

## CHAPTER 1

### INTRODUCTION

#### 1.1 Introduction

Yemen, which is characterized by limited natural resources, is a less developed country compared to its Arab country's neighbours (World Bank, 2014). However, Yemen has young manpower, that is able to work in different areas, and can be employed for the overall development of the country (Ministry of Higher Education, 2006).

The Yemen government believes that, the higher education sector is an essential part of the infrastructure of the overall national development and is a key factor in building knowledge, capacity, and skills of the population (Yemen Ministry of Higher Education, 2006). Although the higher education sector in Yemen facing a number of issues that led to limited contribution of higher education institutions to the development of the society (e.g., employee dissatisfaction over the job assigned to them and their financial income, low commitment, low efficiency, education quality and the degree of educational achievement of the students (The Supreme Council of Education Planning TSCEP, 2014; Muthanna & Karaman, 2011; Muthanna, 2015; Boset, Asmawi & Abedalaziz, 2017; Saeed, Gelaidan & Ahmad, 2013), the higher education sector still

has been recognized as one of the supporters of the government towards achieving its goal (to be a knowledge-based economy).

The concept of higher education contains universities, colleges, their departments and centres and other institutions that are on the same level (TSCEP, 2012). The higher education sector is labour intensive (Küskü, 2003). It is due to the higher education institutions are more dependent on human factors, huge amount of resource and activities performed by employees. Higher education is a service because it exhibits all the classical features of services, it is intangible and varied, and can be produced and consumed at the same time (Zafiroopoulos & Vrana, 2008). It also has a number of stakeholders such as academic and administration staff, students and their parents and the society, all of whom has experience different aspects of higher education institutions (Trivellas & Dargenidou, 2009). In addition, higher education has many customers such as students, staff, faculty members, graduates, and others (Kara & DeShields, 2004). Therefore, higher education institutions need to improve the quality of their services to these customers. They must understand customers' needs and understand the quality attributes embraced by their customers (Rowley, 1997).

In global competition world, presenting quality service is a key to success, and many experts coincide that the most powerful competitive trend that is currently shaping marketing and business strategies is service quality (Firdaus & Abdullah, 2006). Therefore, service organizations, such the higher education sector, are increasingly giving more attention to service quality to achieve their organizational goals. Service quality is defined as the consumer's perception of service performance that meets or exceeds their expectations of what an organization's service should provide (Parasuraman, Zeithaml, & Berry, 1988). Therefore, the key to service quality is to meet

or exceed customer expectations (Pariseau & McDaniel, 1997). Services can be provided for internal or external customers (Fisher & Schutta, 2003). The education system provides services for external customers. The human resource and accounting departments of an organization provide services for the internal customers in their own organization (Strawderman, 2005). A service system can provide a service through a number of service providers. Similarly, a customer can be an individual or a group of people. The supplier or the customer of the service may be represented at the interface by personnel or equipment (Strawderman, 2005).

Service quality helps an organization to differentiate itself from other organizations (Ghobadian et al., 1993). It can help an organization to generate repeat sales, customer loyalty and competitive product differentiation. Academics and practitioners alike have found that providing a high level of service quality can protect an organization, increase its potential to earn a higher market share (Buzzell & Gale, 1987), and provide it with the opportunity to obtain a good competitive price (Parasuraman et al., 1994). Moreover, service quality has been linked with increased organizational profitability (Kearns & Nadler, 1992). Furthermore, Chand (2010) found that, service quality has significant relationship with customer satisfaction and organizational performance. More specifically, service quality which is reflected in customer satisfaction, has a significant positive relationship with sales growth, market share, profitability, sales volume, and overall assessment within an industry. In other words, the most important factor affecting business performance is the quality of the services offered by an organization relative to its competitors.

On the other hand, organizations that fail to emphasize service quality will lose in terms of competitiveness, customer satisfaction and loyalty, and market share. Previous

researches have indicated that six times more people hear about a negative customer service experience rather than about the positive one. A positive word of mouth can be a very powerful tool for attracting new customers, while a negative word of mouth can have a devastating impact on the credibility and effectiveness an organization's efforts to attract new customers (Horovitz, 1990).

