

Impact of Organizational Culture on Job Satisfaction of Teaching Staff Working in Universities of Surat City: A Conceptual Framework

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Abstract:

The rapidly evolving higher education landscape, characterized by the implementation of the National Education Policy (NEP) 2020, digital transformation, increasing research expectations, accreditation requirements, and the integration of Artificial Intelligence (AI), has significantly transformed the roles and responsibilities of university teaching staff. In this context, organizational culture has emerged as a critical factor influencing faculty attitudes, motivation, and job satisfaction. This conceptual paper aims to examine the impact of organizational culture on the job satisfaction of teaching staff working in universities of Surat City and to propose a comprehensive conceptual framework that explains this relationship. The study is based on a critical review and synthesis of existing literature on organizational culture and job satisfaction, drawing primarily on **Schein's Organizational Culture Theory** and **Herzberg's Two-Factor Theory**. The review identifies key dimensions of organizational culture, including leadership support, communication, participation in decision-making, trust, recognition, innovation, professional development, work environment, and shared institutional vision, as important determinants of faculty job satisfaction. The paper proposes that a supportive organizational culture positively influences both the intrinsic and extrinsic aspects of job satisfaction, leading to greater organizational commitment, improved teaching effectiveness, enhanced research productivity, and higher institutional performance. Furthermore, the study highlights significant theoretical and contextual gaps in the existing literature, particularly the limited research focusing on universities in Surat City and the changing higher education environment shaped by NEP 2020 and AI-enabled academic practices. The proposed conceptual framework provides a foundation for future empirical research and offers practical insights for university administrators and policymakers to develop organizational practices that enhance faculty well-being, strengthen institutional effectiveness, and promote sustainable academic excellence.

1. Introduction:

The higher education sector has undergone significant transformation in recent years due to globalization, technological advancements, policy reforms, and increasing expectations from stakeholders. Universities are no longer confined to their traditional role of imparting knowledge; instead, they have evolved into centers of innovation, research, entrepreneurship, and societal development. In this dynamic environment, organizational culture has emerged as a critical factor influencing institutional effectiveness and the overall well-being of employees. Organizational culture encompasses the shared values, beliefs, norms, and practices that guide the behavior of individuals within an institution and shape the way academic and administrative

activities are carried out. A positive organizational culture fosters collaboration, trust, innovation, and employee engagement, whereas a weak or unsupportive culture may result in dissatisfaction, stress, and reduced organizational commitment.

Faculty members are the intellectual capital of universities and are widely recognized as knowledge workers whose primary responsibilities extend beyond classroom teaching. They are actively involved in research, curriculum development, mentoring students, community engagement, consultancy, academic administration, and institutional development. Consequently, their level of job satisfaction significantly influences teaching quality, research productivity, student outcomes, and the overall reputation of higher education institutions.

In the contemporary academic environment, university teachers face numerous professional challenges. The increasing emphasis on research publications in indexed journals, securing research grants, patent generation, and interdisciplinary collaborations has intensified research pressure. Simultaneously, faculty members are expected to manage extensive teaching responsibilities, supervise postgraduate and doctoral scholars, participate in examination and evaluation processes, and contribute to various administrative committees. In addition, accreditation frameworks such as the National Assessment and Accreditation Council (NAAC), National Institutional Ranking Framework (NIRF), and the implementation of the National Education Policy (NEP) 2020 have introduced higher standards of academic quality, governance, and outcome-based education, thereby increasing institutional expectations from teaching staff.

The rapid integration of Artificial Intelligence (AI) and digital technologies has further transformed higher education. Faculty members are now expected to adopt AI-enabled teaching tools, develop digital learning resources, utilize learning management systems, and redesign assessment methods while ensuring academic integrity. Moreover, contemporary students possess diverse learning preferences and expect interactive, technology-driven, personalized, and industry-relevant education. Meeting these evolving expectations requires continuous professional development, adaptability, and innovation from university teachers.

