry of Science and Technology. Education is long-term process and should be studied continuously to analyze the whole picture of Ministry. In the future, the study should be conducted other universities under Ministry of Science and Technology to find out different implications of service quality of the organizations.

REFERENCES

- Allen, N. J., & Meyer, J. P. (1990). The Measurement and Antecedents of Affective, Continuance, and Normative Commitment. *Journal of Occupational Psychology*, 63, 1-18.
- American Psychological Association. (2020). *Job satisfaction*. In *APA dictionary of Psychology*. American Psychological Association.
- Afolabi, A., & Ojo, J. (2019). Evaluating the impact of transportation services on organizational performance: A case study of universities in Lagos, Nigeria. *International Journal of Transportation Engineering and Technology*, 5 (1), 1-12.
- Akpoto, I., & Alo, M. (2018). Assessing the quality of library services and its impact on organizational performance: A case study of selected universities in Nigeria. *Library Philosophy and Practice (e-journal)*, 17-95.
- Applegate, R. (2009). The library is for studying: Student preferences for study space. *The Journal of Academic Librarianship*, 35 (4), 341-346.
- Barkhuizen, N., & Rothmann, S. (2008). Occupational stress of academic staff in South African higher education institutions. *South African Journal of Psychology*, 38 (2), 321-336.
- Barney, J. (1991). Firm resources and sustained competitive advantage. *Journal of Management*, 17 (1), 99 -120.
- Bell, A. S., Rajendran, D., & Theiler, S. (2012). Job stress, wellbeing, work-life balance, and work-life conflict among Australian academics. *E-Journal of Applied Psychology*, 8 (1), 25- 37.
- Best, J. W. (1977). *Research in Education* (3rd ed.). Prentice-Hall.
- Biggs, J. (1999). *Teaching for Quality Learning at University*. Buckingham: Open University Press.
- Bland, C. J., Center, B. A., Finstad, D. A., Risbey, K. R., & Staples, J. G. (2006). The impact of appointment type on the productivity and commitment of full-time faculty in research and doctoral institutions. *The Journal of Higher Education*, 77 (1), 89-123.

- Bordoloi, S., Fitzsimmons, J. A., & Fitzsimmons, M. J. (2023). *Service Management: Operations, Strategy, Information Technology* (10th ed.). McGraw Hill Higher Education.
- Cheng, Y. C. (1990). Enhancing administrative effectiveness: The development of the internal service quality model. *Journal of Educational Administration*, 28(2), 15-34.
- Cohen, J., & Kummer, T. (2015). The role of facilities management in enhancing internal service quality: Evidence from higher education institutions. *Journal of Facilities Management*, 13 (2), 23-37.
- Davis, B. G. (2001). *Tools for Teaching*. San Francisco: Jossey-Bass.
- Douglas, J. A., Douglas, A., & Barnes, B. (2006). *Measuring student satisfaction at a UK university*. *Quality Assurance in Education*, 14 (3), 251-267.
- Elliott, K. M., & Shin, D. (2002). Student satisfaction: An alternative approach to assessing this important concept. *Journal of Higher Education Policy and Management*, 24(2), 197-209.
- Ewell, P. T. (2009). *An emerging scholarship: A brief history of the assessment movement in American higher education*. Association of American Colleges and Universities.
- Garrison, D. R., & Kanuka, H. (2004). Blended learning: Uncovering its transformative potential in higher education. *The Internet and Higher Education*, 7(2), 95-105.
- Gkorezis, P., Kostagiolas, P., & Niakas, D. (2017). Linking exploration to academic performance: The role of information seeking and academic self-efficacy, *Library Management*, 38(8&9), 404- 414.
- Goodfellow, R., & Lea, M. R. (2013). *Literacy in the digital university: Critical perspective on learning, scholarship, and technology*. Routledge.
- Graham, R. (2012). Enhancing the quality of engineering education: External Benchmarking as a tool for continuous improvement. *International Journal of Engineering Education*, 28 (3), 524-533.
- Guimaraes, T. (1996). TQM's impact on employee attitudes. *The TQM Magazine*, 8(6),

20-25.