Service quality improvement in higher education lies in ability of the institution to provide an overall climate through human resource management (HRM) practices (Trivellas & Dargenidou, 2009). HRM researches into the service industry have discovered that perceptions of employees with regard to the HR practices of an organization are positively related to customer ratings of effectiveness of the service provided by the organization (Chand, 2010; Ueno, 2012; Tomar & Dhiman, 2013; Rahmati & Veiseh, 2015). In addition, Schneider (1994) found that there is a significant relationship between employee perceptions of HRM practices and customer perceptions of service quality. The quality of the relationship between the employees and the organization may be critical to the quality of the relationship between HRM practices and employee job performance (Kuvaas, 2008). Hence, the success of institutions dependent on the views, attitudes and perceptions of their human resources (Witt, 1991).

Therefore, as HRM practices play a critical role in the improvement of service quality, this study investigated the relationship between HRM practices and service quality in the context of higher education in Yemen. This study also examined the indirect relationship between HRM practices and service quality through organizational commitment, job satisfaction and job involvement, based on the perspective of the academic staff and their customers (students) in the higher education sector in Yemen.

## 1.2 Higher Education in Yemen

The concept of higher education in Yemen contains universities, colleges, their departments and centres and other institution on the same level (TSCEP, 2012). Higher education system in republic of Yemen is new and can be traced back only four decades. During this period, education in Yemen faced several challenges such as political and demographic changes (Unification of Yemen, 1990), and rapid increase of numbers of students at all levels (Ministry of Higher Education, 2006). To follow the progress of higher education, Yemeni higher education's history divided into two stages. The first stage is before the unification of Yemen (1970–1989). The second stage is after the unification of Yemen (1990-2016).

During the first stage (1970–1989), there are two public universities in Yemen. First, the University of Sana'a, which was established as the first public universities in 1970 in Sana'a capital of Yemeni Arab Republic (Yemen North). Second, the University of Aden, which also was established as the first public universities in 1970 in Aden capital of People's Democratic Republic of Yemen (Yemen South). Each university was contained two colleges only, but these universities was improved and expansion. For example, Aden university expanded during the seventies to 8 colleges and Sana'a during eighties to 9 colleges. The number of students in both universities in 1990 was 40,000 students, and the number of academic staff was 1073 only (Ministry of Higher Education, 2007). Since that date, the higher education was exclusive on these universities (TSCEP, 2012).

During the second stage (1990-2016), the Ministry of Higher Education and Research Scientific was established in 1990 and cancelled in 1994. Three private universities also were established during this period. Following this, the social demand

and government attention to the higher education increased. As a result, the government has produced expansion to the higher education institutions (TSCEP, 2012).

During the period of 1994 – 2001, the Ministry of Higher Education was cancelled. The government has authorized the Ministry of Education to carry out the tasks and responsibilities of Ministry of Higher Education. The change has improved the higher education with the establishment of Taiz University in 1995, and 4 public universities (Dhamar, Ibb, Hodeidah, Hadramout) for Science and Technology in 1996 (TSCEP, 2014). Furthermore, in 1995, the government issued a Law of Public University, as a legislative structure for higher education institutions. However, since this law has come in the absence of the Ministry of Higher Education, it was not able to regulate the relationship between universities and the Ministry of Education (Ministry of Higher Education, 2007).

In 2001, the Ministry of Higher Education was re-established due to the expansion of higher education institutions (Ministry of Higher Education, 2007). In 2013, the number of higher education institutions reach 54. There are 10 public universities (Sana'a, Aden, Hadramout, Taiz, Hodeidah, Ibb, Dhamar, Al-Baida, Amran and Hajja), and 44 private universities and college. The number of students was increase from 40,000 students in 1990, to 220,668 students in 2013. The number of academic staff was 8040 in 2013 (TSCEP, 2014).

Yemeni government spending on the education is relatively high. It is increased as share of budget from 17 percent of public expenditure in 1996 to 22 percent in 2004 (TSCEP, 2014). However, the return of the investment are not appropriate because insufficiency still exists in access, teaching skills, quality, accountability and efficiency, which obstruct the education system effectiveness (TSCEP, 2014).