Under these demanding circumstances, job satisfaction becomes an essential determinant of faculty motivation, organizational commitment, retention, creativity, and teaching effectiveness. Satisfied faculty members are more likely to demonstrate higher levels of engagement, research productivity, collaboration, and student mentoring, thereby contributing positively to institutional performance. Conversely, dissatisfaction may lead to stress, absenteeism, reduced productivity, burnout, and higher turnover intentions, ultimately affecting the quality of higher education.

Surat City provides an appropriate context for examining the relationship between organizational culture and job satisfaction due to its rapidly expanding higher education ecosystem. The city hosts several public, private, and deemed universities, each characterized by distinct governance structures, organizational practices, and institutional cultures. With increasing competition for academic excellence, accreditation, research output, and faculty retention, understanding how organizational culture influences the job satisfaction of teaching staff has become increasingly important. Despite the growing significance of this issue, limited conceptual and empirical studies have specifically explored this relationship within the universities of Surat City. Therefore, this conceptual paper seeks to examine the impact of organizational culture on the job satisfaction of university teaching staff and proposes a conceptual framework that may serve as a foundation for future empirical research and policy formulation aimed at strengthening organizational effectiveness and faculty well-being in higher education institutions.

2. Background of the Study

Higher education plays a pivotal role in the socio-economic development of a nation by producing skilled human resources, generating knowledge through research, and fostering innovation. In India, the higher education system has witnessed remarkable expansion over the last two decades in terms of the number of universities, colleges, student enrolment, and academic programmes. According to the **All India Survey on Higher Education (AISHE)**, India has one of the largest higher education systems in the world, comprising central, state, private, deemed, and specialized universities. The implementation of the **National Education Policy (NEP) 2020** has further accelerated reforms by emphasizing multidisciplinary education, academic flexibility, research excellence, digital transformation, internationalization, and quality assurance. These reforms have significantly altered the functioning of higher education institutions, requiring universities to become more innovative, collaborative, and student-centric.

In this evolving academic landscape, universities are increasingly expected to compete nationally and globally through excellence in teaching, research, innovation, consultancy, and community engagement. Consequently, the success of higher education institutions depends not only on physical infrastructure or financial resources but also on the quality, motivation, and commitment of their teaching staff. Faculty members constitute the intellectual capital of universities, and their effectiveness is largely influenced by the organizational environment in which they work. A supportive organizational culture that promotes trust, collaboration, transparency, recognition, and professional development can enhance faculty motivation and

job satisfaction, whereas an unsupportive culture may adversely affect their morale, productivity, and organizational commitment.

The higher education sector in Gujarat has experienced substantial growth in recent years. The state has established a strong educational ecosystem through public universities, private universities, and institutions of national importance. Gujarat has consistently focused on improving educational quality through initiatives related to research promotion, faculty development, innovation, skill enhancement, and industry-academia collaboration. State universities are increasingly adopting digital learning platforms, outcome-based education, and research-oriented academic practices to align with national educational reforms. However, these developments have also increased expectations from faculty members, who are now required to perform multiple roles beyond classroom teaching.

Surat City, one of Gujarat's fastest-growing educational and industrial hubs, has emerged as a prominent centre for higher education. The city is home to several universities representing different governance structures, including public, private, and deemed institutions. These universities cater to thousands of students across disciplines such as engineering, management, science, commerce, arts, law, health sciences, and technology. Although these institutions operate within the same geographical region, they differ considerably in terms of organizational policies, leadership styles, decision-making processes, faculty development opportunities, research culture, reward systems, and institutional values. Such differences are likely to shape faculty perceptions of their work environment and influence their level of job satisfaction.

At the same time, university teachers in Surat face increasing professional responsibilities arising from teaching, research, student mentoring, curriculum design, accreditation processes, consultancy, administrative assignments, and the integration of digital and Artificial Intelligence (AI)-based educational technologies. The growing emphasis on publications in high-impact journals, research funding, patent generation, innovation, and institutional rankings has intensified academic pressure. Simultaneously, faculty members are expected to provide personalized learning experiences, adopt technology-enabled pedagogies, and continuously upgrade their professional competencies to meet the evolving expectations of students and employers.