- Hagedorn, L. S. (2000). Conceptualizing faculty job satisfaction: Components, theories, and outcomes. *New Directions for Institutional Research, 2000 (105)*, 5-20.
- Hazelkorn, E. (2015). Rankings and the reshaping of higher education: The battle for world class excellence (2nd ed.). Palgrave Macmillan.
- Hazelkorn, E., Gibson, A., & Duignan, F. (2018). *The impact of digitalization on higher education*. Higher Education Policy Institute.
- Harvey, D. (2003). *The new imperialism*. Oxford University Press.
- Johnson, L. (2012). *Library services in the digital age*. Pew Research Center.
- Johnsrud, L. K., & Rosser, V. J. (2002). Faculty members' morale and their intention to leave. *The Journal of Higher Education, 73 (4)*, 518-542.
- Jyoti, J., Kour, S., & Sharma, J. (2015). Impact of total quality services on financial performance: Role of service profit chain. *Total Quality Management & Business Excellence, 28(8-9)*, 897-929.
- Kaplan, R. S., & Norton, D. P. (1996). Using the balanced scorecard as a strategic management system. *Harvard Business Review, 74 (1)*, 75- 85.
- Khalid, S. M., Mohd. Ali, K. A., & Mohamed Makhbul, Z. K. (2019). Assessing the effect of higher education service quality on job satisfaction among lecturers in premier polytechnics using HEDPERF model. *LogForum, 15(3)*, 425-436.
- Khalid, S., Mohd Ali, K. A., Mohamed Makhbul, Z. K., Ali, M. H., & Mohd Wahid. S.D (2021). Exploring the effects of a modified higher education performance service quality model on organizational sustainability: The case of Malaysian polytechnics, *Journal of Educational Research, 45(2)*, 123-145.
- Kotler, P., & Keller, K. L. (2016). *Marketing management (15th ed.)*. Pearson Education.
- Kristof-Brown, A. L., Zimmerman, R. D., & Johnson, E. C. (2005). Consequences of individuals' fit at work: A meta-analysis of person–job, person–organization, person–group, and person–supervisor fit. *Personnel Psychology, 58(2)*, 281-342.

- Locke, E. A. (1976). *The nature and causes of job satisfaction. Handbook of industrial and organizational psychology*. Rand McNally.
- Manatos, M. J., Sarrico, C. S., & Rosa, M. J. (2017). The integration of quality management in higher education institutions: A systematic literature review. *Total Quality Management and Business Excellence*, 28(12), 159- 175.
- Mang'anyi, E. E., & Govender, K. K. (2015). Corporate governance and firm performance: An empirical analysis of manufacturing firms in Kenya. *Corporate Ownership & Control*, 12(3), 610-622.
- Martin, F., Parker, M. A., & Deale, D. F. (2011). Examining interactivity in synchronous virtual classrooms. *The International Review of Research in Open and Distributed Learning*, 13 (3), 227-261.
- McMillan, J. H., & Reed, D. S. (2010). *Understanding and evaluating research in applied and clinical settings*. Routledge.
- Meyer, J. P., & Allen, N. J. (1991). A three-component conceptualization of organizational commitment. *Human Resource Management Review*, 1(1), 61-89.
- Meyer, J. P., Stanley, D. J., Herscovitch, L., & Topolnytsky, L. (2002). Affective, Continuance, and Normative Commitment to the Organization: A Meta-analysis of Antecedents, Correlates, and Consequences. *Journal of Vocational Behavior*, 61(1), 20-52.
- Milne, A. J., & McConnell, P. (2011). *Broadcasting facilities for education: Technical and operational criteria*. International Broadcasting Trust.
- Montgomery, S. E., & Miller, J. (2011). The third place: The library as a collaborative and community space in a time of fiscal restraint. *College & Undergraduate Libraries*, 18(2-3), 228-238.
- Mowday, R. T., Porter, L. W., & Steers, R. M. (2013). *Employee organization linkages: The psychology of commitment, absenteeism, and turnover*. Academic Press.
- Neumann, R. (1992). *Perceptions of the teaching research nexus: A framework for anal-*

ysis. Higher Education.

Nielsen, J. (1993). *Usability engineering*. Academic Press.

Oblinger, D. G. (2006). *Learning spaces*. Educause.

Ojo, J. O., & Aderonmu, P. A. (2017). The impact of administrative support services on organizational performance: A study of selected universities in Nigeria. *International Journal of Educational Administration and Policy Studies*, 9 (7), 84-92.

Oshagbemi, T. (1999). Overall job satisfaction: How good are single versus multiple-item measures? *Journal of Managerial Psychology*, 14 (5), 388-403.

Parasuraman, A., Zeithaml, V. A., & Berry, L. L. (1988). SERVQUAL: A multiple-item scale for measuring consumer perceptions of service quality. *Journal of Retailing*, 64(1), 12-40.