Higher education institutions in Yemen have to expand their capacity, to keep up with the growing number of students, and improve its programs and outcomes. In addition, the higher education in this context must play an active role to help government to develop the country economically, culturally, morally, and socially. The higher education needs to provide high service quality to ensure they can produce competent human resource in the labour market (Ministry of Higher Education, 2006)

Yemen government always pay attention to improve education sector in general, and the higher education in particular (TSCEP, 2014). The Yemen government issued executive regulations and law to organize the higher education sector. For example, in 2010, the Yemen government issued Higher Education Law to identify a set of goals for the higher education sector. One of the goals is to prepare qualified and specialized human resources in the field of science and different fields of knowledge to meet the needs of the community and the requirements of comprehensive development (Higher Education Law, 2010).

Despite the achievements of higher education system in Yemen in the development, production and application of knowledge, social development, educational facilities and the increasing number of students the Yemeni universities outputs still lags behind the needs of the actual economic community imposed by the current competitive of global economic system (World Bank, 2008). One of the reasons is because the education that is offered to the student don't appropriate with labour market's need (Bruni, Salvini & Uhlenhaut, 2014), which consequently increase the unemployment rate to 54 percent amongst university graduates (ILO, 2014; GSDRC, 2007). The reason of unemployment rate is due to skills gaps (ILO, 2016), and the employer do not prefer to employ the local graduate due to low of quality, skills and

efficiency (TSCEP, 2014). Another issue of higher education in Yemen is the weakness of academic staff performance as well as institutional performance as whole (i.e. low of efficiency as well as education quality and the degree of educational achievement of the students). In addition, the higher education institutions do not response to the requirements and needs of comprehensive development in Yemen (TSCEP, 2014).

In response to these challenges and imbalances, the Yemeni government exert significant efforts and researched for solutions for these challenges and imbalances. For example, the government introduced the national strategy for the development of higher education in the Republic of Yemen (2006-2010), as a part of Yemen strategic vision 2025 (Ministry of Higher Education, 2006). This strategic suggested that all universities need to provide and prepare human resources that have managerial skill and academic expertise in various aspects such as education quality, efficiency use of human and material resource and the creating system for performance appraisal and compensation (Ministry of Higher Education, 2006). However, since the implementation a national strategy for the development of higher, there is no development in the education quality occurred in universities until today (TSCEP, 2014).

Moreover, in 2010, the Yemeni government established a council of academic accreditation and quality assurance in higher education. The aimed is to improve and develop higher education quality (both in terms of inputs, processes or outputs) in Yemen by enhancing the ministry directions and its education policy. In addition, the establishment of council of academic is to ensure the institutions of higher education, especially universities are competitive with regional and international universities. The world Bank support the government and ministry of higher education to implements a

project during 2010-2015 period with aims to develop and improve higher education quality (World Bank, 2014).

Furthermore, in 2012, Yemen's government formed a committee known as the Supreme Council of Education Planning with collaboration from the Ministry of Planning and International Cooperation, and World Bank to prepare an integrated vision for education within the overall vision of the government for education reform, and as a part of Yemen strategic vision (2025) (TSCEP, 2014). Also, the Yemeni government announced 2015 as education year to renew the government's commitment to continue to provide adequate support to the education sector, and implement some faster plans and programs to support education in Yemen (TSCEP, 2014). In addition, the government introduced system of appointment, supervision and performance of teaching staff in the public universities. Each public university must provide standard system of quality demands, efficient of teaching staff, and services support administrative and education (Executive Regulations of the Yemeni Universities Law (2007).

Alabade (2013) suggest that the higher education sector in Yemeni must orient all academic activities at all levels to satisfy the needs and desires of the students and the labour market. Almhklafi (2008) suggested a system for total quality in Yemeni Universities to help their academic staff to acquire skills and abilities to achieve universities objectives of quality.

### 1.3 Problem Statement

The Yemen government has been continuously giving attention to the improvement of higher education. The number of higher education institutions has increased from two universities in 1993 to thirty universities in 2014 (TSCEP, 2014). In addition, the Yemen government has introduced a higher education law to establish a council for academic accreditation and quality assurance for higher education, with support from the World Bank (Higher Education Law, 2010). However, higher education institutions in Yemen are still facing several issues relation to quality such as student dissatisfaction over the services provided by the universities (Alrashdi, 2009), low academic staff performance as well as the performance of institutions as whole, which have resulted in low of quality education (TSCEP, 2014). Based on these issues, researcher in this context such as Alrashdi (2009) have urged higher education institutions to have ambitious plans for the redevelopment of all management practices and for the development of their human resources to improve service quality (Alrashdi, 2009). Since the concern with regard to higher education in Yemen is related to service quality, this study was conducted to examine the factors that influence the service quality of academic staff. This study focused on the academic staff because they fall under one of five areas that require improvement (Alabade & Bamdehaf, 2007).