These changing institutional demands have highlighted the importance of creating an organizational culture that supports faculty well-being and professional growth. Job satisfaction among teaching staff has become an essential indicator of institutional health because satisfied faculty members are more likely to exhibit higher levels of engagement, innovation, organizational commitment, teaching effectiveness, and research productivity.

Conversely, dissatisfaction may lead to stress, burnout, absenteeism, reduced performance, and increased turnover intentions, thereby affecting the overall quality and competitiveness of higher education institutions.

Despite the growing recognition of organizational culture as a strategic resource in higher education, relatively few studies have examined its influence on the job satisfaction of university teaching staff within the context of Surat City. Most existing studies have either focused on general employee satisfaction or have been conducted in different geographical and institutional settings, limiting their applicability to the unique characteristics of universities in Surat. Therefore, there is a need to conceptually examine how organizational culture influences the job satisfaction of teaching staff in Surat's universities. Such an understanding will provide valuable insights for university administrators, policymakers, and researchers in designing institutional strategies that promote a positive work environment, enhance faculty satisfaction, and strengthen the overall quality and sustainability of higher education.

3. Statement of the Problem

The effectiveness and long-term sustainability of higher education institutions largely depend on the competence, motivation, and commitment of their teaching staff. While universities continue to invest in infrastructure, digital technologies, research facilities, and quality assurance mechanisms, comparatively less attention is often given to the organizational culture that shapes faculty members' professional experiences and workplace satisfaction. Organizational culture influences how faculty members interact with colleagues, perceive institutional support, participate in decision-making, embrace innovation, and align themselves with the vision and mission of the university. Consequently, it plays a significant role in determining their level of job satisfaction and overall organizational commitment.

In recent years, the responsibilities of university teachers have expanded considerably due to the implementation of the National Education Policy (NEP) 2020, increasing emphasis on research publications, outcome-based education, accreditation requirements, digital transformation, and the integration of Artificial Intelligence (AI) into teaching and learning. Faculty members are now expected to excel simultaneously in teaching, research, administration, student mentoring, consultancy, and community engagement. These evolving responsibilities have increased workplace demands and may influence faculty perceptions of their organizational environment and job satisfaction.

Surat City has emerged as an important higher education hub in Gujarat, hosting universities with diverse governance structures, institutional policies, leadership practices, and organizational cultures. Although these institutions operate within the same socio-economic

environment, variations in organizational culture may result in different levels of faculty satisfaction, motivation, and retention. However, existing literature has primarily focused on organizational culture or job satisfaction independently or has examined these constructs in different geographical contexts. Limited attention has been given to understanding their relationship within the universities of Surat City.

Therefore, the central problem addressed in this conceptual paper is the lack of a comprehensive understanding of how organizational culture influences the job satisfaction of teaching staff working in universities of Surat City. Addressing this issue is essential for developing institutional policies and management practices that foster a positive work environment, enhance faculty well-being, improve academic performance, and strengthen the overall quality of higher education.

4. Research Gap

Organizational culture and job satisfaction have been widely recognized as important constructs in organizational behavior and human resource management literature. Numerous studies have examined the influence of organizational culture on employee attitudes, motivation, commitment, performance, and retention across various sectors, including education. In the context of higher education, previous research has generally reported a positive association between supportive organizational culture and faculty job satisfaction. However, a critical review of the existing literature reveals several theoretical and contextual gaps that warrant further investigation.

First, most previous studies have been conducted in corporate organizations, healthcare institutions, or schools, while comparatively fewer studies have focused specifically on universities, where faculty members perform multifaceted roles encompassing teaching, research, academic administration, innovation, and community engagement. The unique organizational structure and academic autonomy of universities require context-specific investigation.

Second, although studies on organizational culture and job satisfaction exist within the higher education sector, much of the available research has been carried out in developed countries or in selected regions of India. Limited scholarly attention has been devoted to universities in Gujarat, particularly those located in Surat City, despite the city's rapid emergence as a major educational and research hub. Differences in governance structures, institutional policies, leadership practices, and organizational values among public, private, and deemed universities may influence faculty perceptions in ways that remain insufficiently explored.