Richard, P. J., Devinney, T. M., Yip, G. S., & Johnson, G. (2009). Measuring organizational performance: Towards methodological best practice. *Journal of Management*, 35(3), 718-804.

Santoro, N. (2013). 'I'm not a real academic': A career from industry to academe. *Journal of Further and Higher Education*, 37 (3), 384-396.

Sarrico, C. S., Rosa, M. J., Teixeira, P. N., & Cardoso, M. F. (2010). Assessing quality and evaluating performance in higher education: *Worlds apart or complementary views?* *Minerva*, 48(1), 35- 54.

Sharma, P., & Rani, S. (2016). Impact of information technology on internal service quality: An empirical study of Indian universities. *Journal of Services Research*, 16 (1), 65-80.

Strange, C. C., & Banning, J. H. (2001). *Educating by design: Creating campus learning environments that work*. Jossey-Bass.

Tanner, C. K. (2008). Effects of school design on student outcomes. *Journal of Educational Administration*, 46 (3), 381-399.

Thomas, L., & May, H. (2010). *Inclusive learning and teaching in higher education: A synthesis of research*. Higher Education Academy.

Trivellas, P., & Santouridis, I. (2022). Job satisfaction as a mediator of the relationship between service quality and organizational commitment in higher education. *Journal of Vocational Behavior, 21(3)*, 67-91

West Yangon Technological University. (n.d.). *Home*. <https://www.wytu.edu.mm>

Winefield, A. H., Gillespie, N., Stough, C., Dua, J., Hapuarachchi, J., & Boyd, C. (2003). Occupational stress in Australian university staff: Results from a national survey. *International Journal of Stress Management, 10 (1)*, 51-63.

APPENDIX I

QUESTIONNAIRE

This study is conducted for academic purposes for partial fulfillment of the requirements of the Master of Business Administration at Yangon University of Economics. Hence, you are being requested to participate in a survey to provide information related to the topic. Participation in this survey is voluntary and your responses will be kept confidential. The soundness and the validity of the findings highly depend on your kind and genuine response. Therefore, I kindly request you to fill out the questionnaires carefully and truthfully. I would like to thank you for your cooperation.

Part I

Demographic Characteristics of Respondents

1. Gender

- Male
- Female

2. Age (years)

- Under 30
- 31 – 40
- 41 – 50
- 51 –60

3. Level of Education

- Graduate
- Master Degree
- Doctorate

4. Position

- Tutor
- Assistant Lecturer
- Lecturer
- Associate Professor
- Professor
- Professor and Head

5. Years of Services

- Less than 1 year
- 2 –3 years
- 3 –4 years
- Above 4 years

6. Department

- Myanmar
- English
- Mathematics
- Physics
- Chemistry
- Geology
- Civil
- Architecture
- Mechanical
- Electronics
- Electrical Power
- Mechatronics
- Metallurgy
- Textile
- Chemical
- Information Technology

Concerning Parts II, III, IV and V, please indicate the level of agreement with each statement regarding the internal service quality, job satisfaction, organizational commitment and organizational performance by ticking (/) in the box below.

1 = Strongly Disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly Agree

Part II

Non-Academic Aspects

No	Statement	1	2	3	4	5
1	There is sincere interest in solving problems in WYTU.					
2	WYTU pays attention to personal concerns.					
3	WYTU handles complaints in efficiently.					
4	WYTU prepares and maintains accurate and retrievable records.					
5	WYTU keeps promise.					
6	There is positive attitude in WYTU.					
7	There is good communication in WYTU.					
8	WYTU shares its system and procedure to academic staff.					
9	WYTU focuses on equal treatment to academic staff.					
10	WYTU keeps confidential of information.					

Academic Aspects

No	Statement	1	2	3	4	5
1	WYTU support knowledge about course content to academic staff.					
2	WYTU supports the academic staff in solving their academic challenges.					
3	A positive attitude towards academic success is cultivated among faculty members.					
4	WYTU has a positive view on every academic field.					
5	WYTU has good communication skill with other					

No	Statement	1	2	3	4	5
	academic organizations.					
6	WYTU gives feedback in the progress of academic staff.					
7	WYTU holds seminars, workshops and conferences with the experienced academics					
8	WYTU gives sufficient and convenient consultation in the academic field.					

Programme Design

No	Statement	1	2	3	4	5
1	WYTU offers the excellent quality academic programmes.					
2	WYTU offers a wide variety of programmes with different specialization.					
3	WYTU's counseling services are readily accessible.					
4	The academic programmes are reputable.					
5	Programmes are designed by the academic staff who have highly education in their respective field.					
6	Class sizes are kept to a minimum in WYTU.					
7	WYTU offers a well-designed variety of programmes and specializations.					