The key to managing a customer's experience of service quality is to manage the experiences of employees within the organization. this is because the experiences of employee with regard to organizational practices influence the perceptions of customers concerning service quality (Gazzoli, Hancer & Kim, 2013; Jaakkola, Helkkula & Aarikka-Stenroos, 2015; Oh & Kim, 2017). According to Schneider and Bowen (1985), human resources management (HRM) practices is crucial to management of employee

experiences of organizational practices. In other words, if employees satisfied with the HRM practices in their organization, this can create a positive experience among the employees, which will motivate them to deliver quality service to customers. This that HRM practices are critical factor in the improvement of service quality has been verified by previous studies (Chand, 2010; Ueno, 2012; Kloutsiniotis & Mihail, 2018).

Although the impact of HRM practices on service quality has been empirically verified in previous studies (e.g., Chand, 2010; Ueno, 2012; Kloutsiniotis & Mihail, 2018), there is still a lack of empirical studies that examined the effect of HRM practices on service quality in the context of higher education in Yemen. This is a very important aspect that needs to be explored as previous studies only investigated the relationship in non-educational sectors such as in banking (e.g. Rahmati & Veiseh, 2015; Irfan, Mohsin & Yousaf, 2009; Kloutsiniotis & Mihail, 2018), hotels and tourism (e.g. Worsfold, 1999; Chand, 2010; Jago & Deery, 2002), healthcare (e.g. Tzafrir & Gur, 2007; Tomar & Dhiman, 2013) and airlines (e.g. Zerbe & Gedaliahu, 1998; Lim, Russell-Bennett & Dagger, 2006). In addition, the existing studies within the context of higher education in Yemen have been focusing on the implementation of total quality management practices (Al-Amri, 2012; Alrashdi, 2009), and on examining the dimensions of service quality (Alhidabi & Okasha, 2006).

The direct relationship between HRM practices and organizational performance in general, or service quality in particular, is still fuzzy (Armstrong & Brown, 2019), as previous studies (e.g., Chand, 2010; Ueno, 2012; Kloutsiniotis & Mihail, 2018) did not pay much attention to the mechanism of the relationship between HRM practices and service quality. As a result, researchers (e.g., Kloutsiniotis & Mihail, 2018; Armstrong & Brown, 2019; Tensay & Singh, 2019) have argued that there is still an incomplete

understanding of the relationship between HRM practices and service quality. It has been suggested that employee attitude and behaviour should be included as mediators between HRM practices and organizational outcomes, which will lead to a better understanding of the relationship between HRM practices and organizational outcomes such as service quality (Paauwe & Blok, 2015; Kloutsiniotis & Mihail, 2018). Therefore, this study proposed that organizational commitment, job satisfaction and job involvement could mediate in the relationship between HRM practices and service quality.

The possible role of organizational commitment, job satisfaction, and job involvement as mediators in the relationship between HRM practices and organizational outcomes such as service quality can be explained through the social exchange theory (Ko & Walter, 2013; Paauwe & Blok, 2015; Kloutsiniotis & Mihail, 2018). It is also based on previous findings of the existence of a relationship between HRM practices and the suggested mediators (organizational commitment, job satisfaction, and job involvement) (e.g., Aladwan et al., 2015; Al-Shuaibi, Subramaniam & Shamsudin, 2014; Takeuchi & Takeuchi, 2013), and between the suggested mediators (organizational commitment, job satisfaction, and job involvement) and service quality (e.g., Heydari & Lai; 2019; Wong & Cheung, 2014). Another gap in the literature can be filled by exploring the potential mediating effects of organizational commitment, job satisfaction and job involvement in the relationship between HRM practices and service quality because very few studies have simultaneously tested the link between the variables within a single research framework and within a particular context.