Third, the higher education landscape has undergone substantial transformation following the implementation of the National Education Policy (NEP) 2020, increasing emphasis on accreditation, research productivity, digitalization, and the integration of Artificial Intelligence (AI) in teaching and learning. Much of the existing literature predates these developments and therefore does not adequately reflect the changing organizational environment experienced by contemporary university faculty.

Finally, existing studies have often examined organizational culture as a broad construct without identifying the specific cultural dimensions - such as leadership support, communication, participation in decision-making, recognition, trust, professional development, and innovation - that are most influential in shaping faculty job satisfaction. Furthermore, limited conceptual work has integrated established theoretical perspectives, such as Schein's Organizational Culture Theory and Herzberg's Two-Factor Theory, into a comprehensive framework applicable to higher education institutions.

In light of these gaps, the present conceptual paper proposes a theoretical framework to examine the impact of organizational culture on the job satisfaction of teaching staff working in universities of Surat City. The proposed framework aims to provide a foundation for future empirical research and offer practical insights for university administrators seeking to foster a supportive organizational culture that enhances faculty satisfaction, institutional effectiveness, and academic excellence.

5. Research Objectives

The rapid transformation of higher education, driven by policy reforms, technological advancements, research expectations, and increasing institutional accountability, has highlighted the importance of organizational culture in influencing faculty attitudes and workplace outcomes. Organizational culture serves as the foundation for institutional values, leadership practices, communication patterns, collaboration, and employee engagement, all of which have a significant bearing on the job satisfaction of teaching staff. Understanding this relationship is particularly important in universities, where faculty members play a central role in achieving academic excellence through teaching, research, innovation, and community engagement.

Although previous studies have explored organizational culture and job satisfaction independently, limited conceptual work has systematically examined their relationship within the context of universities in Surat City. Furthermore, the evolving higher education environment following the implementation of the National Education Policy (NEP) 2020 and the growing integration of Artificial Intelligence (AI) into academic practices necessitate a

contemporary conceptual framework that explains how organizational culture contributes to faculty job satisfaction. Accordingly, this conceptual paper is guided by the following objectives:

General Objective

To develop a conceptual framework that explains the impact of organizational culture on the job satisfaction of teaching staff working in universities of Surat City.

Specific Objectives

1. **To review and synthesize the existing literature** on organizational culture and job satisfaction within the context of higher education institutions.
2. **To identify the key dimensions of organizational culture** that are relevant to university teaching staff, including leadership support, communication, participation in decision-making, trust, recognition, innovation, professional development, and work environment.
3. **To examine the theoretical relationship** between organizational culture and job satisfaction by integrating established management theories, particularly Schein's Organizational Culture Theory and Herzberg's Two-Factor Theory.
4. **To develop a comprehensive conceptual framework** illustrating the proposed relationship between organizational culture and the job satisfaction of teaching staff working in universities of Surat City.
5. **To identify potential mediating or moderating variables**, such as organizational commitment, employee engagement, university type, academic rank, and teaching experience, that may be considered in future empirical investigations.
6. **To provide recommendations for future research and institutional policy** aimed at strengthening organizational culture, enhancing faculty job satisfaction, and improving the overall effectiveness of higher education institutions.

The achievement of these objectives is expected to contribute to the theoretical understanding of organizational behavior in higher education while providing a foundation for future empirical research. The proposed framework may also assist university administrators and policymakers in designing organizational practices that foster faculty well-being, improve institutional performance, and support sustainable academic excellence.

6. Proposed Conceptual Framework and Research Hypotheses

6.1 Proposed Conceptual Framework

Based on the review of literature and established organizational behavior theories, this conceptual paper proposes that **organizational culture** is a significant antecedent of **job**

satisfaction among teaching staff working in universities of Surat City. Organizational culture creates the environment in which faculty members perform their academic responsibilities. The shared values, leadership practices, communication patterns, recognition systems, opportunities for professional development, and organizational support influence faculty perceptions regarding their work environment, thereby affecting their level of job satisfaction.

Drawing upon **Schein's Organizational Culture Theory (2017)** and **Herzberg's Two-Factor Theory (1959)**, the present study conceptualizes organizational culture as a multidimensional construct comprising **leadership support, communication, participation in decision-making, trust, recognition, innovation, professional development, work environment, and shared institutional vision**. These dimensions collectively shape faculty experiences within universities and are expected to influence both intrinsic and extrinsic aspects of job satisfaction.