Physical Facilities

No	Statement	1	2	3	4	5
1	WYTU provides facilities and equipments.					
2	WYTU supports well-equipped library and resource center.					
3	The university facilities are modernized.					

No	Statement	1	2	3	4	5
4	WYTU provides campus offers an aesthetic view , contributing to a positive working environment.					
5	Accommodation facilities and equipment for academic staff is adequate.					
6	Adequate facilities and infrastructure are available to run services.					
7	Comprehensive learning resources are available in WYTU.					
8	WYTU provides facilities harmonized professional appearance and image.					

Access

No	Statement	1	2	3	4	5
1	WYTU responses to the requests for assistance.					
2	WYTU gives sufficient time for consultations.					
3	WYTU is conduct able in ease.					
4	Each faculty member in WYTU is familiar when response to my request.					
5	WYTU allows the faculty members to express opinions.					
6	WYTU's location is accessible.					
7	WYTU gives the improvement feedback for requested services.					
8	WYTU announces its service delivery procedure.					
9	WYTU has a definite website.					

Part III

Feedback Request: The statements below reflect job satisfaction within your organization. Please respond based on your emotions rather than analytical thinking. Kindly indicate your feelings by selecting the most suitable option in the corresponding column.

1. Strongly disagree 2. Disagree, 3. Neutral, 4. Agree, 5. Strongly agree

Job Satisfaction

No	Statement	1	2	3	4	5
1	I am satisfied with my salary.					
2	I am satisfied with the opportunities for promotion.					
3	I love the nature of my job.					
4	My relationship with colleagues is positive.					
5	My relationship with my supervisor is satisfactory.					
6	I enjoy my work very much.					
7	I can recommend my employer to others.					
8	There is a lot of room for improvement in the general satisfaction of our work community.					

Part IV

Feedback Request: The statements below reflect Organizational Commitment within your organization. Please respond based on your emotions rather than analytical thinking. Kindly indicate your feelings by selecting the most suitable option in the corresponding column.

1. Strongly disagree 2. Disagree, 3. Neutral, 4. Agree, 5. Strongly agree

Organizational Commitment

No	Statement	1	2	3	4	5
1	I plan to spend the rest of my career at WYTU					
2	I enjoy discussing WYTU with others.					
3	I am attached to WYTU.					
4	I consider myself part of the organization's family.					
5	I am emotionally attached to WYTU.					
6	I am personally attached to WYTU.					
7	I have a strong sense of belonging to the organization.					
8	I effectively address and resolve WYTU's problems as my own.					

Part V

Feedback Request: The statements below reflect Organizational Performance within your organization. Please respond based on your emotions rather than analytical thinking. Kindly indicate your feelings by selecting the most suitable option in the corresponding column.

2. Strongly disagree 2. Disagree, 3. Neutral, 4. Agree, 5. Strongly agree

Organizational Performance

No	Statement	1	2	3	4	5
1	I receive adequate recognition for my contributions.					
2	WYTU encourages employees to suggest changes or modifications.					
3	WYTU effectively responds to customer feedback for product/service enhancement.					
4	WYTU emphasizes continuous learning and improvement.					
5	Services at WYTU are consistently improved over time.					
6	WYTU provides opportunities for continuous education and learning.					
7	WYTU delivers services effectively to both employees and external customers.					
8	The work environment at WYTU encourages productivity and collaboration.					
9	WYTU promotes a culture of excellence and positive performance.					
10	I am satisfied with the level of customer service provided by WYTU.					
11	WYTU consistently meets customer expectations.					
12	WYTU actively seeks feedback to better understand customer needs.					
13	WYTU learns from customer complaints to improve its services.					