This study addressed the previous gaps by examining the relationship between HRM practices, organizational commitment, job satisfaction, job involvement and

service quality within the context of Yemen. Yemen was selected as the context for this study as previous studies in relation to service quality were conducted in developed countries such as the United States, Europe and different parts of Asia, while little attention has been paid to the less developed countries such as Yemen. Therefore, the results of previous studies may not be generally applicable to other countries such as Yemen (Foley, Ngo, & Loi, 2006; Ngo, Loi, Foley, Zheng, & Zhang, 2013) since the relationship between HRM practices, organizational commitment, job satisfaction, job involvement and service quality could be based on the culture of the particular country (Rabl, Jayasinghe, Gerhart & Kühlmann, 2014; Zhang, McNeil, Bartram, Dowling, Cavanagh, Halteh & Bonias, 2016).

#### **1.4 Research Questions**

1. What are the effects of human resource management practices on service quality among academic staff in Yemen higher education?
2. What are the effects of human resource management practices on organizational commitment, job satisfaction and job involvement among academic staff in Yemen higher education?
3. What are the effects of organizational commitment, job satisfaction and job involvement on service quality among academic staff in Yemen higher education?
4. Do organizational commitment, job satisfaction, and job involvement mediate the relationship between human resource management practices and service quality in Yemen higher education?

### **1.5 Research Objectives**

1. To examine the effects of human resource management practices on service quality among academic staff in Yemen higher education.
2. To examine the effects of human resource management practices on organizational commitment, job satisfaction, and job involvement among academic staff in Yemen higher education.
3. To examine the effects of organizational commitment, job satisfaction, and job involvement on service quality among academic staff in Yemen higher education.
4. To examine the mediating effect of organizational commitment, job satisfaction, and job involvement in the relationship between human resource management practices and service quality in Yemen higher education.

### **1.6 Significance of the Study**

Despite the growing attention of HRM practices to improve organizational performance in general and service quality as particular, most of previous studies conducted in developed countries such as America, Europe and different part of Asia (Chand, 2010; Ueno, 2012; Uen et al., 2012; Tzafrir & Gur, 2007; Tomar & Dhiman, 2013; Browning, 2006; Tsaur & Lin, 2002; Worsfold, 1999; Morrison, 1996; Husin et al., 2012; Jago & Deery, 2002). However, the finding of previous studies cannot be generalized to the other stage of economic such as least developed countries with cultural and national differences such as Yemen which characterized as poor economic growth (GSDRC, 2007). Therefore, this study adds to the discussion to verify the previous finding related to the effect of HRM practices on service quality in the context of Yemen.

This study extends the existing literature by providing empirical evidence about mechanism that link HRM practices and service quality. In specific, this study highlights the role of organizational commitment, job satisfaction and job involvement as a mediator in the relationship between HRM practices and service quality. The link between variables (organizational commitment, job satisfaction, job involvement, HRM practices, service quality) were underpinned by social exchange theory. According to the theory, when employee received favourable treatment from their organization (in this study refer to HRM practices), they will feel obligated to return (be more committed, involve, showing job satisfaction) this treatment, and ultimately producing good performance (in this study refer to service quality).

Finally, this study is significant because it tests simultaneously the link between the variables (organizational commitment, job satisfaction, job involvement, HRM practices, service quality) in a single research framework and in a specific context. In previous studies, the relationship between these variables have been tested and examined in separate study. For instance, the effect of HRM practices on organizational commitment has been empirically examine in the study by Aladwan and colleagues (2015), while the effect of HRM practices on job satisfaction (Al-Shuaibi, Subramaniam & Shamsudin, 2014) and job involvement in another study (Boon et al., 2007). Other studies test the effect of HRM practices on both job satisfaction and organizational commitment (e.g. Gould-Williams, 2004; Nishii, Lepak & Schneider, 2008; Boon, Hartog , Boselie & Paauwe, 2011; Zhang & Morris, 2013), while the other studies examine the effect of HRM practices on job involvement and organizational commitment (Ko & Smith-Walter; 2013; Takeuchi & Takeuchi, 2013). Similarly, there are studies examine the effect of organizational commitment on service quality (e.g. Hadian, 2017; Heydari & Lai; 2019), while other studies focus on the effect of job

satisfaction on service quality (e.g. Waqas et al., 2012; Kim & Han, 2013), and examine both organizational commitment and job satisfaction on service quality (e.g. Ashill et al., 2008; Wong & Cheung, 2014).