The proposed framework assumes that when universities develop a supportive organizational culture characterized by transparency, collaboration, fairness, innovation, and employee-centered leadership, faculty members are more likely to experience higher levels of motivation, organizational commitment, and overall job satisfaction. Conversely, weak organizational culture characterized by poor communication, inadequate recognition, limited participation, and lack of professional support may negatively affect faculty morale and workplace satisfaction.

Accordingly, organizational culture is treated as the **independent variable**, while **job satisfaction** represents the **dependent variable**. The framework also recognizes that future empirical studies may examine additional mediating variables such as organizational commitment and employee engagement or moderating variables such as university type, academic designation, teaching experience, gender, and age.

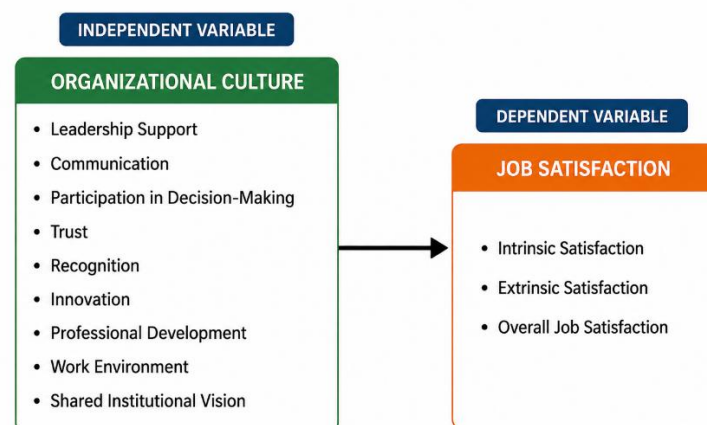


Figure 7.1 Proposed Conceptual Framework

6.2 Development of Research Hypotheses

The literature consistently suggests that a positive organizational culture enhances employee attitudes, organizational commitment, and workplace satisfaction. Faculty members working in universities with supportive leadership, effective communication, collaborative work environments, and opportunities for professional growth generally report higher levels of job satisfaction than those employed in less supportive institutional environments. Based on these theoretical arguments, the following hypotheses are proposed.

Main Hypothesis

H1: Organizational culture has a significant positive impact on the job satisfaction of teaching staff working in universities of Surat City.

Dimension-wise Hypotheses

H1a: Leadership support has a significant positive impact on the job satisfaction of teaching staff.

H1b: Effective organizational communication has a significant positive impact on the job satisfaction of teaching staff.

H1c: Faculty participation in decision-making has a significant positive impact on job satisfaction.

H1d: Organizational trust has a significant positive impact on job satisfaction.

H1e: Recognition and appreciation have a significant positive impact on the job satisfaction of teaching staff.

H1f: An innovation-oriented organizational culture has a significant positive impact on faculty job satisfaction.

H1g: Professional development opportunities have a significant positive impact on faculty job satisfaction.

H1h: A supportive work environment has a significant positive impact on the job satisfaction of teaching staff.

H1i: A shared institutional vision has a significant positive impact on faculty job satisfaction.

6.3 Future Research Propositions

To extend the proposed framework, future empirical studies may investigate additional relationships such as:

H2: Organizational commitment mediates the relationship between organizational culture and faculty job satisfaction.

H3: Employee engagement mediates the relationship between organizational culture and job satisfaction.

H4: University type (public, private, or deemed university) moderates the relationship between organizational culture and faculty job satisfaction.

H5: Teaching experience moderates the relationship between organizational culture and faculty job satisfaction.

6.4 Summary of the Proposed Framework

The proposed conceptual framework positions organizational culture as a strategic organizational resource that directly influences the job satisfaction of university teaching staff. By integrating the theoretical perspectives of Schein and Herzberg, the framework provides a comprehensive explanation of how cultural dimensions contribute to faculty well-being and organizational effectiveness. The framework also offers a theoretical foundation for future empirical studies in higher education institutions and provides practical guidance for university administrators seeking to create supportive organizational environments that promote faculty satisfaction, retention, academic excellence, and institutional sustainability.