APPENDIX II

STATISTICAL OUTPUT

1. Analysis on The Effect of Internal Service Quality on Job Satisfaction

Model Summary

Model	R	R Square	Adjusted R Square	Std Error of the Estimate	Change Statistics					
					R Square Change	F Change	df1	df2	Sig. F Change	Durbin-Watson
1	0.798 ^a	0.637	0.621	0.33238	0.637	39.725	5	113	0.000	1.493

- a. Predictors: (Constant), Non-Academic Aspects Mean, Academic Aspects Mean, Programme Design Mean, Physical Facilities Mean, Access Mean
- b. Dependent Variable: Job Satisfaction

ANNOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig
1	Regression	21.943	5	4.389	39.725	0.000 ^b
	Residual	12.483	113	.110		
	Total	34.426	118			

- a. Dependent Variable: Job Satisfaction Mean
- b. Predictors; (Constant), Non-Academic Aspects Mean, Academic Aspects Mean, Programme Design Mean, Physical Facilities Mean, Access Mean

Coefficients

Model		Unstandardized Coefficients		t	Sig	Collinearity Statistics	
		B	Std. Error			Tolerance	VIF
1	(Constant)	0.535	0.236	2.266	0.025		
	Non-Academic Aspects Mean	0.201	0.088	2.296	0.024	0.375	2.667
	Academic Aspects Mean	0.306	0.098	3.130	0.002	0.156	6.426
	Programme Design Mean	0.630	0.091	6.895	0.000	0.378	2.644
	Physical Facilities Mean	0.089	0.059	1.498	0.137	0.359	2.786
	Access Mean	0.391	0.177	3.347	0.001	0.112	8.896

a. Dependent Variable: Job Satisfaction Mean

b. Predictors: (Constant), Non-Academic Aspects Mean, Academic Aspects

Mean, Programme Design Mean, Physical Facilities Mean, Access Mean

2. Analysis on the Effect of Internal Service Quality on Organizational Commitment

Model Summary

Model	R	Rsquare	Adjusted R Square	Std Error of the Estimate	Change Statistics					
					R Square Change	F Change	df1	df2	Sig.F Change	Durbin-Watson
1	0.796 ^a	0.633	0.617	0.39585	0.633	39.011	5	113	0.000	1.409

b. Dependent Variable: Organizational Commitment Mean

b. Predictors; (Constant), Non-Academic Aspects Mean, Academic Aspects Mean, Programme Design Mean, Physical Facilities Mean, Access Mean

ANNOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig
1	Regression	30.565	5	6.113	39.011	0.000 ^b
	Residual	17.707	113	0.157		
	Total	48.272	118			

a. Dependent Variable: Organizational Commitment Mean

b. Predictors; (Constant), Non-Academic Aspects Mean, Academic Aspects Mean, Programme Design Mean, Physical Facilities Mean, Access Mean

Coefficients

Model		Unstandardized Coefficients		t	Sig	Collinearity Statistics	
		B	Std. Error			Tolerance	VIF
1	(Constant)	0.221	0.281	0.786	0.433		-
	Non-Academic Aspects Mean	0.170	0.104	1.632	0.100	0.375	2.667
	Academic Aspects Mean	0.159	0.116	1.365	0.175	0.156	6.426
	Programme Design Mean	0.778	0.109	7.158	0.000	0.378	2.644
	Physical Facilities Mean	0.171	0.071	2.418	0.010	0.359	2.786
	Access Mean	0.337	0.139	2.421	0.017	0.112	8.896

a. Dependent Variable: Organizational Commitment Mean

b. Predictors; (Constant)- Non-Academic Aspects Mean, Academic Aspects Mean, Programme Design Mean, Physical Facilities Mean, Access Mean

3. Analysis on the Effect of Job Satisfaction and Organizational Commitment on Organizational Performance

Model Summary

Model	R	R Square	Adjusted R Square	Std Error of the Estimate	Change Statistics					
					R Square Change	F Change	df1	df2	Sig. F Change	Durbin-Watson
1	0.852 ^a	0.726	0.722	0.29828	0.726	153.982	2	116	0.000	1.409

a. Predictors: (Constant), Job Satisfaction Mean, Organizational Commitment Mean

b. Dependent Variable: Organizational Performance

ANNOVA^a

Model		Sum of Squares	Df	Mean Square	F	Sig
1	Regression	27.400	5	13.7	153.982	0.000 ^b
	Residual	10.321	116	0.89		
	Total	37.721	118			

a. Dependent Variable: Organizational Performance Mean

b. Predictors; (Constant), Job Satisfaction Mean, Organizational Commitment

Coefficients

Model		Unstandardized Coefficients		t	Sig	Collinearity Statistics	
		B	Std. Error			Tolerance	VIF
1	(Constant)	0.566	0.1886	2.962	0.004		-
	Job Satisfaction Mean	0.722	0.104	6.783	0.000	0.228	4.386
	Organizational Commitment	0.159	0.090	1.769	0.080	0.228	4.386

a. Dependent Variable: Organizational Performance Mean

b. Predictors; (Constant), Job Satisfaction Mean, Organizational Commitment