### **1.7 Scope of the Study**

There are five variables in this study. The variables are human resource management practices (selection and recruitment, training and development, employee participation, performance appraisal, compensation), organizational commitment, job satisfaction, job involvement and service quality.

The focus of this study is to examine the effects of HRM practices on service quality in the context of public higher education sector in Yemen, specifically Aden University. This study also tests the mediating effect of organizational commitment, job satisfaction, and job involvement in the relationship between HRM practices and services quality.

The respondents in this study are academic staff at Aden University and their students (regarded as customer in this study). Aden University is the oldest and biggest university in Yemen (Ministry of Higher Education, 2007). There are 9 main faculties and centers. Aden University is the single Yemeni university entered into the ranking of the best of 100 Arabian Universities in 2015/ 2016 (<http://www.topuniversities.com>). Aden University contains of 2228 academic staff (represents 30 percent from total of the academic staff in the public universities) and 36700 students. Both academic staff and students come from various governorates or states (Sana'a, Hadramot, Taiz,

Hodeidah, Ibb, Dhamar, Al-Baida, Hajja, Shabowah, Abyan, Aldale'a, Lahej, Almhrah, Soqatra and Aden (Aden University, 2018).

## **1.8 Definitions of Concept**

The first step in developing any research instrument is to define the variables that are intended to be measured (Churchill, 1979). According to the literature, a construct or variable can be defined in different ways (Sekaran 2003). According to Sekaran (2003 p. 176), one of the techniques used in defining research constructs is 'to reduce the abstract notions, or concepts such as motivation, involvement, satisfaction ... to observable behaviour and characteristics. therefore, the following are definition of the variable in this study.

### **1.8.1 Human Resource Management Practices**

Human Resource Management Practices (HRM) practices refers to the all organization activities to manage its human resources and ensuring that the resources are employed for the fulfilment of organizational objectives (Wright & Snell, 1991). According to this study, HRM practices are refers to all Aden University activities and practises to manage its academic staff and ensuring they are employed for the fulfilment of university objectives to delivering the desirable level of service quality to their student.

For this study, five practices known as selection and recruitment, training and development, performance appraisal, compensation, and employee participation.

According to this study, training and development are a continuous effort designed to

improve academic staff competency and organizational performance (in this study is service quality). Recruitment and selection are the university process of attracting and choosing individuals that best suited for a particular position and the organization. in this study, recruitment and selection was measured by five items devoted by Bae and Lawler (2000). Compensation refers to total rewards provided to academic staff in return for their services and measured by 4 items devoted by Bae and Lawler (2000). Performance appraisal is a formal system of review and evaluation of individual or team task performance (Mondy & Mondy, 2014). In this study performance appraisal defined as all university procedure to evaluate academic staff performance, and measured by 4 items devoted by Bae and Lawler (2000). Employee participation as a process for empowering employees in the organization to participate in managerial decision-making and improvement activities appropriate to their levels in the organization (Zakuan et al., 2012). in this study employee participation defined as university system that provide opportunity for academic staff to participate in decision-making related to their work and delivering service quality. Employee participation in this study measured by 4 items devoted by Bae and Lawler (2000).

### **1.8.2 Organizational Commitment**

Organizational commitment defined as the degree of identify of employee with certain organization and its goals wishes to continue as member in this organization (Robbins & Judge, 2013). There are two dimensions of organizational commitment in this study known as affective and continuous commitment. Affective commitment refers to emotional attachment of employees to the organization, and that can influence organizational performance (Pattnaik & Sahoo, 2019). In this study affective

commitment defined as emotional attachment of academic staff to their university, which can influence delivering service quality. Continuance commitment refers to commitment based on the costs that the employee will incur if leaving the organization or decided to join another organization (Meyer & Allen, 1991; Alshanti, 2017; Pattnaik & Sahoo, 2019). Continuance commitment defined as academic staff commitment to Aden University do to the cost that will incur if they leave the university, or lose their benefit if they join other university.