7. Conclusion and Implications

The contemporary higher education environment is characterized by rapid technological advancements, policy reforms, increasing research expectations, and heightened institutional accountability. In such a dynamic landscape, organizational culture has emerged as a critical strategic resource that influences not only institutional performance but also the attitudes, motivation, and well-being of teaching staff. Faculty members are the primary drivers of teaching excellence, research productivity, innovation, and student development. Therefore, understanding the organizational factors that contribute to their job satisfaction has become increasingly important for the long-term success and sustainability of universities.

This conceptual paper has examined the relationship between organizational culture and the job satisfaction of teaching staff working in universities of Surat City by integrating established theoretical perspectives, particularly **Schein's Organizational Culture Theory** and **Herzberg's Two-Factor Theory**. Based on an extensive review of the literature, the study proposes that organizational culture - comprising leadership support, communication, participation in decision-making, trust, recognition, innovation, professional development, work environment, and shared institutional vision - has a positive influence on faculty job satisfaction. A supportive and collaborative organizational culture is expected to enhance faculty motivation, organizational commitment, research productivity, teaching effectiveness, and overall institutional performance.

The proposed conceptual framework contributes to the existing body of knowledge by extending the application of organizational culture theory to the context of higher education

institutions in Surat City. While previous studies have explored organizational culture and job satisfaction in different organizational settings, limited attention has been given to universities in Gujarat, particularly in the context of recent developments such as the implementation of the National Education Policy (NEP) 2020, digital transformation, and the integration of Artificial Intelligence (AI) into teaching and learning. Consequently, this paper provides a contemporary perspective that reflects the changing realities of university education.

Theoretical Implications

From a theoretical perspective, this paper contributes to organizational behavior and higher education literature in several ways. First, it integrates two well-established management theories—Schein's Organizational Culture Theory and Herzberg's Two-Factor Theory—to explain the relationship between organizational culture and faculty job satisfaction. Second, it identifies the key cultural dimensions that are likely to influence the workplace experiences of university teachers. Third, it offers a comprehensive conceptual framework that can serve as a foundation for future empirical research in higher education institutions, particularly within the Indian context.

Practical Implications

The proposed framework has important implications for university administrators, policymakers, and human resource managers. Universities should focus on creating an organizational culture that promotes transparent communication, participative leadership, mutual trust, recognition of academic achievements, continuous professional development, innovation, and a supportive work environment. Such initiatives can improve faculty satisfaction, reduce turnover intentions, strengthen organizational commitment, and enhance institutional effectiveness. The findings may also assist higher education institutions in developing faculty retention strategies, improving academic quality, and achieving excellence in accreditation, research, and student outcomes.

Limitations

As a conceptual paper, the study is based on theoretical analysis and synthesis of existing literature rather than empirical data. Therefore, the proposed relationships have not been statistically validated. In addition, the framework has been developed specifically for universities in Surat City, and its applicability to other geographical regions or educational contexts should be interpreted with caution until empirical evidence is available.

Directions for Future Research

Future researchers may empirically validate the proposed conceptual framework using quantitative, qualitative, or mixed-method approaches. Structural Equation Modeling (SEM)

may be employed to examine the direct and indirect relationships between organizational culture and job satisfaction. Researchers may also investigate the mediating roles of organizational commitment, employee engagement, and psychological empowerment, as well as the moderating effects of university type, academic rank, teaching experience, gender, and age. Comparative studies across public, private, and deemed universities or across different states of India would further enrich the understanding of organizational culture in higher education.

In conclusion, organizational culture is more than an administrative characteristic; it is a strategic asset that shapes faculty experiences, institutional effectiveness, and academic excellence. By fostering a positive organizational culture, universities can create an environment in which teaching staff remain motivated, satisfied, innovative, and committed to achieving institutional goals. The conceptual framework proposed in this paper provides a valuable foundation for future scholarly inquiry and offers practical guidance for developing people-centered universities capable of meeting the evolving demands of twenty-first-century higher education.

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