### **1.8.3 Job Satisfaction**

Job satisfaction defined as reflects the employee feelings and attitudes about their work (Armstrong, 2014). In this study, there are three dimensions of job satisfaction known as intrinsic, extrinsic, and social satisfaction (Schnake, 1983). Intrinsic satisfaction emphasized psychological and emotional aspects. In this study intrinsic satisfaction defined as satisfaction of academic staff in emotional aspects such as their ability to use skills to achieve the task, work itself such as nature of challenging, difficulty and importance of the work, the employee chances to accomplish something worthwhile. Extrinsic satisfaction sources are situational, which depend on the environment, such as academic staff satisfaction with work environment, and the amount of pay benefits academic staff get from organization. Social satisfaction is defined as an individual channel of assessment of the psychosocial aspects of his relationships, in which interactions with other partners are easy, gratifying, fulfilling and satisfactory (Geyskens & Steenkamp, 2000). In this study social satisfaction refers to academic staff satisfaction with social relationships, appreciates and respects communication with his partner on a personal level, and loves to work together as a teamwork.

#### **1.8.4 Service Quality**

Service quality refers to the customer's perception of service performance meets or exceeds their expectation of what the service firm should (Pariseau & McDaniel, 1997). In current study service quality refers to the student perception towards service performed by academic staff which meet or exceed student's expectation. There are four dimensions of service quality in this study. First, empathy, which refers to caring, making attention to the interest of the customer, and understanding the needs of the customer. Second, responsiveness, which refers to the employee's willingness to help customers when they face any problem in providing prompt service. Third, reliability, which refers to employee ability to perform the promised service on time, dependably and accurately. Fourth, assurance, which refers to knowledge and courtesy of employees, and their ability to convey trust and confidence.

#### **1.8.5 Job Involvement**

Job involvement is defined as the degree to which a person's work performance affects his self-esteem (Lodahl & Kejner, 1965). In current study job involvement is defined as the degree to which the academic staff identifies with their job, participates actively in his job, and importantly considers their performance to his self-worth.

#### **1.8.6 Higher Education**

Higher education in this study refers to public university in Yemen known as Aden University. Aden University is the oldest and biggest university in Yemen (Ministry of Higher Education, 2007). There are 9 main faculties and centers. Aden

University contains of 2228 academic staff (represents 30 percent from total of the academic staff in the public universities) and 36700 students. Both academic staff and students come from various governorates or states (Sana'a, Hadramot, Taiz, Hodeidah, Ibb, Dhamar, Al-Baida, Hajja, Shabowah, Abyan, Aldale'a, Lahej, Almhrah, Soqatra and Aden (Aden University, 2018).

### **1.9 Structure of Thesis**

There are five chapters in this thesis.

Chapter One provides an introduction and overview to the thesis and the higher education in Yemen. Following this, the problem statement of the study, the research questions, and the research objectives. Then, the chapter describe the significance and the scope of the study. Finally, the chapter explain the conceptual definition for variables include in this study, follow by the structure of the thesis.

Chapter Two provides the literature review of human resource management (HRM) practices and service quality. The chapter begin with the concept of human resource management and its practices. Following this, the chapter review theories of HRM. Then, the chapter review the consequences of HRM practices. Regarding service quality, this chapter has provided a discussion about the concept of service quality, the model of service quality, the significant of service quality on organization and employee, and the factors that influence service quality. In the end, the chapter explain the summary of proposed hypotheses and the conceptual framework of this study.

Chapter Three explained the methodological aspects of this study. The chapter begin with the introduction to the research design of this study. Following this, the

chapter describes the population and sample of this study. In specific, the chapter explain the sampling technique used in this study and the sample size. Then, the chapter describes the data collection method and procedure, including the questionnaire development process and the measurement for each variable. Finally, the chapter explain the method and procedure of data analysis apply in this study to test the research framework and the hypotheses of this study.

Chapter Four explains the results from data analysis. The chapter begin with explanation of response rate and the respondent's demography and profile. Following this, the chapter describes the analysis results of statistical assumptions, exploratory factor analysis, confirmatory factor analysis and the structural model. Finally, the chapter explains the final structural model for this study and the summary of hypotheses testing.

Chapter Five provides discussion about the findings from Chapter Four. Then, the chapter explain the theoretical and practical implication of this study. Finally, the chapter describe the limitations of this study and the recommendations for future research, follow by the and conclusion of this study.